THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HAGE ELEMENTARY SCHOOL

2020-21

37-68338-6109599
CDS Code

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

Principal: Lee, James
Contact Person: Lee, James
Position: Principal
Telephone Number:
Address: 9750 Galvin Ave, Hage Elementary, San Diego, CA, 92126-4823,
E-mail Address: jly@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Evaluation of LCFF 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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Hage Elementary

SITE CONTACT PERSON: James Lee

DUE: October 5, 2020

PHONE: 858-634-7700 **FAX:** 858-693-7942 **E-MAIL ADDRESS: jly@sandi.net**

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

☒ **Title 1 Schoolwide Programs (SWP)** ☐ **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:
☐ 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: 10/05/20
☐ Other (list): _____	Date of presentation:

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: ____10/05/20_____

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

James Lee Type/Print Name of School Principal	/JamesLee/ Signature of School Principal / Date
Allison Cox Type/Print Name of SSC Chairperson	/AllisonCox/ Signature of SSC Chairperson / Date
Danielle Krogstad Type/Print Name of ELAC Chairperson	/DanielleKrogstad/ Signature of ELAC Chairperson / Date
LAMONT JACKSON Type/Print Name of Area Superintendent	10/9/20 Signature of Area Superintendent / Date

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

TABLE OF CONTENTS

1. Introduction

2. Executive Summary

3. SPSA Template

4. Appendix

    A. Budget Summary

    B. Parent & Family Engagement Policy

    C. School Parent Compact

    D. Data Reports

    E. 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a school wide comprehensive budgeting plan for supporting Title I based on our school achievement plan.

The staff at Hage strives to provide learning environments that emphasize high expectations for all students. Staff has identified specific expectations/non-negotiables for Tier 1 instruction and will continue using multiple points of data to drive instructional decisions and supports for students. In addition, we will continue to work on building our professional learning communities in each grade level that will explore learning cycles to produce impactful results. Our School Plan for Student Achievement places special emphasis on refining small group instruction, reliable and viable RTI, and technology resources to support all students. The structure for professional development will focus on whole staff sessions and time for focused Professional Learning Community work. The Instructional Leadership Team determined that specific and targeted interventions are needed when students were not achieving as measured by reliable formative and summative assessments. The Learning cycle process for teachers will occur between our monthly professional development, bi-monthly grade-level team meetings, three additional half days, and two full days for analysis of student work, lesson development, and grade level calibration that were budgeted for the year.

Additionally, we focus on engaging with the students, staff, and parent community of Hage Elementary to create environments that promote caring, cohesive, and cooperative individuals that make a group similar to that of a family. We believe in respecting others and ourselves, working cooperatively, developing self-esteem, and communicating openly. We strive to create a community of responsible learners who are caring and whom can problem solve through two important phrases: "The Hage Way" and "Hage Learners C.A.R.E." We work together as a team to develop students' social skills and to foster life-long learning capacity.

Hage staff is dedicated to supporting students learn, grow and achieve academic and social excellence.

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 SPSA was developed through a collaborative process that engaged all stakeholder groups at Hage. Due to the COVID-19 pandemic, we were able to gather stakeholder input utilizing a variety of digital means to connect including, Zoom meetings, Google Forms, our school website, and Social Media outreach via Instagram, Facebook, and Twitter.

Hage Elementary utilized school data, feedback from multiple committees, and Hage Staff feedback in order to review and revise our School Plan for Student Achievement and school-wide goals. In January 2020, the SSC evaluated the 2019-20 SPSA and approved the 2020-21 budget. School Site Council met in October 2020 to review and approve the 20-21 SPSA.

RESOURCE INEQUITIES

Based on the thorough review of achievement data (CAASPP, CA Dashboard, CA Healthy Kids Survey, CA Parent Survey) at Hage, we are aware of the areas of inequities that exist. Currently, these inequities exist in the areas of:

- Social-emotional growth
- Professional development
- Curricular resources to support a Guaranteed Viable Curriculum
- Attendance support
- Frequency and consistent PLC time for teachers

Due to the COVID-19 pandemic, we have additionally faced inequities around technology resources, increased technology support, increased attendance support, increased demands on SEL, increased instability of home environments, and increased movement in and out of our neighborhood. Due to the emergency school closures, were unable to complete the 19-20 CHKS. Based on informal and formal data collected by staff, reported by stakeholders via Zoom meetings, Google Forms, attendance data, and more, we feel the areas identified on 18-19 CA Healthy Kids Survey results continue to highlight the inequities we have. We saw areas of concern around *Key Indicators of School Climate and Student Well Being*. CHKS data indicated low areas in Meaningful Participation (10%), School Connectedness (38%), and Caring Adult Relationships (43%). To support our growth in creating highly effective and nurturing environments worthy of our students, our staff will continue to engage in Professional Development around Restorative Practices, providing a variety of highly-effective opportunities for school/classroom connectedness, home and school collaboration, and early interventions and supports for social/emotional growth. This work will be supported by Hage's Counseling and Guidance department (Counselor and Guidance Assistant) via staff meetings, communication and meetings with parents and guardians, development of identification and support process, Second Steps Curriculum, small groups interventions, attendance support, Behavior Support Team meetings, and SART.

