THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT GAGE ELEMENTARY SCHOOL

2020-21

37-68338-6039648
CDS Code

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

Principal: Burns, Kathy
Contact Person: Burns, Kathy
Position: Principal
Telephone Number: (619) 463-0202
Address: 6811 Bisby Lake Ave, Gage Elementary, San Diego, CA, 92119-1918
E-mail Address: kburns@sandi.net

The following items are included:
- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ Evaluation of LCFF and Title I Funded Actions and Activities
- ☒ Parent & Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Gage Elementary

SITE CONTACT PERSON: Kathy Burns

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

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

☑ **Title 1 Schoolwide Programs (SWP)**   ☐ **CSI School**

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

1. The SSC is 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:

☑ English Learner Advisory Committee (ELAC)	Date of presentation: 10/1/2020
☐ 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: 10/2/2020 + 10/5/2020
☑ Other (list): ___ELA___	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: 10/5/2020

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

Kathy Burns
Type/Print Name of School Principal

Kathy Burns 10/5/2020
Signature of School Principal / Date

Carol Schroder
Type/Print Name of SSC Chairperson

Carol Schroder 10-6-20
Signature of SSC Chairperson / Date

Denise Le
Type/Print Name of ELAC Chairperson

Denise Le 10/6/2020
Signature of ELAC Chairperson / Date

Monika Hazel
Type/Print Name of Area Superintendent

Monika Hazel 10/15/20
Signature of Area Superintendent / Date

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

Revised 9/7/2020

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION
This School Plan for Student Achievement fulfills the requirements of a Title 1 School wide program.

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

LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)
The SSC has analyzed performance data and considered the effectiveness of the funded programs. Advisory groups were consulted for their feedback and the SSC used the data and feedback to develop a plan to improve student achievement. The SSC met on the following dates to discuss the SPSA, the budget, and its implications on student achievement.

- January and February 2020
    - reviewed and approved budget
    - Reviewed SPSA goals
    - Completed SPSA evaluation of LCFF funded activities

September and October 2020
    - Reviewed budget and its implications for online learning
    - Reviewed SPSA data and reviewed goals
    - Approved SPSA
    - Reviewed Parent and Family Engagement Policy, and School-Parent compact.

RESOURCE INEQUITIES

Gage's root cause analysis involved examining data from the CAASPP, the California Dashboard, California Healthy Kids Survey, California Survey data, and a review of the 2018-2019 SPSA.

An analysis of the student groups (3rd-5th) CAASPP results from 2019 indicate the following areas of growth and needs.
Grades 3-5 % of students at or above grade level on CAASPP

Whole School

	16/17	18/19	difference
ELA	55.96%	56.08%	0.12%
Math	51.55%	51.31%	-0.24%

Grade Level

		16/17	18/19	difference
ELA	3rd grade	54.17%	53.41%	-.76%
	4th grade	50%	49.2%	-0.8%
	5th grade	63.49%	64.56%	1.07%
Math	3rd grade	58.33%	62.5%	4.17%
	4th grade	52.54%	49.2%	-3.34%
	5th grade	42.85%	40.5%	-2.35%

Subgroups
*indicates subgroup was too small to display

		16/17	18/19	difference
ELA	Students with disabilities	36.36%	19.23%	-17.13%
	African American	55%	50%	-5%
	Hispanics	44.12%	53.13%	9.01%
	English Learners	47.82%	15.38%	-32.44%
	Reclassified English Learners	*	47.62%	*
	2 or more races	47.06%	54.17%	7.11%
Math	Students with disabilities	22.73%	23.07%	0.34%
	African Americans	40.0%	32.14%	-7.86%
	Hispanics	45.59%	48.44%	2.85%
	English Learners	39.13%	30.77%	-8.36%

| | Reclassified English Learners | * | 52.39% | * |
| | 2 or more races | 52.94% | 58.33% | 5.39% |

Following a specific group of students

ELA

	16/17	17/18	18/19
3rd grade	54.17	44.06	53.41
4th grade	50	55.13	49.2
5th grade	63.49	68.18	64.94

Math

	16/17	17/18	18/19
3rd grade	58.33	63.80	62.50
4th grade	52.54	48.68	49.2
5th grade	42.85	43.94	40.50

Based on this analysis, subgroups of our students are making progress while others are showing a decline. I compared the overall growth of the school in ELA and math, which remained steady for both changing less than 1% in either category. I also looked at the overall grade-level performance change in ELA and math. In ELA, there was a minimal change within the grade levels from the 16/17 CAASPP to the 18/19 CAASPP. In mathematics, third grade showed an increase, while 4th and 5th grade showed a decline.

When analyzing the data for our subgroups, the groups that showed a decline in both ELA and math were the African Americans and English Learners while the Students with Disabilities declined in ELA but increased in math.

When following a specific group of students, it was interesting to note that students increased their literacy level with each grade level. For example, when you follow the yellow highlighted group, the increase their ELA performance from 54.17% to 64.94% over 3 years. The blue group increased from 50% to 68.18% over 2 years and the green group increased from 44.06% to 49.2% over 2 years. This is a dramatic difference when looking at mathematics. When looking at mathematics, it was noted that all student groups decrease over time in mathematics. This information points to a need to investigate what is causing the decrease in achievement as the grade level increases.

In order to address the needs of our subgroups, we will be funding an additional 0.1 of a counselor to provide supports in the area of attendance, counseling, and motivation. We will also be funding an additional part-time special ed assistant to provide reading and math support for our subgroup students. To increase the social-emotional health of our students, all teachers will implement Restorative Justice circles, and our school-wide Character program will be revised to reflect these strategies. Our counselor will provide monthly read-aloud sessions for each class focused on emotional health and growth mindset. Gage will engage our community in the activities that will enable it to become a No Place for Hate school. We will also develop a leadership program specifically targeting our African American and Hispanic students that will provide leadership opportunities for

these students. Finally, our Parent Academy nights that provide parents with information on academic and social-emotional information will be moved to an online format to enable more parents to attend.

In order to address the decline in mathematics, we will focus our PLC work around the rigors of mathematics to promote critical thinking skills within the math class. We will continue to us number talks with our students to ensure they are thinking critically about the problem and clearly communicate their thinking. Teachers will use their full-day release time to focus on mathematics instruction, planning, and analyzing student data.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Kathy Burns	Principal
2. Jeff Bennett	Parent
3. Ashleigh Campbell	Parent
4. Arika Danials	Parent
5. Janette Rogers	Teacher
6. Michele Sinkovich	Teacher
7. Carol Schroder	Other School Representative
8. Stefanie Hayes	Teacher
9. Steve Geitz	Parent
10. Kyle Griffith	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Part of our plan included funding part of a guidance assistant and a counselor to implement strategies to reduce chronic absenteeism. We were able to meet or exceed some of our goals according to the chart below.

Objective	Baseline %	Target %	Percent achieved
Decrease the overall school-wide chronic absenteeism rate.	9.8%	5%	8.2%
Decrease chronic absenteeism: English Learner	14%	10%	8%
Decrease chronic absenteeism: Black or African American	19.1%	15%	9.3%
Decrease chronic absenteeism: Students with Disabilities	15.1%	10%	18.8%
Decrease chronic absenteeism: Hispanic or Latino	12.2%	8%	10.6%

Another part of our plan included implementing Restorative Justice Practices school-wide and provide additional counseling in order to reduce the number of referrals so students did not miss instructional time. This allowed us to reduce the number of referrals according to the chart below.

Objective	Baseline %	Target %	Percent Achieved
Reduce Referral Rate	45%	25%	20%

*Major Differences						
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The strategies were implemented as intended.						
*Changes						
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. Leadership training and roles will be added for minority students to encourage them to be present in school more often. Students will realize the importance of their daily attendance as they assume leadership roles. We will also be focusing our attention on our students with disabilities to ensure they attend school in an online learning environment. Each morning, our office staff will call any of the students with disabilities that have not signed on to see if they need assistance. Case managers will meet with parent of students with disabilities that are struggling with online learning to assist them and provide alternative work to enable them to continue to learn. This year we will focus our after school support on 4th and 5th grade mathematics. We will offer this program to our struggling subgroups first. If we are in online learning when this supplemental program begins, we will offer it in an online setting. Our social emotional program will be enhance this year with the No Place for Hate program, leadership opportunities for minority students, social-emotional read aloud conducted by our counselor, and a rewritten Character program that is more connected to the Restorative Justice program.						

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the number of students that receive referrals	9.2%	5%	Other (Describe in Objective)	annual
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate.	8.2%	5%	Attendance	Trimester

*Identified Need
Referral Rate Last year 9.2% of the students received referrals (some of them receiving multiple referrals) that took them out of the classroom environment and the learning that was happening during that time. There was calculated by taking the number of student that received referrals (58) by the number of student enrolled (627). Chronic Absenteeism

Although Gage is in the green zone on the California Dashboard for Chronic Absenteeism, and shows improvements in some groups, we would like to see all groups move into the green and blue zone.

We will specifically look at the following subgroups:

Socioeconomically disadvantaged: 14.2%

Students with Disabilities: 18.8%

Two or More Races: 8.9%

Hispanic: 10.6%

*Online Learning Implications

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.

-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

-Social-Emotional Learning and Restorative Justice Practices

-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.

-Schools will continue wellness efforts via school wellness coordinators.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Socioeconomically Disadvantaged	decrease chronic absenteeism	14.2%	10%	Attendance	Trimester
June 2021	TK-5	Two or More Races	decrease chronic absenteeism	8.9%	5%	Attendance	Trimester
June 2021	TK-5	Students with Disabilities	decrease chronic absenteeism	18.8%	10%	Attendance	Trimester
June 2021	TK-5	Hispanic or Latino	decrease chronic absenteeism	10.6%	5%	Attendance	Trimester

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students, specifically our Students with disabilities, Hispanic students, students of two or more races and socioeconomically disadvantaged students.

*Strategy/Activity - Description

Reducing Chronic Absenteeism

To accomplish this goal, our counselor and guidance assistant will identify any students with 4 or more absences a month. They will meet with students to develop a plan of action with strategies that will assist students with getting to school each day. They will also make parent contact to review the strategies. Students will chart their progress with attendance to see the growth they have made.

Reducing the number of students receiving referrals

We will continue to utilize Restorative Justice practices. We will also develop a student leadership program where students will learn the skills needed to enable them to assist their peers with problem solving. Our Character program will be revised, with the help of parents, to create a Character program that incorporates Restorative Justice practices allowing another opportunity to teach students problem solving skills. We will also be weaving the trait of advocating throughout the Character program to help student develop a deeper ownership for their community. Finally, we will add monthly social-emotional read aloud for every class conducted by our school counselor. The read aloud will focus on traits such as resiliency, kindness, diversity, and growth mindset.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01211U	Guidance Asst -	0.12500	$4,064.50	$7,738.25	0121-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income		Guidance assistant to assist parents, coach students and monitor attendance.
F01211V	Guidance Asst -	0.12500	$4,064.50	$7,738.25	0121-00010-00-2404-3110-0000-01000-3401	Position Allocation	[no data]		Guidance assistant to assist parents, coach students and monitor attendance.
F01211X	Guidance Asst -	0.25000	$8,129.00	$15,476.51	0121-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		Guidance assistant to assist parents, coach students and monitor attendance.
F01211W	School Counselor -	0.10000	$8,707.20	$13,792.46	0121-30106-00-1210-3110-0000-01000-3401	Title I Supplmnt Prog Imprvmnt	[no data]		Counselor to work with students to develop attendance strategies and develop leadership opportunities.

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All Students.