Due to the emergency closure of school in response to the COVID-19 pandemic, we were unable to assess in the spring 2020 using the CAASPP. Here we reviewed of ELA and Math CAASPP data from 2016-2019 in efforts to identify trends. The % of students that met or exceeded grade level standards are below:

Year	3rd ELA/Math	4th ELA/Math	5th ELA/Math	Overall ELA/Math
16-17	54% / 71%	66% / 63%	68% / 57%	62% / 64%
17-18	56% / 59%	64% / 69%	64% / 52%	61% / 60%
18-19	53% / 63%	58% / 62%	57% / 51%	56% / 59%

Using these data points and the CA Dashboard data as a guide, we are committed to funding support for student achievement in ELA and Math via software licenses, curricular supports, Professional Development opportunities, and PLC release time. Technology resources and software provide students opportunities for direct intervention and support towards grade level standards. Teachers will utilize these resources to provide structures for small group instruction, additional student practice, and to track progress in Reading and Writing that correlate to student performance on standardized assessments. Funding for Professional Development and PLC release time in which teachers will work collaboratively in developing systems and processes to identify best practices, high level strategies to support student achievement, development of lessons for high quality tier one instruction, refinement of student data tracking and RTI. Teachers will also use the time to refine measurements and common assessments to provide critical data that will aid the refinement of teacher instructional practice. Through this process, teachers will be able to meet the needs of students to close the achievement gap for all students, but especially our EL and students with disabilities.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
James Lee	Principal
Danielle Krogstad	Classroom Teacher
Steve Mendiola	Classroom Teacher
Allison Cox	Classroom Teacher
Charlene Grimsley	Other School Representative
Susana Marfil	Parent
Giovanni Cattaneo	Parent
Melissa Cardenas	Parent
Ricky Marin	Parent
Farrell Robins	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

The overall implementation of our strategies to utilize funding for our Guidance Assistant and additional Clerical OTBS hourly made impacts on improving our overall Attendance rates pre-COVID-19 and emergency school closures.

The Guidance Assistant (GA) made positive impacts by supporting SEL through clear and consistent communication with staff, students, and parents as measured by attendance rates, parent communication, staff reporting, and surveys. The GA also was able to support a positive school wide culture through classroom visits, small groups, assemblies, and daily interactions.

The additional Clerical OTBS hours also contributed positively to Attendance rates pre-COVID-19 and emergency closures. Having these hours allowed for increased efficiency when gathering and quantifying attendance data. This data was used to engage stakeholder teams in furthering home-school connections and refining systems to increase positive school culture and increase attendance.

As seen in 19-20 Cumulative Attendance percentages at the beginning of the 19-20 school year, we had marked growth. For example, in a year to year comparison of 2018-19 to 2019-20:

Year	Month 1	Month 2	Month 3	Month 4
18-19	97.20	97.12	96.90	96.73
19-20	97.52	97.21	96.94	96.80
Net change	.32	.09	.04	.07

Leading up to the emergency closures in Mid-March 2020, we began experiencing increased absences due to some families expressing concerns about health and safety. As we shifted to emergency closure and Distance Learning we were challenged to continue to meet the SEL needs via online platforms. Additionally, we had challenges connecting with students due to technological constraints, family constraints, the economic impacts of the pandemic, and more. We learned to shift our support and meet families' needs in new and innovative ways. Through this work, we saw an overall increase of .11% in attendance at the end of the school year when comparing year over year data.

***Major Differences**

The major differences in the intended implementation occurred as we navigated the increased challenges of the COVID-19 pandemic and emergency school closures in Mid-March 2020. As we shifted to emergency closure and Distance Learning we were challenged to continue to meet the SEL needs via online platforms. Additionally, we had challenges connecting with students due to technological constraints, family constraints, the economic impacts of the pandemic, and more.

With the emergency closure we also were challenged with the campus being closed, navigating staff needs: technology, family, health, and being able to meet via distance.

These challenges impacted the efficiency and impact of the GA specifically as the closure limited face-to-face time with students and caused challenges with getting tech in a timely fashion to aid in communication and support of students.

***Changes**

We saw specific increases to chronic absenteeism in more subgroups, based on CA Dashboard data. Our Chronic Absenteeism increased .6%, which moved us from the "Yellow" category to the "Orange" category. The percentile change and number of students are as follows:

-EL: 156 students (1.5%=1 student)
-Socioeconomically Disadvantaged: 305 students (0.8% =3 students)
-Students w/Disabilities: 114 students (1.4%=3 students)
-African American: 48 students (6.4% =4 students)
-Asian: 184 students (1%=2 students)
-Filipino: 115 students (3.4%=4 students)
-Hispanic: 147 students (2.4%=3 students)

Strategies to decrease our chronic absenteeism will be addressed in the Building Relationships and Connections strategy and the related Annual Measurable Outcomes (AMO).

Overall the suspension rate as measured on the CA Dashboard showed an increase of .3% as compared to 18-19. Although we are Overall in the "Yellow" category for suspension rates. The CA Dashboard data shows 2 groups in "Orange" within our Suspension Rate data. These 2 subgroups are:

-African American (2%)
-White (0.8%)

With this data, we will add to our Building Relationships and Connections strategy and AMO to address the reduction of suspension rates through increased Professional development and refinement of restorative practices, evaluate and address misalignment in our support systems.

As we continue in Online learning for 20-21, we are making adjustments to our support plans, online data tracking, and communication to families. We have made specific changes to our monitoring systems that incorporate a diversified integrated team to support. Team members include Teachers, Para-Professionals, Front Office staff, Noon Duty, Nursing, Counseling and Guidance, and Admin.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease overall school wide rate of Chronic Absenteeism	11.6%	6%	Chronic Absenteeism	Annually
June 2021	TK-5	Increase in Parent involvement: gathering parental input before making important decisions	38% from 2019	50%	CAL-SCHLS (CSPS)	Annually
June 2021	TK-5	Increase Cumulative Attendance Rates	97.11%	98%	Attendance	Annually
June 2021	TK-5	Decrease overall yearly Suspension Rate	0.8%	0.5%	Suspension	Annually

***Identified Need**

Due to the emergency school closure in Mid-March 2020, we were unable to gather data from several areas (CHKS, CSPS). Based on Chronic Absenteeism rates found on the 2019 CA Dashboard, Hage rates increased 0.6% from 2018. This moved us from the Yellow Performance Level to the Orange in 2019 with 11.6% of students categorized as chronically absent (students that are absent 10% or more of enrolled instructional days).

During the first 4 months of the 19-20 school year, reported attendance data captured from PowerSchool was a combined 97.11% rate. During Distance Learning attendance rates increased with the changes in attendance taking procedures and the hold-harmless policy.

For 2019, we had no student groups in the Red Performance Level and seven student groups in the Orange Performance Level:

Student Group	17-18	18-19
Students w/ disabilities	17.9 % (106 students)	19.3% (114 students)
African American	10.3% (39 students)	16.7% (48 students)
Hispanic	14.6% (151 students)	17% (147 students)

Socioeconomically Disadvantaged	12.7% (292 students)	13.4% (305 students)
EL	9.4% (171 students)	10.9% (156 students)
Asian	8.3% (181 students)	9.2% (184 students)
Filipino	3.6% (112 students)	7% (115 students)

Due to the lack of new data caused by the COVID-19 pandemic, we will continue to use the previous data found in the CA School Parent Surveys (CSPS), under key indicator 2: Parental Involvement: School actively seeks the input of parents before making important decisions, 38% of the 247 respondents indicated that they strongly agree.

We will increase the attendance percentages as measured via the Cumulative Attendance Percentages provided by the Pupil Accounting dept. 19-20 data gathered in the Cumulative Attendance Percentages showed an attendance rate of 97.11%.

Although our overall Suspension rates based on the CA Dashboard show Hage in the Yellow Performance level, we have two student groups in the Orange Performance Level: African American and White. We will address the reduction of suspension rates through increased professional development and refinement of restorative practices, as well as an evaluation of our support systems including addressing any uncovered misalignment.

***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

Attendance/Chronic Absenteeism related

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

***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	Students with Disabilities	Decrease chronic absenteeism rate	19.3%	15%	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	Decrease chronic absenteeism rate	16.7%	10%	Chronic Absenteeism	Annually
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	17%	12%	Chronic Absenteeism	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	13.4%	9%	Chronic Absenteeism	Annually
June 2021	TK-5	Filipino	Decrease chronic absenteeism rate	7%	4%	Chronic Absenteeism	Annually
June 2021	TK-5	Asian	Decrease chronic absenteeism rate	9.2%	5.5%	Chronic Absenteeism	Annually
June 2021	TK-5	English Learner	Decrease chronic absenteeism rate	10.9%	6.5%	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	Decrease Suspension rate	2%	0%	Suspension	Annually
June 2021	TK-5	White	Decrease Suspension rate	1.5%	0%	Suspension	Annually

Guidance Assistant: Building Relationships and Connections

***Students to be served by this Strategy/Activity**

All Hage students TK-5 will benefit from our strategy of utilizing the Guidance Assistant to Building Relationships and Connections. We believe that when students and families feel more connected they will, in turn, have higher-quality relationships with our school. We will provide these opportunities via Online Learning and in-person when school is able to reopen based on health and safety guidelines. We will specifically emphasize our efforts to meet the needs of students that are currently within the "Orange" level in Chronic Absenteeism as measured on the CA Dashboard: students w/ disabilities, African American, EL, Hispanic, Socioeconomically disadvantaged, Asian, and Filipino.