*Strategy/Activity - Description

In order to reduce the referral rate, all teachers will be trained in Restorative Justice practices. Through this training, the will learn and employ strategies to increase student's social-emotional health in order to increase their problem solving skills.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

During the 2019-2020 school year, our staff met in monthly after school PLC groups. During this time, they reviewed the grade level data and determined next steps to address any areas of need. We also had a full day Professional Learning day focused on implementing the literacy program. Common assessments were used and the data was reviewed during this meeting. Our most struggling students received small group instruction from their classroom teacher along with extra small group instruction from a para professional.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This strategies listed were implemented. There is not CAASPP data for 2020 for the CAASPP goals are being moved forward.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Specific student support plans need to be developed during PLC time. Supports that will be used will include specific small group supports for during the day (guided reading groups), small group pull out (additional guided reading time), and designated ELD reading groups during the instructional day for

our subgroups, specifically students with disabilities, English Learners and African American students. Teachers will develop support plans for 5 of their most struggling students that include analysis of the root cause of their struggles, the strategies that will be used to support the students and monthly monitoring of their progress towards their goals.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	53.4%	63.4%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	49.2%	59.2%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	64.6%	74.6%	CAASPP ELA	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	56.1%	66.1%	CAASPP ELA	Annually
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	Baseline	63.4%	FAST aReading	3 x per year
June 2021	4	Increase the percentage of students meeting and	Baseline	59.2%	FAST aReading	3 x per year

		exceeding grade level standards.				
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	Baseline	74.6%	FAST aReading	3 x per year
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	Baseline	66.1%	FAST aReading	3 x per year

*Identified Need

Based on an analysis of our 2015-2019 CAASPP data, we have made small improvements in the percentage of students that meet or exceed grade level standards in reading. The data for the last 3 years indicate that we have plateaued in this area. Implementing these strategies will benefit students that are struggling to meet grade level standards in reading.

*Online Learning Implications

-In preparation for offering both online and on-site learning during the 2020-2021 school year, we will refine our comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.
-Summative assessments will be used to assess mastery toward grade-level standards and in determining student grades.
-Structures and digital tools to support student collaboration will be used.
-Flexibility for teachers to provide both whole group, small group, and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards.	18.5%	28.5%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standards.	15.4%	25.4%	CAASPP ELA	Annually
June 2021	2-5	English Learner	Meeting Standard	*baseline	35%	FAST aReading	Three times a year
June 2021	2-5	Students with Disabilities	Meeting Standard	*baseline	40%	FAST aReading	Three times a year
June 2021	2-5	Black or African American	Meeting Standard	*baseline	80%	FAST aReading	Three times a year

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students.

*Strategy/Activity - Description

Staff will meet for ELA focused PLC monthly and 1 full day a year. During these professional learning community meetings, student data will be reviewed, target student support plans will be reviewed, assessments will be developed/determined and support curriculum and materials will be determined. All assessment data will be house in Illuminate.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01213A	Prof&Curriclm Dev Vist Tchr		$4,579.28	$5,600.00	0121-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Release days for teachers to work in PLC's.
N01213M	Prof&Curriclm Dev Vist Tchr		$4,906.37	$5,999.99	0121-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Release days for teachers to work in PLC's.

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Under achieving students with an emphasis on students with disabilities and English Learner students.

*Strategy/Activity - Description

Additional small group support will be provided for under achieving students with an emphasis on students with disabilities and English Learners.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01211Y	Spec Ed Asst -	0.43750	$12,670.44	$16,885.90	0121-30106-00-2101-1110-5770-01000-4262	Title I Supplmnt Prog Imprvmnt	[no data]		Provide additional small group literacy intervention.

Strategy/Activity 2

*Students to be served by this Strategy/Activity

All students.

*Strategy/Activity - Description

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each students will have access to an electronic reading support system which contain grade level enhancement materials that can be used in class and at home.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01215O	Software License		$5,100.00	$5,100.00	0121-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide supplemental literacy support through software program.

Strategy/Activity 3

*Students to be served by this Strategy/Activity

All students.

*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N012120	Interprogram Svcs/Paper		$2,000.00	$2,000.00	0121-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Paper for student lessons.
N01214H	Supplies		$2,666.64	$2,666.64	0121-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies for student lessons.
N01216B	Supplies		$877.49	$877.49	0121-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies for student lessons.
N01218Z	Supplies		$5,071.75	$5,071.75	0121-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies for student lessons.
N0121A8	Interprogram Svcs/Paper		$4,000.00	$4,000.00	0121-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper for student lessons.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Part of our PLC's were used to analyze the mathematic content standards that were implemented site wide and to plan instruction based on the needs that were presented from student assessment. Classroom visits indicated that all classes were providing instruction on the content standards that we had selected:
- Show a visual representation of your thinking.
- Write and equation or number sentence to match the problem.
- Label all quantities.
- Answer the question in words.
- Justify your thinking.
Our staff participated in mathematics coaching cycles that focused on these strategies. Our monthly staff learning was also focused on mathematical thinking. Small group instruction was provided for 4th and 5th grade students that were struggling in mathematics. Unfortunately, that was cut short due to the COVID pandemic. We also had a full day PLC focused on mathematical thinking as we analyzed student thinking.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although our students were learning the different performance content strategies they were not employing them when they encountered a difficult task. In addition, we were not employing a consistent, common assessment system that assisted us to determine the root cause of student struggles.

*Changes
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. This activity was implemented as planned except for the change noted above due to the COVID pandemic. No CAASPP data was available for 2020 so we will carry those goals over.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	SBA meeting standard	62.5%	68%	CAASPP Math	yearly
June 2021	4	SBA meeting standard	49.2%	55%	CAASPP Math	yearly
June 2021	5	SBA meeting standard	40.5%	45%	CAASPP Math	yearly
June 2021	3	Fast meeting standard	*baseline	68%	FAST aMath	3 x per year
June 2021	4	Fast meeting standard	*baseline	55%	FAST aMath	3 x per year
June 2021	5	Fast meeting standard	*baseline	45%	FAST aMath	3 x per year

*Identified Need
Based on the 2018-2019 CAASPP data, our 4th and 5th grade students are struggling to meet grade level math standards with only 49.2% of 4th grade and 40.5% of 5th graders meeting grade level standards. Overall, our African American (32.1%), English Learners (30.8%) and students with disabilities (22.2%) are our most struggling sub groups.

*Online Learning Implications
-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments. -Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. - It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades. -Structures and digital tools to support student collaboration -Flexibility for teachers to provide both whole group, small group, and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-Professional development for educators

-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Black or African American	Meeting Standard	32.1%	42.1%	CAASPP Math	Annually
June 2021	3-5	English Learner	Meeting Standard	30.8%	40.8%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Meeting Standard	22.2%	32.2%	CAASPP Math	Annually
June 2021	3-5	Black or African American	Meeting Standard	*baseline	45%	FAST aMath	Annually
June 2021	3-5	English Learner	Meeting Standard	*baseline	45%	FAST aMath	Annually
June 2021	3-5	Students with Disabilities	Meeting Standard	*baseline	38%	FAST aMath	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Our subgroups of African American, English Learners and Students with disabilities.

*Strategy/Activity - Description

Students in will be provided after school instruction in the areas of mathematical fluency and mathematic practice standards. This support will occur on a consistent basis and will be based on their individual needs.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01219N	Classroom Teacher Hrly		$5,397.01	$6,600.01	0121-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide after school instruction to support struggling math students.

Strategy/Activity 2

*Students to be served by this Strategy/Activity

All students.

*Strategy/Activity - Description

Staff will meet for Math focused PLC one time this year. During this all day meeting, student data will be reviewed, target student support plans will be developed for review during monthly after school PLC meeting and support curriculum and materials will be determined. All assessment data will be housed in illuminate.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0121-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N01213A	Release time for teachers to work in PLC's.
	Prof&Curriclm Dev Vist Tchr				0121-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N01213M	Release time for teachers to work in PLC's.

Strategy/Activity 3

*Students to be served by this Strategy/Activity
All students.

*Strategy/Activity - Description
Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/Paper				0121-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N012120	Paper for classroom lessons.
	Interprogram Svcs/Paper				0121-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N0121A8	Paper for classroom lessons.
	Supplies				0121-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : N01214H	Supplies for classroom lessons.
	Supplies				0121-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N01216B	Supplies for classroom lessons.
	Supplies				0121-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N01218Z	Supplies for classroom lessons.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Analysis of district reclassification indicates that Gage did meet its goal to reclassify the potential reclassification students at a 80% rate. Designated ELD small group instruction within the classroom and additional small group literacy supports assisted our students in meeting their reclassification goals.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This activity was implemented as planned except for differences caused by the transition to online learning. We have no CAASPP data from 2020 so the CAASPP goals are carried over from last year.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to online learning, teachers will meet with English learner virtually on a daily basis. We have also added FAST data to our goals to track student performance.

*Integrated English Language Development

All teachers that have English learners will conduct daily lessons using English learner language acquisition strategies. These will include strategies such as clarity of purpose, vocabulary building, front loading for our EL students, visual supports and graphic organizers. Our PLC's will use monthly meetings to share successful strategies and monitor student progress.

*Designated English Language Development

All teachers that have English learners will provide 30 minutes of designated English learner instruction daily. The instruction will be based on the district provided EL curriculum. Classroom walkthroughs will be conducted to provide feedback on designated English learner instruction.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Improvement in ELA CAASPP meet/exceed proficiency.	15.4%	25.4%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Improvement in Math CAASPP meet/exceed proficiency.	30.8%	40.8%	CAASPP Math	Annually
June 2021	2-5	English Learner	meet standard on Fast aReading	baseline	35%	Other (Describe in Objective)	Annually
June 2021	2-5	English Learner	meet standard on Fast aMath	baseline	45%	Other (Describe in Objective)	Annually

*Identified Need

The English Learner population at Gage consists of approximately 32 students, which is 4.8% of our total population and has an achievement gap of 40.7% in ELA and 20.5% in math according to the 2018-2019 CAASPP data.

*Online Learning Implications

-District will provide students with targeted small group support through a push-in integrated model.
-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
-Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
-Online professional development modules with iELD (integrated English Language)

The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
    -These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
    -Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.
Professional development will also be offered to teachers across the district serving this English Learner group
The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	95% of our EL's eligible for reclassification	x	95%	Summative ELPAC	Annually
June 2021	TK-5	English Learner	All EL's will move their EL status by one level.	x	100%	Summative ELPAC	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All EL students.

*Strategy/Activity - Description

All English Learner students will participate in 30 minutes of designated ELD instruction daily. They will also participate in additional small group reading support time and will be invited to participate in after school mathematics support classes.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Spec Ed Asst -				0121-30106-00-2101-1110-5770-01000-4262	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : F01211Y	Provide additional small group support for our English learners.

Strategy/Activity 2

*Students to be served by this Strategy/Activity

All English Learners.

*Strategy/Activity - Description

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each students will have access to an electronic reading support system, which contain grade level enhancement materials that can be used in class and at home.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0121-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts | Ref Id : N01215O	Online literacy support software for students.

Strategy/Activity 3

*Students to be served by this Strategy/Activity

English learner students.

*Strategy/Activity - Description

Staff will meet for ELA and math focused PLC 3 times a year. During these all day meeting, student data will be reviewed, target student support plans will be reviewed, assessments will be developed/determined and support curriculum and materials will be determined. All assessment data will be house in Illuminate.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0121-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N01213A	Funds to release teachers to work in PLC.
	Prof&Curriclm Dev Vist Tchr				0121-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts | Ref Id : N01213M	Funds to release teachers to work in PLCs.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

· Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
· Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
· Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In order to support our students with disabilities, we instituted a co-teaching model in the upper grade classes. Our upper grade students with disabilities were clustered in classes and the ed specialist and general education teacher co-planned and co-taught the lessons. Students benefitted from in the moment support from the ed specialist as they were in the general education classroom. Both teachers also served as models for each other sharing their expertise in either content or special education strategies.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intent was for both upper grade and lower grade ed specialist to push in and co-teach, but due to the level of service hours in the lower level student's IEP's the push in model could not be done in the lower grades.
Due to the fact that there was not CAASPP data available for 2020, we carried over the CAASPP goal from last year.

*Changes
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	18.5%	28.5%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in math as measured by CAASPP.	22.2%	32.2%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by FAST aReading.	*baseline	28.5%	Other (Describe in Objective)	3 x per year
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in math as measured by FAST aMath	*baseline	32.2%	Other (Describe in Objective)	3 x per year

Gage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Identified Need

According to 2019 CAASPP results, there is a 37.6% gap between our whole school achievement and our students with disabilities in ELA and a 29.1% gap in mathematics.

*Online Learning Implications

-Implementation of IEP Services in Online Learning Setting

-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).