Additionally, our efforts to build connections will positively impact our students in lowering our Suspension rates. We will specifically target subgroups that are currently in "Orange": African American and White students.

***Strategy/Activity - Description**

We will utilize Online and In-person monitoring systems that incorporate a diversified integrated teams to support which include Teachers, Para-Professionals, Front Office staff, Noon Duty, Nursing, Counseling and Guidance, and Admin. Depending on the needs, these teams will work independently and collaboratively at various times to create opportunities to connect and build relationships. An example of the Online monitoring and support system that we have created is the Daily/Weekly Participation sheet. This sheet shows data that is captured via PowerSchool, School call-outs, individual contacts, and further follow-ups. Each member of the integrated team has access to contribute. We utilize a tiered approach that incorporates specific members as deemed necessary based on the individual student/family need.

These efforts are supported by the Guidance Assistance who supports the social and emotional well being of students across TK-5. In collaboration with all stakeholders, students, parents, and staff, the Guidance Assistant will work to develop and implement effective strategies to decrease the chronic absenteeism and suspension rates, including but not limited to, meeting with students, parents, and staff, collecting attendance data, small group support, and supporting a school-wide positive school culture. This will directly support closing the equity gap for our students, especially those in the "Orange" level like EL, African Americans, and Students w/ Disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F013428	Guidance Asst	0.62500	$20,322.50	$45,655.80	0134-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income		Support All Students specifically students outside sphere of success. IE) EL, African American, and SPED.
N013432	Clerical OTBS Hrly		$10,000.00	$13,279.00	0134-00000-00-2451-2700-0000-01000-0000	Discretionary Alloc	[no data]		Classroom and intervention support

***Additional Supports for this Strategy/Activity**

Additionally, we are utilizing Clerical OTBS hourly (from site discretionary funds) to help meet student needs within this strategy by decreasing the area of Chronic Absenteeism rates by collecting data, contacting families, and collaborating towards a positive school culture.

Providing resources and materials in student's home language

***Students to be served by this Strategy/Activity**

All Hage students TK-5 will benefit from our strategy of utilizing the Guidance Assistant to Building Relationships and Connections. We believe that when students and families feel more connected they will in turn have higher-quality relationships with our school. We will provide these opportunities via Online Learning and in person when school is able to reopen based on health and safety guidelines. We will specifically emphasize our efforts to meet the needs of students that are currently within the "Orange" level in Chronic Absenteeism as measured on the CA Dashboard: students w/ disabilities, African American, EL, Hispanic, Socioeconomically disadvantaged, Asian, and Filipino.

Additionally, our efforts to build connections will positively impact our students in lowering our Suspension rates. We will specifically target subgroups that are currently in "Orange": African American and White students.

***Strategy/Activity - Description**

Connect with families by providing resources and materials in the student's home language including mailing home school communication.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01347W	Supplies		$1,706.00	$1,706.00	0134-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Purchase items to provide resources and materials in the student's home language in efforts to reduce absences and support building of relationships and connections.

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**

Resources for grade level PLC work were available to support teachers in analysis of various common informal and formal data points collected throughout the school year. The goal was to have teachers meet at least once a trimester in a dedicated Professional Development and PLC day that was supported by having visiting teachers release classroom teachers to allow for collaborative time. Within this time, PLC were to analyze and calibrate data, track individual focus students, develop action plans for support, and develop lessons using best practices and strategies to support all students.

***Major Differences**

The major differences in the 19-20 plan are directly related to the impacts of the COVID-19 pandemic and the emergency school closure. The emergency school closure created an online learning and teaching environment that did not support PLC collaboration as was planned. PLC's were able to meet once in the19-20 school year due to the Distance Learning platform, the lack of qualified subs, and staff adjusting to online instruction. Distance Learning created larger inequities with students experiencing a wide range of available supports at home, technological challenges, lack of regular school routines, loss of learning time, familiarity with online platforms and applications.

Teachers were faced with learning new platforms, which created challenges with learning and teaching, assessing students, and supporting specific action plans with students.