-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes

-The integrated team will consist of general education teachers, educational specialists, related services providers, and Para educators.

-All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Meet or exceed standard in ELA on SBAC	19.23	25%	Other (Describe in Objective)	Yearly
June 2021	3-5	Students with Disabilities	Meet or exceed standard in math on SBAC	23.07	30%	Other (Describe in Objective)	Yearly
June 2021	3-5	Students with Disabilities	Meet standard in ELA on FAST	*baseline	25%	Other (Describe in Objective)	Yearly
June 2021	3-5	Students with Disabilities	Meet standard in math on FAST	*baseline	30%	Other (Describe in Objective)	Yearly

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Students with disabilities.

*Strategy/Activity - Description

Students with disabilities will receive additional small group ELA instruction in addition to their required IEP supports and their general edcuation small group instruction. They will also have access to additional after school math supports.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Spec Ed Asst -				0121-30106-00-2101-1110-5770-01000-4262	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : F01211Y	Additional small group support for students.
	Classroom Teacher Hrly				0121-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics | Ref Id : N01219N	After school math support program.

Strategy/Activity 2

*Students to be served by this Strategy/Activity

Students with disabilities.

*Strategy/Activity - Description

A pilot program will be developed that will involve one gen ed teacher per ed specialist. A co-teaching model will be developed that involves daily co-teaching of students while in the gen ed setting, co-planning of lessons and review of assessment data. Weekly planning time will be allotted to allow for this model to be successful. Weekly planning time will be funded through the civic center funds.

*Additional Supports for this Strategy/Activity

Our ed specialists will develop a leadership and problem solving academy for our grade 2-5 special ed students. The goal will include students with disabilities learning social problem solving skills, teaching those problem solving skills to younger students and students with disabilities tutoring younger students. The goal of this program will be to increase students with disability's self-advocacy and confidence.
Additional funds will be provided through civic center rental funds.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-5	Black/African American	Increase % of students meeting standards on Fast aReading.	*baseline	80%	Grades	3 x per year
June 2021	3-5	Black/African American	Increase the number of students that participate in leadership roles	*baseline	40%	Grades	yearly
June 2021	3-5	Black/African American	Increase % of students meeting standards on Fast aMath.	*baseline	45%	Grades	3 x per year

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Gage Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In the 2020-21 school year, Gage Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Gage Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or

expulsion process.

4. Gage Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.

5. In the 2020-21 school year, Gage Elementary will develop and implement a site-specific system for tracking school police detainments.

6. The staff diversity goal at Gage Elementary is to maintain or increase the percentage of diverse educators from the current year to the following year.

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

At Gage, we have a very diverse community that is actively involved in creating a community based on inclusiveness and equality. Our parent and teacher leadership group is building diverse programs that support the social emotional and academic programs at Gage. We are building on our Restorative Justice program and adding our the No Place for Hate program. We are ensuring diverse literature and role models are part of all classrooms. We are also building leadership opportunities for our Black/African American youth. Our Character program is being adapted to ensure the trait of advocating for all community members is woven throughout the program.

*Online Learning Implications

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Black/African American students.

*Strategy/Activity - Description

We are building on our Restorative Justice program and adding onto the No Place for Hate program. We are ensuring diverse literature and role models are part of all classrooms. We are also building leadership opportunities for our Black/African American youth. Our Character program is being adapted to ensure the trait of advocating for all community members is woven throughout the program. We will also develop a mentor program that allows our upper-grade Black/African American students to serve as mentors to younger students providing upper-grade students the opportunity to lead and providing our younger student the opportunity to see Black/African American students as campus leaders.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0121-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N01216B	Material needed for leadership program.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

A review of our goals showed that we were able to provide the supports that would enable parents to attend the parent academy nights at Gage. We were also able to provide supports for parents to assist their children with homework while at home.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to workload of existing staff, we were not able to provide individual phone calls to parents to invite them to the family academy nights. We also did not send enough school messenger reminders to increase the number of parents at these events.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Communication needs to be provided more often regarding the family academy nights. Use of incentives may also encourage more parents to attend.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of parents that attend virtual Parent Academy nights as measured by sign in sheets.	*baseline	20%	Other - Describe in objective

*Identified Need

According to our CSPS 66% of the parents that responded strongly agreed and 30% agreed that Gage encourages parents to be active partners with their school in educating their child. Our goal is to have a higher percent of parents feel that they have the skills needed to become partners in educating their children.

*Online Learning Implications

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

District is also supplying families with training on SEL, Wellness, Health and Safety.
     -These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
     -These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.
For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.
     -This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase parent participation in Parent Math Academy night as measured by sign in sheets.	*baseline	20%	Meeting Attendance

June 2021	Other (Describe in Objective)	Increase parent participation in Parent Literacy Academy night as measured by sign in sheets.	*baseline	20%	Meeting Attendance
June 2021	Other (Describe in Objective)	Increase parent participation in Social Emotional health Academy night as measured by sign in sheets.	*baseline	20%	Meeting Attendance
June 2021	Other (Describe in Objective)	Increase parent participation in Parent writing Academy night as measured by sign in sheets.	*baseline	20%	Meeting Attendance
June 2021	Other (Describe in Objective)	Increase parent participation in Parent Restorative Justice Academy night as measured by sign in sheets.	*baseline	20%	Meeting Attendance

Strategy/Activity 1

*Families to be served by this Strategy/Activity

All families.

*Strategy/Activity - Description

Parent Academy nights will be offered to parents that will provide insight into what is expected of students, which strategies students are being taught, what parents can do to assist their children and where to get extra supports when helping their children with specific topics at home.

The topics that will be covered include:

- math
- literacy
- writing

- social emotional health
- restorative justice practices

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N012151	In-service supplies		$375.00	$375.00	0121-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		snacks and water for parents during meeting.
N01217U	Supplies		$849.00	$849.00	0121-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Materials for parent academy sessions.
N012186	Classroom PARAS Hrly		$301.23	$400.00	0121-30103-00-2151-1000-1110-01000-0000	Title I Parent Involvement	[no data]		Child care so parents can attend parent academy nights.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
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Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In reviewing our progress on the 2018-2019 SPSA goals for 3rd and 5th grade, we determined that we need to improve some of the supports we are already providing and create different supports for some of our sub groups. Student data was reviewed during PLC time and common assessments were used to assess student needs. Lower grade students were provided additional small group instruction in literacy and upper grade students were provided after school math support. Due to the COVID pandemic, the after school math program did not get to run in its entirety.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our plan was implemented as intended with the exception of the after school math program that needed to be cut short due to the COVID pandemic and the transition to the online format.

*Changes
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. Due to the online format, our program start dates will be adjusted. The small group support during the day will be provided when we enter phase 1 of reopening and after school math support will be begin during a later phase.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd grade	Meet or exceed standards on CAASPP	53.4%	63.4%	CAASPP ELA	Annually
June 2021	5th grade	Meet or exceed standards on CAASPP	64.6%	74.6%	CAASPP ELA	Annually

*Identified Need
Based on the analysis of our 2015-2019 CAASPP data, we have made an approximately 13% points gain in our 3rd grade reading scores and a 7% point gain in our 5th grade reading scores. Our students need more targeted supports in reading that include extra reading groups, more specific support plans that are determined and reviewed during PLC time.

*Online Learning Implications
-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the number of student meeting or exceeding the standards in ELA on SBA.	15.4%	25.4%	CAASPP ELA	annually

June 2021	3-5	Students with Disabilities	Increase the number of student meeting or exceeding the standards in ELA on SBA.	18.5%	28.5%	CAASPP ELA	annually
June 2021	3-5	Black or African American	Increase the number of student meeting or exceeding the standards in ELA on SBA.	50%	60%	CAASPP ELA	annually
June 2021	2-5	English Learner	Increase the number of student meeting or exceeding the standards in ELA on FAST.	baseline	35	Other (Describe in Objective)	annually
June 2021	2-5	Students with Disabilities	Increase the number of student meeting or exceeding the standards in ELA on FAST.	baseline	40	Other (Describe in Objective)	annually
June 2021	2-5	Black or African American	Increase the number of student meeting or exceeding the standards in ELA on FAST.	baseline	80	Other (Describe in Objective)	annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Students in grades 3-5 that are English learners, Black/African American or students with a disability.

*Strategy/Activity - Description

Students will receive additional small group instruction in Literacy and be given priority in the after school math support class. They will also be target students in math and literacy and will have support plans developed for them.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Spec Ed Asst -				0121-30106-00-2101-1110-5770-01000-4262	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : F01211Y	Provide small group instruction.
	School Counselor -				0121-30106-00-1210-3110-0000-01000-3401	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01211W	work with students to develop success plans.
	Guidance Asst -				0121-00010-00-2404-3110-0000-01000-3401	Position Allocation	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01211V	work with students to develop success plans.
	Guidance Asst -				0121-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01211X	work with students to develop success plans.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented at Gage Elementary this year to assist students in meeting or exceeding our SPSA goals. As the site administrator, I will organize, observe, analyze, and evaluate the following programs.

Safe and Collaborative Environment
In order to provide an environment that encourages students to attend school, we will implement Restorative justice practices. The site administrator and staff will implement Restorative Justice practices when helping students solve conflict and deal with emotional stresses. We will also create school-wide events to become certified as a No Place for Hate school. Working with parents, we will review and adjust our Character program to better coincide with the Restorative Justice practices and incorporate the trait of advocating for all members of the community.

Highly Engaging curriculum
We will offer two different enrichment programs at Gage. Students will have the option to choose between our Spanish Immersion program or our STEM program. Each program will offer a highly engaging curriculum that will promote skills that will prepare students for future work experiences. I will provide feedback and support on student engagement and strategies on how to increase student engagement.

Supports for struggling students
We will provide support for our struggling sub groups during the school day and after school. We will provide additional small group instruction opportunities for our struggling readers in our Special Education and English Learner subgroups during the daily instruction. We will also provide Designated English Learner instruction daily to all of our English learners. We will provide after-school mathematics support classes for three sub-groups (EL, SWD, and African American) in our 4th and 5th grade in order to close the achievement gap for these groups.

Supporting students with disabilities
We will implement a co-teaching pilot program with our upper grade mild/mod ed specialist. I will provide additional pay to compensate for planning time that will occur outside of the workday to allow the teachers to plan together. The goal of the program is for students to see both teachers in the classroom as their teacher and allow students with disabilities to remain in the general education classroom for more of the instruction. We will also be implementing a leadership academy for our students with disabilities students. They will be trained in problem-solving strategies that they will then coach younger students as they work through conflict. This will help to increase their confidence and provide them the opportunities to see themselves as leaders.

Focus on attendance
In order for students to be successful, they need to be in attendance at school. We will use the extra counseling time we purchased to allow for closer attendance monitoring and intervening. Our counselor and guidance assistant will meet monthly with those students that have a high rate of absences to determine what the root causes of their absences are and to develop a plan with the student to address the cause. The plan will be shared with parents and then monitored by the counselor and guidance assistant.

Common assessment plan
We will implement a system of common assessments and a timeline for the implementation of the assessments. These common assessments will be used to determine instructional supports, learning objectives for professional development, and student placement in our support programs. Our common assessment system will include DRA/EDL reading assessments, FAST assessments, and writing assessments. This will be implemented this year and the data will be housed in illuminate to allow a more rapid analysis of the data.

Targeted Instructional learning
Professional development will be focused on building a strong foundation in mathematics in our lower grades and increasing mathematical achievement in students in our upper grades. The data indicates that student achievement decreases as they increase in grade level. We will analyze data to determine what the causes of this decrease are and build a plan to address these causes.

Parents as partners
In order to assist parents in becoming partners in their child's education, I will conduct Parent Academy training sessions where parents will be engaged in learning how specific content areas are taught, what strategies they should see students using while doing homework and what parents can do to assist their child at home. The topics of the Parent Academy training sessions will include math, literacy, writing, problem-solving, and social-emotional health.

Racial Justice Parent Group

We will continue the work with parents that began this summer around the area of social justice. This work will include the following subgroups:
- Developing leadership opportunities for our Black/African American and Hispanic students. This will include opportunities such as buddy programs, Restorative Justice circle leaders, and kindergarten playground problem solvers and game leaders.
- Revising our character program to better match Restorative Justice practices and including the trait of advocating for all members of your community.
- Developing a parent mentoring and outreach program.
- Implementing the No Place for Hate program
- Enriching our resources to ensure the authors and characters in books represent a wide range of ethnicities.
- Developing a minority speaker and mentoring program
- When the pandemic has subsided, we will develop a student-led multi-cultural fair that parents and students can attend to learn about the different student cultural backgrounds.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Gage ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 25,578.00
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 93,433.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$33,345.00
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $33,345.00

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$34,510.00
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 34,510.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $93,433.00

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Gage Elementary	09800 LCFF Intervention Support	Guidance Asst	2404	Guidance/Attendance Asst	0.1250	$ 4,064.50
		Guidance Asst	3000			$ 3,673.75
			1157	Classroom Teacher Hrly		$ 5,397.01
			1192	Prof&Curriclm Dev Vist Tchr		$ 4,906.37
			3000			$ 2,296.62
			4301	Supplies		$ 5,071.75
			5733	Interprogram Svcs/Paper		$ 4,000.00
			5841	Software License		$ 5,100.00
	09800 LCFF Intervention Support Total				**0.1250**	**$ 34,510.00**
	30100 Title I Basic Program	Guidance Asst	2404	Guidance/Attendance Asst	0.2500	$ 8,129.00
		Guidance Asst	3000			$ 7,347.51
			1192	Prof&Curriclm Dev Vist Tchr		$ 4,579.28
			3000			$ 1,020.72
			4301	Supplies		$ 877.49
			5733	Interprogram Svcs/Paper		$ 2,000.00
	30100 Title I Basic Program Total				**0.2500**	**$ 23,954.00**
	30103 Title I Parent Involvement		2151	Classroom PARAS Hrly		$ 301.23
			3000			$ 98.77
			4301	Supplies		$ 849.00
			4304	Inservice supplies		$ 375.00
	30103 Title I Parent Involvement Total					**$ 1,624.00**
	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210	Counselor	0.1000	$ 8,707.20
		School Counselor	3000			$ 5,085.26
		Spec Ed Asst	2101	Classroom PARAS	0.4375	$ 12,670.44
		Spec Ed Asst	3000			$ 4,215.46
			4301	Supplies		$ 2,666.64
	30106 Title I Supplmnt Prog Imprvmnt Total				**0.5375**	**$ 33,345.00**
Grand Total					**0.9125**	**$ 93,433.00**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Gage Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

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

Gage has developed a written Title I parent & family engagement policy with input from Title I parents. ***This was done during our SSC meetings and with input from our PTA.***

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

A copy of the policy will be emailed to all parents, posted on the website and posted on Peach jar.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Parents are provided a written copy of the policy and it is reviewed at a parent meeting. The policy is updated each fall in conjunction with the SPSA development.

To involve parents in the Title I, Part A programs, 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.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The annual meeting consists of information regarding the definition of title 1 qualifications and the supports required to title 1 students.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Monthly character award assemblies.
- Monthly SSC, governance and PTA meetings.
- Fall and spring parent teacher conference during the afternoons and evenings.
- Back to school night and open house during the evening.

- Numerous cultural activities and STEM parent activities.
- SSC
- Governance
- PTA

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Parents are involved through the numerous activities scheduled throughout the year. They are also involved through class communication systems that include class Dojo, google classroom, class parent liaisons newsletters, PTA meetings, and parent academies.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4)[A]). How does the school provide the information?

- Connect Ed calls
- Website
- Flyers
- Monthly Character Assembly
- Bulletin Boards

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Back to school night
- Fall and spring parent teacher conferences
- Individual parent teacher conferences.
- Information sent home with students.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- SSC
- Governance
- PTA
- Individual parent meetings
- IEP meetings and 504 meetings

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Parent Academy nights in:

- Math
- Literacy
- Writing
- Social - Emotional Health
- Restorative Justice

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

These items are provided during Parent Academy nights and through individual classroom teachers based on the student's needs.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

This is done during the back to school training in the fall and throughout the year during professional development and staff meetings.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

Numerous programs are integrated to encourage parents to participate in their child's education. These include the parent academy nights, back to school night, open house, STEM parent activities, parent Spanish immersion activities, PTA activities, awards programs, Character assemblies and our Racial justice committees.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Parents are provided resources in their home language, if requested. We have bilingual staff that communicate with parents when needed and the districts translation and DHH department are utilized to provide parents with the translation they need to understand information that is provided.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Requests for parental involvement activities that are made are brought to the SSC or PTA depending on the type of request.

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

All requests for translation of material are provided through requests made to our front office staff. Our front office staff consists of members that are bilingual and provide daily translation when needed

If the school wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

These comments can be made through the SSC, the front office or through email.

This policy was adopted by Gage Elementary School on October 5, 2020 and will be in effect for the period of the 2020-2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 9th.

Kathy Burns

Signature of authorized official here

10/5/2020

THIS TEMPLATE IS NOT AN OFFICIAL DOCUMENT
IT IS PROVIDED ONLY AS A TEMPLATE BY THE CALIFORNIA DEPARTMENT OF EDUCATION JULY 2018

APPENDIX C

SCHOOL PARENT COMPACT

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

GAGE ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect during the 2020-2021 school year.

Gage Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

In order to provide Title 1 parents with assistance in understanding the State's academic content standards, assessments and how to monitor and improve achievement of their children, Gage provides parents with the following opportunities:

- Parent Academy night that provides parents with instructional support strategies for math, literacy and writing. It also provides information on social-emotional health and restorative justice practices.

Revised 8/23/2019

- Back to school nights that provide parents with specific class structures and way to support children at home.
- SSC members provide feedback regarding funding for instructional programs based on school performance data.
- ELAC members provide feedback regarding funding for instructional programs based on school performance data

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Parent teacher conferences
- Back to school nights
- Parent Academy nights
- SSC and Governance meetings
- ELAC meetings

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

This is done through our Parent teacher conferences and our Parent academy nights.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

This is done through our opening staff development meeting and ongoing Professional development and staff meetings.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Counseling center
- Racial Justice Committees

- Monthly Character Assemblies

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

All communications are distributed in English and translated upon request. Front office staff provide verbal Spanish translations.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

All requests are addressed through the SSC, PTA or individual teachers depending on the request.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

All communications are provided in English and interpretation is provided upon request. Front office staff provide verbal Spanish translations.

This Compact was adopted by the (type name of the school) on (insert date), and will be in effect for the period of (enter time period the Compact is in effect here).

The school will distribute the Compact to all parents and family members of students participating on, or before: (add date here).

Kathy Burns

Signature of authorized Official here

10/5/2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Gage Elementary

Explore the performance of Gage Elementary under California's Accountability System.

Chronic Absenteeism
Green

Suspension Rate
Blue

English Learner Progress
No Performance Color

English Language Arts
Green

Mathematics
Green

School Details

NAME
Gage Elementary

ADDRESS
6811 Bisby Lake Avenue San Diego, CA 92119-1918

WEBSITE
http://sandi.net/gage

GRADES SERVED
K-5

Student Population

Explore information about this school's student population.

Enrollment
576

Socioeconomically Disadvantaged
40.6%

English Learners
8.2%

Foster Youth
0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Green

11.5 points above standard

Increased 4.6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	2 Yellow
1 Green	0 Blue	

Mathematics

Green

3.1 points above standard

Increased 10.4 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow
2 Green	0 Blue	

English Learner Progress

56.5% making progress towards English language proficiency

Number of EL Students: 23

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

GAGE ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

Green

8.2% chronically absent

Declined 1.6% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	2 Yellow
3 Green	0 Blue	
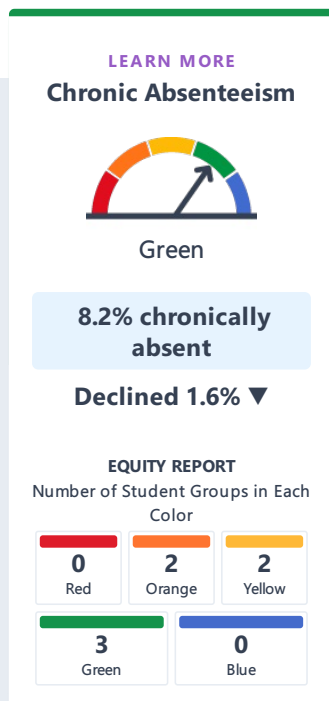
Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Declined 0.9% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	**0** Orange	**1** Yellow
0 Green	**6** Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Green

11.5 points above standard

Increased 4.6 Points ▲

Number of Students: 220

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

English Learners

Yellow

Hispanic

Socioeconomically Disadvantaged

Green

White

Blue

No Students

No Performance Color

African American

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

African American

No Performance Color

8.8 points below standard

Increased 31.7 Points ▲

Number of Students: 27

Asian

No Performance Color

40.3 points above standard

Declined 5.8 Points ▼

Number of Students: 12

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

15.3 points above standard

Increased 11.3 Points ▲

Number of Students: 25

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

70.7 points below standard

Declined 6.1 Points ▼

Number of Students: 31

English Learners

Orange

14.2 points below standard

Declined 16 Points ▼

Number of Students: 31

Hispanic

Yellow

---

0 points above standard

Declined 7.8 Points ▼

Number of Students: 62

Socioeconomically Disadvantaged

Yellow

18.9 points below standard

Increased 8.1 Points ▲

Number of Students: 99

White

Green

29.2 points above standard

Increased 10.9 Points ▲

Number of Students: 86

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	11.9 points above standard	6.9 points above standard	11.5 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	**Reclassified English Learners**	**English Only**
61.5 points below standard	11.8 points above standard	15.1 points above standard
Increased 11 Points ▲	Declined 48.7 Points ▼	Increased 7.5 Points ▲
Number of Students: 11	Number of Students: 20	Number of Students: 179