Additionally, school closure and a move to Distance Learning caused the postponement of CAASSP for 19-20.

***Changes**

Resources will continue to be allocated to support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students. This will be funded in collaboration with PTA via the VAPA program once we are back to onsite learning. This program will shift the once a trimester full release day to monthly half-day release for PLC work. This program will also provide cross-curricular connections that will support student achievement. Having the VAPA program will also eliminate the constraints of having to source reliable substitute teachers.

20-21: Hage now qualifies for Title I and will be utilizing the funds to fund a part-time 0.5 FTE Resource Teacher (20 hours/week). This Resource Teacher will work directly with teachers to support all students but specifically students with disabilities, African American, EL by analyzing data, developing supports for students, creating action/support plans for students, and gathering targeted resources to impact Tier 2 and 3 interventions.

Strengthening Tier 1 instruction in ELA will occur through PLC lesson study, analysis of data from formative and summative assessments. Additionally, teachers will increase student achievement by utilizing online Benchmark curricular resources that provide students with additional grade level appropriate practice, interventions, and exposure to higher level questioning.

This work has shifted to online platforms as we are in Online Learning to start the school year. Additionally, the Resource Teacher we initially identified in Spring was unable to start the year due to Maternity leave. We were fortunate to be able to secure a veteran retired Teacher that has been able to fulfill these supports until the Resource Teacher's return.

We will continue forward with the CAASSP goals and add the FAST aReading assessment given 3 times a year to track progress and monitor student achievement in ELA.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase % of students meeting or exceeding standards	53.6%	60%	CAASPP ELA	Annually
June 2021	4	Increase % of students meeting or exceeding standards	57.5%	64%	CAASPP ELA	Annually
June 2021	5	Increase % of students meeting or exceeding standards	57.1%	64%	CAASPP ELA	Annually
June 2021	3	Decreasing high risk group as identified on aReading scores	baseline	5%	FAST aReading	Annually
June 2021	4	Decreasing high risk group as identified on aReading scores	6%	2%	FAST aReading	Annually

June 2021	5	Decreasing high risk group as identified on aReading scores	9.5%	5%	FAST aReading	Annually

***Identified Need**

Due to the postponement of the CAASPP for 19-20, we do not have updated data figures. We will continue to focus our work to improve student achievement while closing the achievement gap, especially for our subgroups (EL, African American, Students with Disabilities, White, and Socioeconomically Disadvantaged).

2018-19 CAASPP ELA data shows:

	3rd	4th	5th	Overall
Exceeds %	33%	36%	24%	31%
Met %	20%	22%	33%	25%
Exceeds Met %	53%	58%	57%	56%

We plan to increase 3rd grade to 60%, 4th grade to 64%, and 5th grade to 64% in Exceeds and Met categories as measured by CAASPP.

Student Groups as identified on the 2019 CA Dashboard show:

- Red Level-Students w/Disabilities (56 students): 83.3 points below standard, which was a decline of 20.6 points, compared to 2018.
- Orange Level-White (41 students): 14.7 point below standard, which was an increase of .07 points, compared to 2018
- Orange Level-Socioeconomically Disadvantaged (126 students): 19 points below standard, which is a decline of 4.3 points, compared to 2018.
- Yellow Level-EL (91students): 2.3 points below standard, which was an increase of 2.1 pts, compared to 2018.
- No Color Level-African Americans (21 students) 3.9 points below standard a decline of 8.5 points compared to 2018.

***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.
- 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	English Learner	Increase % of students meeting or exceeding standards	18.4%	30%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Increase % of students meeting or exceeding standards	57.1%	64%	CAASPP ELA	Annually
June 2021	3-5	White	Increase % of students meeting or exceeding standards	46.7%	55%	CAASPP ELA	Annually
June 2020	3-5	Socioeconomically Disadvantaged	Increase % of students meeting or exceeding standards	42.6%	50%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase % of students meeting or exceeding standards	12%	22%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Decreasing high risk group as identified on aReading scores	18%	10%	FAST aReading	Annually
June 2021	3-5	Black or African American	Decreasing high risk group as identified on aReading scores	25%	10%	FAST aReading	Annually
June 2021	3-5	Students with Disabilities	Decreasing high risk group as identified on aReading scores	35.7%	20%	FAST aReading	Annually

Part-time Resource Teacher

***Students to be served by this Strategy/Activity**

All students at Hage will benefit from the work of a Part-time Resource Teacher, especially subgroups (EL, African American, Students with Disabilities, White, and Socioeconomically Disadvantaged).

***Strategy/Activity - Description**

The part-time Resource Teacher will work directly with teachers to support all students but specifically (EL, African American, Students with Disabilities, White, and Socioeconomically Disadvantaged) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions. Additionally, the Resource Teacher will help facilitate the use of common formative and summative assessments, model high impact teaching strategies, and provide support to release staff to work with targeted small groups.