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Green

3.1 points above standard

Increased 10.4 Points ▲

Number of Students: 219

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

No Students

Yellow

English Learners

Socioeconomically Disadvantaged

Green

Hispanic

White

Blue

No Students

No Performance Color

African American

Asian

Filipino

Foster Youth

○ ○ ● ○ ○

African American

No Performance Color

46.3 points below standard

Maintained -2.4 Points

Number of Students: 27

Asian

No Performance Color

6.1 points above standard

Declined 8.9 Points ▼

Number of Students: 12

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

19.9 points above standard

Increased 28.5 Points ▲

Number of Students: 25

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

71.5 points below standard

Declined 22.4 Points ▼

Number of Students: 30

English Learners

Yellow

21.2 points below standard

Declined 7.6 Points ▼

Number of Students: 31

Socioeconomically Disadvantaged

Yellow

25.5 points below standard

Increased 10.1 Points ▲

Number of Students: 99

Hispanic

Green

5.1 points below standard

Increased 14.8 Points ▲

Number of Students: 61

White

Green

20 points above standard

Increased 9.9 Points ▲

Number of Students: 86

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.
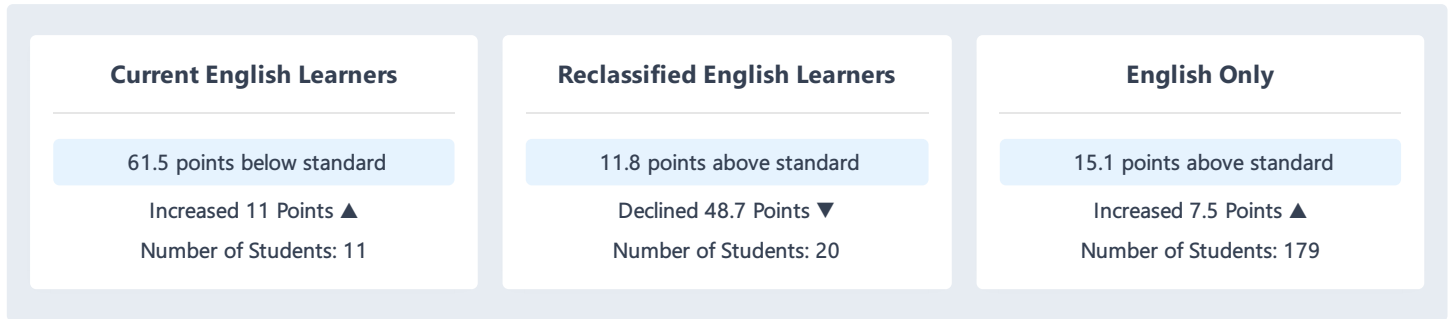
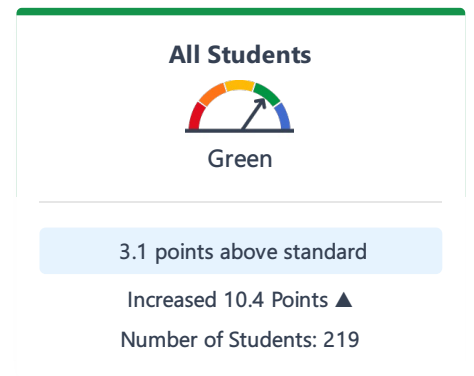|	2017	2018	2019
All Students	8.8 points below standard	7.4 points below standard	3.1 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.
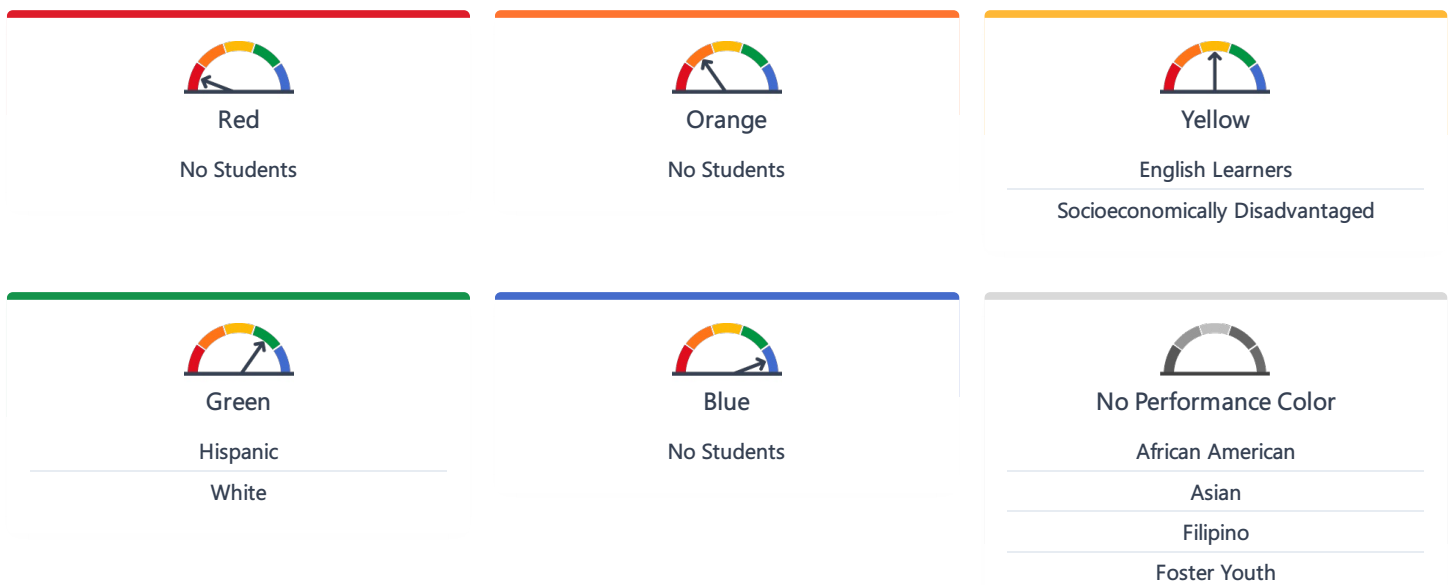
Current English Learners	Reclassified English Learners	English Only
47.5 points below standard	6.8 points below standard	5.2 points above standard
Increased 9.1 Points ▲	Declined 27.1 Points ▼	Increased 14 Points ▲
Number of Students: 11	Number of Students: 20	Number of Students: 178

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

ELPAC Levels

1   2   3   4

1   2L 2H   3L 3H   4

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE
English Learner Progress

56.5% making progress towards English language proficiency

Number of EL Students: 23

Performance Level

High

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	8.6%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	34.7%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	56.5%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students

Green

8.2% chronically absent

Declined 1.6% ▼

Number of Students: 601

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

Students with Disabilities

Two or More Races

Yellow

Hispanic

Socioeconomically Disadvantaged

Green

African American

English Learners

White

Blue

No Students

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

0% chronically absent

Declined 9.5% ▼

Number of Students: 24

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

0% chronically absent

Declined 36.4% ▼

Number of Students: 11

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Students with Disabilities

Orange

18.8% chronically absent

Increased 3.8% ▲

Number of Students: 69

Two or More Races

Orange

8.9% chronically absent

Increased 6.3% ▲

Number of Students: 79

Hispanic

Yellow

10.6% chronically absent

Declined 1.5% ▼

Number of Students: 188

Socioeconomically Disadvantaged

Yellow

14.2% chronically absent

Declined 3.9% ▼

Number of Students: 253

African American

Green

9.3% chronically absent

Declined 9.9% ▼

Number of Students: 54

English Learners

Green

8% chronically absent

Declined 6% ▼

Number of Students: 50

White

Green

6.2% chronically absent

Declined 2.5% ▼

Number of Students: 241

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students

Blue

| 0.2% suspended at least once |

Declined 0.9% ▼

Number of Students: 609

Student Group Details

All Student Groups by Performance Level

| 7 Total Student Groups |

Red

No Students

Orange

No Students

Yellow

Students with Disabilities

Green

No Students

Blue

African American

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

White

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

○ ○ ● ○ ○ ○

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 24

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

0% suspended at least once

Declined 9.1% ▼

Number of Students: 11

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Students with Disabilities

Yellow

1.4% suspended at least once

Maintained 0.1%

Number of Students: 69

African American

Blue

0% suspended at least once

Declined 2% ▼

Number of Students: 56

English Learners

Blue

0% suspended at least once

Maintained 0%

Number of Students: 50

Hispanic

Blue

0% suspended at least once

Declined 1.6% ▼

Number of Students: 191

Two or More Races

Blue

0% suspended at least once

Maintained 0%

Number of Students: 79

Socioeconomically Disadvantaged

Blue

0% suspended at least once

Declined 1.5% ▼

Number of Students: 259

White

Blue

0.4% suspended at least once

Declined 0.4% ▼

Number of Students: 244

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Gage
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	212	48.6	182	53.8	193	56.0	203	56.2	230	56.1	7.5	-0.1	210	42.4	179	40.8	194	51.5	200	51.5	230	51.3	8.9	-0.2
Female	107	47.7	94	52.1	94	63.8	105	63.8	125	60.0	12.3	-3.8	105	33.3	93	34.4	95	46.3	104	51.9	125	51.2	17.9	-0.7
Male	105	49.5	88	55.7	99	48.5	98	48.0	105	51.4	1.9	3.4	105	51.4	86	47.7	99	56.6	96	51.0	105	51.4	0.0	0.4
African American	33	33.3	17	17.6	20	55.0	25	40.0	28	50.0	16.7	10.0	32	18.8	17	29.4	20	40.0	24	33.3	28	32.1	13.3	-1.2
Asian**	8	-	9	-	5	-	6	-	13	61.5	-	-	8	-	9	-	5	-	6	-	13	38.5	-	-
Filipino	3	-	4	-	2	-	3	-	4	-	-	-	3	-	4	-	2	-	3	-	4	-	-	-
Hispanic	65	35.4	55	49.1	68	44.1	61	47.5	64	53.1	17.7	5.6	63	28.6	55	29.1	68	45.6	61	44.3	64	48.4	19.8	4.1
Indochinese**	5	-	7	-	7	-	7	-	-	-	-	-	5	-	7	-	7	-	7	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	1	-	2	-	-	-	1	-	0	-	0	-	1	-	2	-	-	-
White	75	69.3	70	67.1	71	66.2	79	69.6	93	64.5	-4.8	-5.1	76	65.8	67	56.7	72	56.9	77	66.2	93	63.4	-2.4	-2.8
Multiracial	22	40.9	20	55.0	20	50.0	21	52.4	26	46.2	5.3	-6.2	22	40.9	20	40.0	20	55.0	21	42.9	26	46.2	5.3	3.3
English Learner	24	16.7	17	23.5	14	28.6	16	12.5	13	15.4	-1.3	2.9	21	28.6	17	11.8	14	28.6	16	18.8	13	30.8	2.2	12.0
English-Speaking	188	52.7	165	57.0	179	58.1	187	59.9	217	58.5	5.8	-1.4	189	43.9	162	43.8	180	53.3	184	54.3	217	52.5	8.6	-1.8
Reclassified†	20	45.0	20	60.0	20	80.0	20	85.0	21	47.6	2.6	-37.4	20	40.0	20	55.0	21	66.7	20	60.0	21	52.4	12.4	-7.6
Initially Eng. Speaking	168	53.6	145	56.6	159	55.3	167	56.9	196	59.7	6.1	2.8	169	44.4	142	42.3	159	51.6	164	53.7	196	52.6	8.2	-1.1
Econ. Disadv.*	113	27.4	99	37.4	98	42.9	101	41.6	109	40.4	13.0	-1.2	111	24.3	97	25.8	99	39.4	98	31.6	109	35.8	11.5	4.2
Non-Econ. Disadv.	99	72.7	83	73.5	95	69.5	102	70.6	121	70.2	-2.5	-0.4	99	62.6	82	58.5	95	64.2	102	70.6	121	65.3	2.7	-5.3
Gifted	51	82.4	42	78.6	41	78.0	31	87.1	29	86.2	3.8	-0.9	50	70.0	41	65.9	41	80.5	31	74.2	29	86.2	16.2	12.0
Not Gifted	161	37.9	140	46.4	152	50.0	172	50.6	201	51.7	13.8	1.1	160	33.8	138	33.3	153	43.8	169	47.3	201	46.3	12.5	-1.0
With Disabilities	15	6.7	11	27.3	17	23.5	24	33.3	23	17.4	10.7	-15.9	14	14.3	11	9.1	17	17.6	21	28.6	23	26.1	11.8	-2.5
WO Disabilities	197	51.8	171	55.6	176	59.1	179	59.2	207	60.4	8.6	1.2	196	44.4	168	42.9	177	54.8	179	54.2	207	54.1	9.7	-0.1
Homeless	10	30.0	4	-	0	-	6	-	4	-	-	-	9	-	3	-	5	-	5	-	4	-	-	-
Foster	2	-	0	-	0	-	3	-	0	-	-	-	2	-	0	-	0	-	3	-	0	-	-	-
Military	15	80.0	13	53.8	11	45.5	10	50.0	6	-	-	-	15	60.0	13	46.2	11	45.5	10	40.0	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Gage
Grade 3

Student Group	English Language Arts												Chg From		Mathematics												Chg From	
	2015		2016		2017		2018		2019		2015	2018			2015		2016		2017		2018		2019		2015	2018		
	N	%	N	%	N	%	N	%	N	%	%	%			N	%	N	%	N	%	N	%	N	%	%	%		
Total	63	39.7	61	49.2	72	54.2	59	44.1	88	53.4	13.7	9.3			62	50.0	59	52.5	72	58.3	58	63.8	88	62.5	12.5	-1.3		
Female	29	31.0	33	51.5	29	72.4	30	53.3	48	52.1	21.1	-1.2			28	42.9	32	46.9	29	62.1	30	66.7	48	56.3	13.4	-10.4		
Male	34	47.1	28	46.4	43	41.9	29	34.5	40	55.0	7.9	20.5			34	55.9	27	59.3	43	55.8	28	60.7	40	70.0	14.1	9.3		
African American	6	-	5	-	11	54.5	8	-	6	-	-	-			6	-	5	-	11	45.5	8	-	6	-	-	-		
Asian**	3	-	2	-	0	-	2	-	2	-	-	-			3	-	2	-	0	-	2	-	2	-	-	-		
Filipino	1	-	2	-	0	-	1	-	3	-	-	-			1	-	2	-	0	-	1	-	3	-	-	-		
Hispanic	24	29.2	18	44.4	26	34.6	13	30.8	22	50.0	20.8	19.2			23	39.1	18	38.9	26	42.3	13	53.8	22	68.2	29.1	14.4		
Indochinese**	2	-	2	-	3	-	2	-	-	-	-	-			2	-	2	-	3	-	2	-	-	-	-	-		
Native American	0	-	0	-	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-		
Pacific Islander	0	-	0	-	0	-	1	-	1	-	-	-			0	-	0	-	0	-	1	-	1	-	-	-		
White	19	57.9	23	60.9	25	72.0	27	59.3	38	60.5	2.6	1.2			19	68.4	21	61.9	25	84.0	26	76.9	38	68.4	0.0	-8.5		
Multiracial	8	-	9	-	7	-	5	-	16	50.0	-	-			8	-	9	-	7	-	5	-	16	50.0	-	-		
English Learner	11	18.2	10	30.0	6	-	6	-	3	-	-	-			10	40.0	10	20.0	6	-	6	-	3	-	-	-		
English-Speaking	52	44.2	51	52.9	66	56.1	53	49.1	85	55.3	11.1	6.2			52	51.9	49	59.2	66	60.6	52	69.2	85	63.5	11.6	-5.7		
Reclassified†	3	-	3	-	3	-	7	-	6	-	-	-			3	-	3	-	3	-	7	-	6	-	-	-		
Initially Eng. Speaking	49	42.9	48	50.0	63	54.0	46	45.7	79	58.2	15.3	12.5			49	51.0	46	56.5	63	58.7	45	71.1	79	64.6	13.6	-6.5		
Econ. Disadv.*	33	21.2	32	34.4	36	41.7	27	29.6	42	38.1	16.9	8.5			32	37.5	31	38.7	36	47.2	26	38.5	42	47.6	10.1	9.1		
Non-Econ. Disadv.	30	60.0	29	65.5	36	66.7	32	56.3	46	67.4	7.4	11.1			30	63.3	28	67.9	36	69.4	32	84.4	46	76.1	12.8	-8.3		
Gifted	13	46.2	20	80.0	12	75.0	4	-	8	-	-	-			12	58.3	19	84.2	12	91.7	4	-	8	-	-	-		
Not Gifted	50	38.0	41	34.1	60	50.0	55	41.8	80	50.0	12.0	8.2			50	48.0	40	37.5	60	51.7	54	63.0	80	58.8	10.8	-4.2		
With Disabilities	4	-	3	-	6	-	6	-	13	15.4	-	-			4	-	3	-	6	-	5	-	13	30.8	-	-		
WO Disabilities	59	42.4	58	48.3	66	56.1	53	45.3	75	60.0	17.6	14.7			58	51.7	56	53.6	66	60.6	53	66.0	75	68.0	16.3	2.0		
Homeless	1	-	1	-	0	-	6	-	2	-	-	-			1	-	1	-	5	-	5	-	2	-	-	-		
Foster	2	-	0	-	0	-	0	-	0	-	-	-			2	-	0	-	0	-	0	-	0	-	-	-		
Military	6	-	4	-	6	-	2	-	1	-	-	-			6	-	4	-	6	-	2	-	1	-	-	-		

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Gage
Grade 4

Student Group	English Language Arts													Chg From		Mathematics													Chg From	
	2015		2016		2017		2018		2019		2015	2018				2015		2016		2017		2018		2019		2015	2018			
	N	%	N	%	N	%	N	%	N	%	%	%				N	%	N	%	N	%	N	%	N	%	%	%			
Total	67	46.3	56	55.4	58	50.0	78	55.1	63	49.2	2.9	-5.9				67	40.3	55	40.0	59	52.5	76	48.7	63	49.2	8.9	0.5			
Female	33	45.5	29	48.3	35	51.4	36	72.2	35	54.3	8.8	-17.9				33	33.3	29	34.5	36	41.7	35	57.1	35	48.6	15.3	-8.5			
Male	34	47.1	27	63.0	23	47.8	42	40.5	28	42.9	-4.2	2.4				34	47.1	26	46.2	23	69.6	41	41.5	28	50.0	2.9	8.5			
African American	11	36.4	4	-	4	-	12	41.7	9	-	-	-				11	18.2	4	-	4	-	11	27.3	9	-	-	-			
Asian**	4	-	3	-	2	-	1	-	4	-	-	-				4	-	3	-	2	-	1	-	4	-	-	-			
Filipino	0	-	0	-	2	-	0	-	1	-	-	-				0	-	0	-	2	-	0	-	1	-	-	-			
Hispanic	16	31.3	23	52.2	16	50.0	28	46.4	15	40.0	8.7	-6.4				16	25.0	23	34.8	16	56.3	28	39.3	15	46.7	21.7	7.4			
Indochinese**	2	-	2	-	2	-	3	-	-	-	-	-				2	-	2	-	2	-	3	-	-	-	-	-			
Native American	0	-	0	-	0	-	0	-	0	-	-	-				0	-	0	-	0	-	0	-	0	-	-	-			
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-				0	-	0	-	0	-	0	-	1	-	-	-			
White	29	69.0	19	68.4	24	50.0	27	70.4	28	60.7	-8.3	-9.7				29	65.5	18	50.0	25	44.0	26	69.2	28	64.3	-1.2	-4.9			
Multiracial	5	-	5	-	8	-	7	-	5	-	-	-				5	-	5	-	8	-	7	-	5	-	-	-			
English Learner	6	-	4	-	5	-	5	-	5	-	-	-				6	-	4	-	5	-	5	-	5	-	-	-			
English-Speaking	61	47.5	52	59.6	53	52.8	73	57.5	58	51.7	4.2	-5.8				61	41.0	51	43.1	54	55.6	71	50.7	58	51.7	10.7	1.0			
Reclassified†	6	-	8	-	6	-	5	-	8	-	-	-				6	-	8	-	7	-	5	-	8	-	-	-			
Initially Eng. Speaking	55	50.9	44	59.1	47	48.9	68	55.9	50	54.0	3.1	-1.9				55	41.8	43	37.2	47	53.2	66	48.5	50	54.0	12.2	5.5			
Econ. Disadv.*	39	23.1	30	40.0	30	33.3	40	42.5	29	27.6	4.5	-14.9				39	17.9	29	31.0	31	35.5	38	34.2	29	27.6	9.7	-6.6			
Non-Econ. Disadv.	28	78.6	26	73.1	28	67.9	38	68.4	34	67.6	-11.0	-0.8				28	71.4	26	50.0	28	71.4	38	63.2	34	67.6	-3.8	4.4			
Gifted	16	93.8	11	54.5	16	81.3	11	81.8	7	-	-	-				16	75.0	11	36.4	16	93.8	11	63.6	7	-	-	-			
Not Gifted	51	31.4	45	55.6	42	38.1	67	50.7	56	44.6	13.2	-6.1				51	29.4	44	40.9	43	37.2	65	46.2	56	44.6	15.2	-1.6			
With Disabilities	4	-	4	-	6	-	11	36.4	4	-	-	-				4	-	4	-	6	-	9	-	4	-	-	-			
WO Disabilities	63	47.6	52	57.7	52	51.9	67	58.2	59	52.5	4.9	-5.7				63	41.3	51	43.1	53	56.6	67	50.7	59	52.5	11.2	1.8			
Homeless	2	-	2	-	0	-	1	-	1	-	-	-				2	-	1	-	3	-	5	-	1	-	-	-			
Foster	0	-	0	-	0	-	0	-	0	-	-	-				0	-	0	-	0	-	0	-	0	-	-	-			
Military	5	-	5	-	2	-	5	-	1	-	-	-				5	-	5	-	2	-	5	-	1	-	-	-			

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Gage
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	82	57.3	65	56.9	63	63.5	66	68.2	79	64.6	7.3	-3.6	81	38.3	65	30.8	63	42.9	66	43.9	79	40.5	2.2	-3.4
Female	45	60.0	32	56.3	30	70.0	39	64.1	42	73.8	13.8	9.7	44	27.3	32	21.9	30	36.7	39	35.9	42	47.6	20.3	11.7
Male	37	54.1	33	57.6	33	57.6	27	74.1	37	54.1	0.0	-20.0	37	51.4	33	39.4	33	48.5	27	55.6	37	32.4	-19.0	-23.2
African American	16	43.8	8	-	5	-	5	-	13	61.5	17.7	-	15	13.3	8	-	5	-	5	-	13	30.8	17.5	-
Asian**	1	-	4	-	3	-	3	-	7	-	-	-	1	-	4	-	3	-	3	-	7	-	-	-
Filipino	2	-	2	-	0	-	2	-	0	-	-	-	2	-	2	-	0	-	2	-	0	-	-	-
Hispanic	25	44.0	14	50.0	26	50.0	20	60.0	27	63.0	19.0	3.0	24	20.8	14	7.1	26	42.3	20	45.0	27	33.3	12.5	-11.7
Indochinese**	1	-	3	-	2	-	2	-	-	-	-	-	1	-	3	-	2	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	27	77.8	28	71.4	22	77.3	25	80.0	27	74.1	-3.7	-5.9	28	64.3	28	57.1	22	40.9	25	52.0	27	55.6	-8.7	3.6
Multiracial	9	-	6	-	5	-	9	-	5	-	-	-	9	-	6	-	5	-	9	-	5	-	-	-
English Learner	7	-	3	-	3	-	5	-	5	-	-	-	5	-	3	-	3	-	5	-	5	-	-	-
English-Speaking	75	62.7	62	58.1	60	65.0	61	72.1	74	67.6	4.9	-4.5	76	40.8	62	32.3	60	43.3	61	45.9	74	40.5	-0.3	-5.4
Reclassified†	11	54.5	9	-	11	72.7	8	-	7	-	-	-	11	36.4	9	-	11	54.5	8	-	7	-	-	-
Initially Eng. Speaking	64	64.1	53	60.4	49	63.3	53	67.9	67	65.7	1.6	-2.2	65	41.5	53	34.0	49	40.8	53	45.3	67	37.3	-4.2	-8.0
Econ. Disadv.*	41	36.6	37	37.8	32	53.1	34	50.0	38	52.6	16.0	2.6	40	20.0	37	10.8	32	34.4	34	23.5	38	28.9	8.9	5.4
Non-Econ. Disadv.	41	78.0	28	82.1	31	74.2	32	87.5	41	75.6	-2.4	-11.9	41	56.1	28	57.1	31	51.6	32	65.6	41	51.2	-4.9	-14.4
Gifted	22	95.5	11	100.0	13	76.9	16	93.8	14	85.7	-9.8	-8.1	22	72.7	11	63.6	13	53.8	16	81.3	14	78.6	5.9	-2.7
Not Gifted	60	43.3	54	48.1	50	60.0	50	60.0	65	60.0	16.7	0.0	59	25.4	54	24.1	50	40.0	50	32.0	65	32.3	6.9	0.3
With Disabilities	7	-	11	27.3	17	23.5	7	-	6	-	-	-	6	-	4	-	17	17.6	7	-	6	-	-	-
WO Disabilities	75	62.7	61	60.7	58	69.0	59	72.9	73	67.1	4.4	-5.8	75	41.3	61	32.8	58	46.6	59	47.5	73	41.1	-0.2	-6.4
Homeless	7	-	4	-	0	-	5	-	1	-	-	-	6	-	1	-	1	-	5	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	4	-	3	-	3	-	4	-	-	-	4	-	4	-	3	-	3	-	4	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

SCHOOL NAME: GAGE ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

Chronic Absenteeism

To accomplish this goal, our counselor and guidance assistant will identify any students with 4 or more absences a month. They will meet with students to develop a plan of action with strategies that will assist students with getting to school each day. They will also make parent contact to review the strategies.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst -	0.12500	$7,305.53	09800-2404	Guidance assistant will compile data regarding attendance and assist with contacting parents to set up counselor meetings. She will also meet with students to help goal set and monitor those goals.	Our guidance assistant has been able to: • Speak Spanish with our Spanish-speaking parent and assist them in becoming more involved at school. • Meet with individual students that are on behavior contract and attendance contracts to coach them on problem	More hard data is needed.	We will find a system that better tracks the work she is doing with students and parents and the effect on student achievement.

					solving strategies which decreases their referrals and increase their in class time.		