Strengthening Tier 1 instruction in ELA will occur though PLC lesson study, analysis of data from formative and summative assessments. Additionally, teachers will increase student achievement by utilizing online curricular resources that provide students with additional grade level appropriate practice, interventions, and exposure to higher level questioning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F013429	Inschool Resource Tchr	0.21370	$20,320.09	$32,901.72	0134-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Provide support to teachers in developing systems of curricular support, data analysis, lesson studies impacting all students especially EL, African American, St w/Disabilities, Socioeconomically Disadvantaged, and White.
F01342A	Inschool Resource Tchr	0.28630	$27,223.41	$44,079.38	0134-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Provide support to teachers in developing systems of curricular support, data analysis, lesson studies impacting all students especially EL, African American, St w/Disabilities, Socioeconomically Disadvantaged, and White.

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**

Resources were allocated to provide PLC release time in support of analysis and calibration of various common informal and formal data points collected throughout the school year, tracking of individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support all students. The goal was to have teachers meet at least once a trimester in a dedicated Professional Development and PLC day that was supported by having visiting teachers release classroom teachers to allow for collaborative time. This process was directly impacted by the COVID-19 pandemic and the emergency school closure. The emergency school closure created an online learning and teaching environment that did not support teacher collaboration as was planned. PLC's were able to meet once in the 19-20 school year.

***Major Differences**

The major differences in the 19-20 plan are directly related to the impacts of the COVID-19 pandemic and the emergency school closure. The emergency school closure created an online learning and teaching environment that did not support PLC collaboration as was planned. PLCs were able to meet once in the19-20 school year due to the Distance Learning platform, the lack of qualified subs, and staff adjusting to online instruction. Distance Learning created larger inequities with students experiencing a wide range of available supports at home, technological challenges, lack of regular school routines, loss of learning time, familiarity with online platforms and applications.

Teachers were faced with learning new platforms, which created challenges with learning and teaching, assessing students, and supporting specific action plans with students.

Additionally, school closure and a move to Distance Learning caused the postponement of CAASSP for 19-20 and the postponement FAST assessment in Math.

***Changes**

Resources will continue to be allocated to support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students. This will be funded in collaboration with PTA via the VAPA program once we are back to onsite learning. This program will shift the once a trimester full release day to monthly half-day release for PLC work. This program will also provide cross-curricular connections that will support student achievement. Having the VAPA program will also eliminate the constraints of having to source reliable substitute teachers.

20-21: Hage now qualifies for Title I and will be utilizing the funds to fund a part-time 0.5 FTE Resource Teacher (20 hours/week). This Resource Teacher will work directly with teachers to support all students but specifically students with disabilities, African American, EL by analyzing data, developing supports for students, creating action/support plans for students, and gathering targeted resources to impact Tier 2 and 3 interventions. Strengthening Tier 1 instruction in Math will occur though PLC lesson study, analysis of data from formative and summative assessments. Additionally, teachers will increase student achievement by utilizing online curricular resources that provide students with additional grade level appropriate practice, interventions, and exposure to higher level questioning.

This work has shifted to online platforms as we are in Online Learning to start the school year. Additionally, the Resource Teacher we initially identified in Spring was unable to start the year due to Maternity leave. We were fortunate to be able to secure a veteran retired Teacher that has been able to fulfill these supports until the Resource Teacher's return.

We will continue forward with the CAASSP goals and add the FAST aMath assessment given 3 times a year to track progress and monitor student achievement.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase % of students meeting or exceeding standards	63%	68%	CAASPP Math	Annually
June 2021	4	Increase % of students meeting or exceeding standards	62%	67%	CAASPP Math	Annually
June 2021	5	Increase % of students meeting or exceeding standards	51%	56%	CAASPP Math	Annually
June 2021	3-5	Increase % of students meeting or exceeding standards	59%	69%	CAASPP Math	Annually
June 2021	3	Decreasing high risk group as identified on aMath scores	baseline	5%	FAST aMath	Annually

June 2021	4	Decreasing high risk group as identified on aMath scores	6%	2%	FAST aMath	Annually
June 2021	5	Decreasing high risk group as identified on aMath scores	11.9%	6%	FAST aMath	Annually

***Identified Need**

Due to the postponement of the CAASPP for 19-20, we do not have updated data figures. We will continue to focus our work to improve student achievement while closing the achievement gap, especially for our subgroups (EL, African American, and Students with Disabilities).