Note/Reminders (optional):

Goal 2 – English Language Arts

Strategy/Activity 1

*Strategy/Activity – Description

Staff will meet for ELA focused PLC 2 times a year. During these all day meeting, student data will be reviewed, target student support plans will be reviewed, assessments will be developed/determined and support curriculum and materials will be determined. All assessment data will be house in Illuminate.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		$4,635.84	09800-1192	Release days for ELA PLC meetings.	This provides for uninterrupted time for teachers to review data and co-plan based on that data. It also allows for a longer amount of time that allows teachers to do uninterrupted focused planning.	Due to our two strands (Spanish and STEM) staff are involved in 2 different PLC's (the content we are studying and their strand).	We will have our teachers working on their PLC time on either their strand or the content areas which will allow more focused progress in one area.

Note/Reminders (optional):

Strategy/Activity 1

*Strategy/Activity - Description

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each students will have access to an electronic reading support system which contain grade level enhancement materials that can be used in class and at home.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Our teachers met in PLC and discussed DRA data, FAST assessment data and unit assessment data. Based on the data, individual student and whole class strategies were developed to address any struggles that students may be encountering.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		$2,100.00	09800-5841	Support closing the achievement gap in ELA.	Students are able to access the programs during the school day and at home. It provides another support for students that will help them progress on grade level standards.	I do not feel it is getting used enough in all classes.	We will look at placing a minimum use per student per class in order for a teacher to be able to renew the program the next year.
Software License		$2,000.00	09800-5841	Support closing the achievement gap in ELA.	Students are able to access the programs during the school day and at home. It provides another support for students that will help them progress on grade level standards.	I do not feel it is getting used enough in all classes.	We will look at placing a minimum use per student per class in order for a teacher to be able to renew the program the next year.

Note/Reminders (optional):

Strategy/Activity 1

*Strategy/Activity – Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

*Proposed Expenditures for this Strategy/Activity

Analysis:
Software licenses were purchased so all students could have a supportive literacy program that was at their individual reading level. It also provided an avenue for those students that are above reading level to have more challenging text available to them.
Description:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
] Funds were used as intended and stated in the original plan.

Gage Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$3,754.64	09800-4301	Instructional supplies to support closing the achievement gap.	Supplies that were ordered were appropriate and necessary.	N/A	N/A
Interprogram Svcs/Paper		$1,500.00	09800-5733	Support closing the achievement gap.	Paper use was appropriate and supported the instructional objectives.	N/A	N/A
Note/Reminders (optional):							

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

Students in will be provided after school instruction in the areas of mathematical fluency and mathematic practice standards. This support will occur on a consistent basis and will be based on their individual needs.

*Proposed Expenditures for this Strategy/Activity

Analysis:

An after school math support program was designed for our 4th and 5th grade students that are struggling in mathematics. It was tied to the skills we have been working on as a staff through our math coaching cycle.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		$6,999.99	09800-1157	Close the achievement gap by offering after school tutoring.	Students that attend the after school support classes are increasing their achievement levels. The after school classes allow us to provide targeted supports.	Poor student attendance in the program decreases the effectiveness of the program.	Provide attendance incentives to encourage students to attend regularly. Involve parents in order to increase student attendance.

Note/Reminders (optional):

Strategy/Activity 1							
*Strategy/Activity - Description							
Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.							
*Proposed Expenditures for this Strategy/Activity							
Analysis: Funds were used to purchase supplies and paper to support the standards based instruction in the classroom. Description: Funds were used as intended and stated in the original plan.							
Proposed Expenditures	**FTE**	**Estimated Cost**	**Funding Source**	**Rationale**	**What is working (effective) & why?**	**What is not working (ineffective) & why?**	**Modification based on evaluation results.**
Supplies		$2,000.00	09800-4301	close the achievement gap	Supplies that were ordered were appropriate and necessary.	N/A	N/A
Note/Reminders (optional):							

Goal 4- English Learners

Strategy/Activity 1

*Strategy/Activity - Description

All English Learner students will participate in 30 minutes of designated ELD instruction daily. They will also participate in additional small group reading support time and will be invited to participate in after school mathematics support classes.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	After school math support.	Students that attend the after school support classes are increasing their achievement levels. The after school classes allow us to provide targeted supports.	Poor student attendance in the program decreases the effectiveness of the program.	Provide attendance incentives to encourage students to attend regularly. Involve parents in order to increase student attendance.

Note/Reminders (optional):

Strategy/Activity 1

*Strategy/Activity - Description

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each students will have access to an electronic reading support system, which contain grade level enhancement materials that can be used in class and at home.

*Proposed Expenditures for this Strategy/Activity

Analysis:

After school math classes were developed for students struggling in mathematics. Teachers worked with students after school in areas that they were struggling to allow them to better access the daily mathematics instruction.

Description:

Funds were used as intended and stated in the original plan.

Gage Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License	--	--	09800-5841	Electronic reading supports.	Students are able to access the programs during the school day and at home. It provides another support for students that will help them progress on grade level standards.	I do not feel it is getting used enough in all classes.	We will look at placing a minimum use per student per class in order for a teacher to be able to renew the program the next year.
Software License	--	--	09800-5841	Electronic reading supports.	Students are able to access the programs during the school day and at home. It provides another support for students that will help them progress on grade level standards.	I do not feel it is getting used enough in all classes.	We will look at placing a minimum use per student per class in order for a teacher to be able to renew the program the next year.

Note/Reminders (optional):

Strategy/Activity 1

*Strategy/Activity - Description

Staff will meet for ELA and math focused PLC 3 times a year. During these all day meeting, student data will be reviewed, target student support plans will be reviewed, assessments will be developed/determined and support curriculum and materials will be determined. All assessment data will be house in Illuminate.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Our teachers met in PLC and discussed DRA data, FAST assessment data and unit assessment data. Based on the data, individual student and whole class strategies were developed to address any struggles that students may be encountering.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	close the achievement gap	This provides for uninterrupted time for teachers to review data and co-plan based on that data. It also allows for a longer amount of time that allows teachers to do uninterrupted focused planning.	Due to our two strands (Spanish and STEM) staff are involved in 2 different PLC's (the content we are studying and their strand).	We will have our teachers working on their PLC time on either their strand or the content areas which will allow more focused progress in one area.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

*Strategy/Activity - Description

Students with disabilities will receive additional small group ELA instruction in addition to their required IEP supports and their general edcuation small group instruction. They will also have access to additional after school math supports.

*Proposed Expenditures for this Strategy/Activity

Analysis:

After school math classes were developed for students struggling in mathematics. Teachers worked with students after school in areas that they were struggling to allow them to better access the daily mathematics instruction.

Description:

Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	closing the achievement gap	Students that attend the after school support classes are increasing their achievement levels. The after school classes allow us to provide targeted supports.	Poor student attendance in the program decreases the effectiveness of the program.	Provide attendance incentives to encourage students to attend regularly. Involve parents in order to increase student attendance.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

Students will receive additional small group instruction in Literacy and be given priority in the after school math support class. They will also be target students in math and literacy and will have support plans developed for them.

*Proposed Expenditures for this Strategy/Activity

Analysis:

After school math classes were developed for students struggling in mathematics. Teachers worked with students after school in areas that they were struggling to allow them to better access the daily mathematics instruction. Students also received additional small group instruction in literacy.

Description:

Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$2,000.00	09800-4301	supplies and materials	Supplies that were ordered were appropriate and necessary.	N/A	N/A
Interprogram Svcs/Paper		$1,500.00	09800-5733	paper for small group and after school supports	Paper use was appropriate and supported the instructional objectives.	N/A	N/A
Classroom Teacher Hrly	--	--	09800-1157	after school math supports for students.	Students that attend the after school support classes are increasing their achievement levels. The after school classes allow us to provide targeted supports.	Poor student attendance in the program decreases the effectiveness of the program.	Provide attendance incentives to encourage students to attend regularly. Involve parents in order to increase student attendance.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Safe and Collaborative Environment
In order to provide an environment that encourages students to attend school, we will implement Restorative justice practices. The site administrator and staff will implement Restorative Justice Practices when helping students solve conflict and deal with emotional stresses.

Highly Engaging curriculum
We will offer two different enrichment programs at Gage. Students will have the option to choose between our Spanish Immersion program or our STEM program. Each program will offer a highly engaging curriculum that will promote skills that will prepare students for future work experiences. I will provide feedback and support on student engagement and strategies on how to increase student engagement.

Supports for struggling students
We will provide support for our struggling sub groups during the school day and after school. We will provide additional small group instruction opportunities for our struggling readers in our Special Education and English Learner subgroups during the daily instruction. We will also provide Designated English Learner instruction daily to all of our English learners. We will provide after-school mathematics support classes for three sub-groups (EL, SWD, and African American) in our 4th and 5th grade in order to close the achievement gap for these groups.

Supporting students with disabilities
We will implement a co-teaching pilot program with our upper grade mild/mod ed specialist. I will provide additional pay to compensate for planning time that will occur outside of the work day to allow the teachers to plan together. The goal of the program is for students to see both teachers in the classroom as their teacher and allow students with disabilities to remain in the general education classroom for more of the instruction. We will also be implementing a leadership academy for our students with disabilities students. They will be trained in problem-solving strategies that they will then coach younger students as they work through conflict. This will help to increase their confidence and provide them the opportunities to see themselves as leaders.

Focus on attendance
In order for students to be successful, they need to be in attendance at school. We will use the extra counseling time we purchased to allow for closer attendance monitoring and intervening. Our counselor and guidance assistant will meet monthly with those students that have a high rate of absences to determine what the root causes of their absences are and to develop a plan with the student to address the cause. The plan will be shared with parents and then monitored by the counselor and guidance assistant.

Common assessment plan
We will implement a system of common assessments and a timeline for the implementation of the assessments. These common assessments will be used to determine instructional supports, learning objectives for professional development, and student placement in our support programs. Our common assessment system will include DRA/EDL reading assessments, FAST assessments, and writing assessments. This will be implemented this year and the data will be housed in illuminate to allow a more rapid analysis of the data.

Targeted Instructional learning
Professional development will be focused on building a strong foundation in mathematics in our lower grades and increasing mathematical achievement in students in our upper grades. The data indicates that student achievement decreases as they increase in grade level. We will analyze data to determine what the causes of this decrease are and build a plan to address these causes.

Parents as partners
In order to assist parents in becoming partners in their child's education, I will conduct Parent Academy training sessions where parents will be engaged in learning how specific content areas are taught, what strategies they should see students using while doing home work and what parents can do to assist their child at home. The topics of the Parent Academy training sessions will include: math, literacy, writing, problem-solving, and social-emotional health.

SCHOOL NAME: GAGE ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

Chronic Absenteeism
To accomplish this goal, our counselor and guidance assistant will identify any students with 4 or more absences a month. They will meet with students to develop a plan of action with strategies that will assist students with getting to school each day. They will also make parent contact to review the strategies.

*Proposed Expenditures for this Strategy/Activity

Analysis:
Our guidance assistant was able to identify students that had excessive absences. She worked with the nurse and the guidance counselor to develop plans to decrease these absences. These plans included parents, teachers, guidance assistant, guidance counselor and/or the SST team.
Description:
Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst -	0.25000	$14,611.07	30100-2404	Guidance assistant will compile data regarding attendance and assist with contacting parents to set up counselor meetings. She will also meet with students to help goal set and monitor those goals.	Our guidance assistant has been able to: • Speak Spanish with our Spanish-speaking parent and assist them in becoming more involved at school. • Meet with individual students that are on behavior contract and attendance contracts to coach them on problem	More hard data is needed.	We will find a system that better tracks the work she is doing with students and parents and the effect on student achievement.

					solving strategies which decreases their referrals and increase their in class time.		
School Counselor - NEW POSN, SBB2512838	0.10000	$10,115.73	30106-1210	Counselor will work with students to develop strategies to get to school and will share strategies with parents.			

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

Staff will meet for ELA focused PLC 2 times a year. During these all day meeting, student data will be reviewed, target student support plans will be reviewed, assessments will be developed/determined and support curriculum and materials will be determined. All assessment data will be house in Illuminate.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Our teachers met in PLC and discussed DRA data, FAST assessment data and unit assessment data. Based on the data, individual student and whole class strategies were developed to address any struggles that students may be encountering.

Description:

Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		$4,635.84	30100-1192	Release days for ELA PLC meetings.	This provides for uninterrupted time for teachers to review data and co-plan based on that data. It also allows for a longer amount of time that allows teachers to do uninterrupted focused planning.	Due to our two strands (Spanish and STEM) staff are involved in 2 different PLC's (the content we are studying and their strand).	We will have our teachers working on their PLC time on either their strand or the content areas which will allow more focused progress in one area.

Note/Reminders (optional):

Strategy/Activity 1

*Strategy/Activity - Description

Additional small group support will be provided for student with disabilities and English Learners.

*Proposed Expenditures for this Strategy/Activity

Analysis:

A special ed assistant was purchased to provide additional support for our students with disabilities, our English learners and our students that are below grade level in reading. This support was in addition to the designated ELD instruction, the small group instruction in the general ed setting and any IEP support time that was already provided.

Description:
Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Spec Ed Asst – NEW POSN, SBB2512765	0.25500	$8,900.55	30106-2101	Closing the achievement gap in ELA.	Students were able to receive additional target small group instruction in reading.	N/A	N/A

Note/Reminders (optional):

Strategy/Activity 1

*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

*Proposed Expenditures for this Strategy/Activity

Analysis:
Funds were used to purchase supplies and paper to support the standards based instruction in the classroom.
Description:
Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$2,000.00	30100-4301	Instructional supplies to support closing the achievement gap.	Supplies that were ordered were appropriate and necessary.	N/A	N/A
Interprogram Svcs/Paper		$1,500.00	30100-5733	Support closing the achievement gap.	Paper use was appropriate and supported the instructional objectives.	N/A	N/A

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

Staff will meet for Math focused PLC one time this year. During this all day meeting, student data will be reviewed, target student support plans will be developed for review during monthly after school PLC meeting and support curriculum and materials will be determined. All assessment data will be housed in illuminate.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Our teachers met in PLC and discussed FAST assessment data and site developed fluency assessment data. Based on the data, individual student and whole class strategies were developed to address any struggles that students may be encountering.

Description:

Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		$4,635.84	30106-1192	Close the achievement gap.	This provides for uninterrupted time for teachers to review data and co-plan based on that data. It also allows for a longer amount of time that allows teachers to do uninterrupted focused planning.	Due to our two strands (Spanish and STEM) staff are involved in 2 different PLC's (the content we are studying and their strand).	We will have our teachers working on their PLC time on either their strand or the content areas which will allow more focused progress in one area.

Note/Reminders (optional):

Strategy/Activity 1

*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Funds were used to purchase supplies and paper to support the standards based instruction in the classroom.

Description:

Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper		$1,500.00	30100-5733	close the achievement gap	Paper use was appropriate and supported the instructional objectives.	N/A	N/A

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

*Strategy/Activity - Description

All English Learner students will participate in 30 minutes of designated ELD instruction daily. They will also participate in additional small group reading support time and will be invited to participate in after school mathematics support classes.

*Proposed Expenditures for this Strategy/Activity

Analysis:

All English Learners participated in 30 minutes of designated ELD instruction daily. Those that were not at grade level in reading were given additional small group support time in reading. The 4th and 5th grade students that were not at grade level in math were invited to attend the after school math support program.

Description:

Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Spec Ed Asst - NEW POSN, SBB2512765	--	--	30106-2101	Small group support in reading.	Students were able to receive additional target small group instruction in reading.	N/A	N/A

Note/Reminders (optional):

Strategy/Activity 1

*Strategy/Activity - Description

Staff will meet for ELA and math focused PLC 3 times a year. During these all day meeting, student data will be reviewed, target student support plans will be reviewed, assessments will be developed/determined and support curriculum and materials will be determined. All assessment data will be house in Illuminate.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Our teachers met in PLC and discussed DRA data, FAST assessment data and unit assessment data. Based on the data, individual student and whole class strategies were developed to address any struggles that students may be encountering.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	close the achievement gap	This provides for uninterrupted time for teachers to review data and co-plan based on that data. It also allows for a longer amount of time that allows teachers to do uninterrupted focused planning.	Due to our two strands (Spanish and STEM) staff are involved in 2 different PLC's (the content we are studying and their strand).	We will have our teachers working on their PLC time on either their strand or the content areas which will allow more focused progress in one area.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	close the achievement gap	This provides for uninterrupted time for teachers to review data and co-plan based on that data. It also allows for a longer amount of time that allows teachers to do uninterrupted focused planning.	Due to our two strands (Spanish and STEM) staff are involved in 2 different PLC's (the content we are studying and their strand).	We will have our teachers working on their PLC time on either their strand or the content areas which will allow more focused progress in one area.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

<table>
<tr><td colspan="8" align="center">Strategy/Activity 1</td></tr>
<tr><td colspan="8">*Strategy/Activity - Description</td></tr>
<tr><td colspan="8">Students with disabilities will receive additional small group ELA instruction in addition to their required IEP supports and their general edcuation small group instruction. They will also have access to additional after school math supports.</td></tr>
<tr><td colspan="8">*Proposed Expenditures for this Strategy/Activity</td></tr>
<tr><td colspan="8" align="center">Analysis:
After school math classes were developed for students struggling in mathematics. Teachers worked with students after school in areas that they were struggling to allow them to better access the daily mathematics instruction. Students were also provided with small group instruction within the general education setting.
Description:
Funds were used as intended and stated in the original plan.</td></tr>
<tr>
<td>Proposed Expenditures</td>
<td>FTE</td>
<td>Estimated Cost</td>
<td>Funding Source</td>
<td>Rationale</td>
<td>What is working (effective) & why?</td>
<td>What is not working (ineffective) & why?</td>
<td>Modification based on evaluation results.</td>
</tr>
<tr>
<td>Spec Ed Asst - NEW POSN, SBB2512765</td>
<td>--</td>
<td>--</td>
<td>30106-2101</td>
<td>closing the achievement gap</td>
<td>Students were able to receive additional target small group instruction in reading.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</table>

Note/Reminders (optional):

<table>
<tr><td colspan="8" align="center">Strategy/Activity 1</td></tr>
<tr><td colspan="8">*Strategy/Activity - Description</td></tr>
<tr><td colspan="8">A pilot program will be developed that will involve one gen ed teacher per ed specialist. A co-teaching model will be developed that involves daily co-teaching of students while in the gen ed setting, co-planning of lessons and review of assessment data. Weekly planning time will be allotted to allow for this model to be successful. Weekly planning time will be funded through the civic center funds.</td></tr>
<tr><td colspan="8">*Proposed Expenditures for this Strategy/Activity</td></tr>
<tr><td colspan="8" align="center">Analysis:
The pilot program has been successful with my 4th grade gen ed/special ed team. They have worked together to plan lessons and coteach those lessons. Weekly planning time has been funded through the civic center funds.
Description:</td></tr>
</table>

While trying to role this out throughout my special ed team, personality traits and differences did not always make this possible. The workload of the special ed department this year also impacted the ability to devote the needed time to this pilot.							
Proposed Expenditures	**FTE**	**Estimated Cost**	**Funding Source**	**Rationale**	**What is working (effective) & why?**	**What is not working (ineffective) & why?**	**Modification based on evaluation results.**
Supplies		$1,267.09	30100-4301	Instructional supplies to help SWD access grade level curriculum while in the GE classroom.	Supplies that were ordered were appropriate and necessary.	N/A	N/A
Supplies		$277.88	30106-4301	Instructional supplies to help SWD access grade level curriculum while in the GE classroom.	Supplies that were ordered were appropriate and necessary.	N/A	N/A
Note/Reminders (optional):							

Goal 6 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

Parent Academy nights will be offered to parents that will provide insight into what is expected of students, which strategies students are being taught, what parents can do to assist their children and where to get extra supports when helping their children with specific topics at home.

The topics that will be covered include:

- math
- literacy
- writing
- drug awareness
- restorative justice practices

*Proposed Expenditures for this Strategy/Activity

Analysis:

Five family engagement nights were held that provided information on the topics listed. They were well received by those that attended.

Description:

Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom PARAS Hrly		$400.00	30103-2151	child care so parents can attend training	Providing child care ensured parents had the opportunity to attend the trainings.	N/A	N/A
Supplies		$337.00	30103-4301	supplies and educational tools for parents	Needed supplies were available to give to parents so they could implement the strategies learned during the academy night.	N/A	N/A
In-service supplies		$800.00	30103-4304	refreshment for during the training	Refreshments provided extra	N/A	N/A

					incentive for parents to attend the academy meetings.		

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

Students will receive additional small group instruction in Literacy and be given priority in the after school math support class. They will also be target students in math and literacy and will have support plans developed for them.

*Proposed Expenditures for this Strategy/Activity

Analysis:

After school math classes were developed for students struggling in mathematics. Teachers worked with students after school in areas that they were struggling to allow them to better access the daily mathematics instruction. Students also received additional small group instruction in literacy.

Description:

Funds were used as intended and stated in the original plan.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Spec Ed Asst - NEW POSN, SBB2512765	0.18250	$6,370.00	30106-2101	Small group instruction for students with disabilities.	Students were able to receive additional target small group instruction in reading.	N/A	N/A
Spec Ed Asst - NEW POSN, SBB2512765	--	--	30106-2101	Small group support for students with disabilities.	Students were able to receive additional target small group instruction in reading.	N/A	N/A

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Safe and Collaborative Environment

In order to provide an environment that encourages students to attend school, we will implement Restorative justice practices. The site administrator and staff will implement Restorative Justice Practices when helping students solve conflict and deal with emotional stresses.

Highly Engaging curriculum

We will offer two different enrichment programs at Gage. Students will have the option to choose between our Spanish Immersion program or our STEM program. Each program will offer a highly engaging curriculum that will promote skills that will prepare students for future work experiences. I will provide feedback and support on student engagement and strategies on how to increase student engagement.

Supports for struggling students

We will provide support for our struggling sub groups during the school day and after school. We will provide additional small group instruction opportunities for our struggling readers in our Special Education and English Learner subgroups during the daily instruction. We will also provide Designated English Learner instruction daily to all of our English learners. We will provide after-school mathematics support classes for three sub-groups (EL, SWD, and African American) in our 4th and 5th grade in order to close the achievement gap for these groups.

Supporting students with disabilities

We will implement a co-teaching pilot program with our upper grade mild/mod ed specialist. I will provide additional pay to compensate for planning time that will occur outside of the workday to allow the teachers to plan together. The goal of the program is for students to see both teachers in the classroom as their teacher and allow students with disabilities to remain in the general education classroom for more of the instruction. We will also be implementing a leadership academy for our students with disabilities students. They will be trained in problem-solving strategies that they will then coach younger students as they work through conflict. This will help to increase their confidence and provide them the opportunities to see themselves as leaders.

Focus on attendance

In order for students to be successful, they need to be in attendance at school. We will use the extra counseling time we purchased to allow for closer attendance monitoring and intervening. Our counselor and guidance assistant will meet monthly with those students that have a high rate of absences to determine what the root causes of their absences are and to develop a plan with the student to address the cause. The plan will be shared with parents and then monitored by the counselor and guidance assistant.

Common assessment plan

We will implement a system of common assessments and a timeline for the implementation of the assessments. These common assessments will be used to determine instructional supports, learning objectives for professional development, and student placement in our support programs. Our common assessment system will include DRA/EDL reading assessments, FAST assessments, and writing assessments. This will be implemented this year and the data will be housed in illuminate to allow a more rapid analysis of the data.

Targeted Instructional learning
Professional development will be focused on building a strong foundation in mathematics in our lower grades and increasing mathematical achievement in students in our upper grades. The data indicates that student achievement decreases as they increase in grade level. We will analyze data to determine what the causes of this decrease are and build a plan to address these causes.

Parents as partners
In order to assist parents in becoming partners in their child's education, I will conduct Parent Academy training sessions where parents will be engaged in learning how specific content areas are taught, what strategies they should see students using while doing home work and what parents can do to assist their child at home. The topics of the Parent Academy training sessions will include: math, literacy, writing, problem-solving, and social-emotional health.