2018-19 CAASPP Math data shows:

	3rd	4th	5th	Overall
Exceeds %	25%	32%	38%	32%
Met %	38%	30%	13%	27%
Exceeds Met %	63%	62%	51%	59%

We plan to increase 3rd grade to 68%, 4th grade to 67% and 5th grade to 56% in Exceeds and Met categories as measured by CAASPP.

Student Groups as identified on the 2109 CA Dashboard show:

- Orange Level-Students w/Disabilities (56 students): 72.7 points below standard which was an increase of 0.9 points compared to 2018.
- Green Level-EL (91students): 2.9 points above standard which was a decline of 7.7 pts compared to 2018.
- No Color Level-African Americans (21 students) 23.9 points below standard a decline of 26.3 points compared to 2018.

***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.
- 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	English Learner	Increase % of students meeting or exceeding standards	36.7%	42%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase % of students meeting or exceeding standards	18%	23%	CAASPP Math	Annually
June 2021	3-5	Black or African American	Increase % of students meeting or exceeding standards	38.1%	60%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Decreasing high risk group as identified on aMath scores	35.7%	20%	FAST aMath	Annually
June 2021	3-5	Black or African American	Decreasing high risk group as identified on aMath scores	50% (2 students)	0%	FAST aMath	Annually
June 2021	3-5	English Learner	Decreasing high risk group as identified on aMath scores	18%	10%	FAST aMath	Annually

Part-Time Resource Teacher

***Students to be served by this Strategy/Activity**

All students at Hage will benefit from the work of a Part-time Resource Teacher, especially subgroups (EL, African American, and Students with Disabilities).

***Strategy/Activity - Description**

The part-time Resource Teacher will work directly with teachers to support all students but specifically (EL, African American and Students with Disabilities) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions. Additionally, the Resource Teacher will help facilitate the use of common formative and summative assessments, model high impact teaching strategies, and provide support to release staff to work with targeted small groups.

Strengthening Tier 1 instruction in Math will occur though PLC lesson study, analysis of data from formative and summative assessments. Additionally, teachers will increase student achievement by utilizing online curricular resources that provide students with additional grade level appropriate practice, interventions, and exposure to higher level questioning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0134-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : F013429	Provide support to teachers in developing systems of curricular support, data analysis, lesson studies impacting all students especially EL, African American, St w/Disabilities.
	Inschool Resource Tchr				0134-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : F01342A	Provide support to teachers in developing systems of curricular support, data analysis, lesson studies impacting all students especially EL, African American, St w/Disabilities.

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**

Funding resources were allocated to support EL students in gaining proficiency that provided specific opportunities to practice reading and language skills. Informal, formative, and standardized measurements were used to capture data that helped to strengthen instructional practice. Teachers collaborated to share best practices and develop/refine methods to integrate ELD supports across all content areas.

While we were able to incorporate these strategies for part of the school year, the process was directly impacted by the COVID-19 pandemic and the emergency school closure. The emergency school closure created an online learning and teaching environment that did not support teacher collaboration as was planned.

***Major Differences**

The purchase of digital licenses (Learning A-Z, Raz Kids, and Achieve 3000) supported student achievement by providing opportunities for EL learners to practice language skills at appropriate levels. These online supports were provided opportunities for EL's to continue their academic growth as we transitioned to Distance Learning in Mid-March 2020.

The plan to have these practice opportunities allow for teachers time to pull small groups to provide more specific and targeted support was not realized during Distance Learning. During the time of Distance Learning, students and teachers faced great access challenges that ranged from home support to tech needs that impacted EL's.

***Changes**

We will continue to fund digital licenses to provide opportunities for small group time as well as opportunities for students to practice language skills at appropriate levels. To increase the numbers of EL students meeting expected annual growth we will be looking to implement systematic dELD/iELD instruction during designated ELD time using the Benchmark curriculum. Furthermore, we will be engaging in PLC and PD work to provide teachers time to collaborate on strengthening EL instruction that is embedded across content areas. The PLC and PD work will be supported with use of funds for hourly support and the part-time Resource Teacher position.

During Online learning teachers have scheduled EL groups during designated small group time, incorporated best practices and strategies to leverage EL growth within whole group settings, and are using Benchmark curricular resources. Teachers have attended District PD on Benchmark and are collaborating in grade level teams to further familiarize themselves with the curriculum.

Additionally, we will be layering on an integrated teams approach to support EL's in the reduction of their Chronic absenteeism. We have seen increased attendance and participation concerns during Online Learning. We will use our integrated team, with our Guidance Assistant to support a safe and welcoming online environment that supports EL's.

***Integrated English Language Development**

Integrated ELD will be provided via all content areas by Certificated classroom teachers. Teachers will collaborate to discuss, plan, and implement Integrated ELD with the support of grade level peers, the Resource Teacher, and Admin. Specific Professional Development for Integrated ELD will be provided throughout the school year via Hage PD's, Grade level PLC's, and ILT. Evidence of Integrated ELD PD will be available through Teacher schedules, meeting agendas, notes, and action plans.

Additionally, focused walk-throughs, common assessments, and teacher observations will provide opportunities to capture both hard and soft data around our Integrated ELD program's effectiveness towards our identified goals. Furthermore, support staff and ILT will work in conjunction to evaluate the effectiveness of our ELD program to reinforce best practices/strategies, analyze resources, and refine action plans.

During Online Learning iELD will be embedded across content areas daily and support is offered via digital means. Benchmark curricular resources materials are available via Benchmark Universe and will be incorporated by the Certificated Classroom Teacher. Additional support will be provided through digital classroom visits by support staff, Resource Teacher, and Admin. Information gathered will be captured and shared with classroom teachers to provide opportunities to reflect and strengthen instructional practice.

***Designated English Language Development**

Designated ELD will be provided daily in small groups by Certificated classroom teachers during Online Learning and when school reopens. Teachers will collaborate with grade level teams to discuss, plan, and implement daily Designated ELD time. The ILT, Resource Teacher, and Admin will also support this work. Professional Development for Designated ELD will be provided throughout the school year via Hage PD, Grade level PLC, and ILT

meetings. Evidence of Designated ELD will be available through classroom daily schedules, meeting agendas, notes, lesson planning, action plans, and student data.

Additionally, focused digital classroom walk-throughs, common assessments, and teacher observations will provide opportunities to capture both hard and soft data around our Designated ELD program's effectiveness towards our identified goals. Information gathered will be captured and shared with classroom teachers to provide opportunities to reflect and strengthen instructional practice.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Increase % of students that are Reclassified	69%	95%	Summative ELPAC	Annually
June 2021	3-5	English Learner	Increase % of students meeting or exceeding standards	18.4%	30%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase % of students meeting or exceeding standards	36.7%	42%	CAASPP Math	Annually
June 2021	3-5	English Learner	Decreasing high risk group as identified on aReading scores	18%	10%	Other (Describe in Objective)	Annually
June 2021	3-5	English Learner	Decreasing high risk group as identified on aMath scores	18%	10%	Other (Describe in Objective)	Annually

***Identified Need**

Due to the postponement of the CAASPP for 19-20, we do not have updated data figures. We will continue to focus our work to improve student achievement while closing the achievement gap for ELs.

2018-19 CAASPP data shows:

	3-5 ELA	3-5 Math
Exceeds Met %	18.4%	36.7%

According to 2019 CA Dashboard:

- Yellow Level-EL (91students): 2.3 points below standard, which was an increase of 2.1 pts, compared to 2018.
- Green Level-EL (91students): 2.9 points above standard, which was a decline of 7.7 pts, compared to 2018.
- Chronic Absenteeism - Orange Level - 10.9% (156 students) which was an increase from 2018 (9.4% and 171 students)
- Suspension Rates: Blue Level 0% suspended.

***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.
- 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)
-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
-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

***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	Increase % of students that are Reclassified	69%	95%	Summative ELPAC	Annually
June 2021	TK-5	English Learner	Increase % of students performing at Level 4 Well Developed	40.5%	50%	Summative ELPAC	Annually
June 2021	3-5	English Learner	Decreasing high risk group as identified on aMath scores	18%	10%	Other (Describe in Objective)	Annually
June 2021	3-5	English Learner	Decreasing high risk group as identified on aReading scores	4	4	Other (Describe in Objective)	Annually

Hourly PLC support

***Students to be served by this Strategy/Activity**

EL students at Hage will benefit from the additional support in release time, small group instruction, dELD/iELD, and ELPAC support.

***Strategy/Activity - Description**

Visiting teachers and Classroom Paras hourly funding are critical in releasing classroom teachers to participate in PLC work. This work is centered on EL student achievement and is crucial in strengthening EL instructional practice. PLC teams will engage in continued analysis and calibration of EL data, lesson study, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support EL students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01347U	Prof&Curriclm Dev Vist Tchr		$16.35	$20.00	0134-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		provide release time, small group instruction, dELD/iELD, and ELPAC support
N01347V	Prof&Curriclm Dev Vist Tchr		$234.00	$286.16	0134-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		provide release time, small group instruction, dELD/iELD, and ELPAC support

Part-time Resource Teacher and Guidance Assistant

***Students to be served by this Strategy/Activity**

EL students at Hage will benefit from the instructional support, gathering of curricular resources, professional development provided by the Part-time Resource Teacher.

***Strategy/Activity - Description**

The part-time Resource Teacher will work directly with teachers to support El students by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions. Additionally, the Resource Teacher will help facilitate the use of common formative and summative assessments, model high-impact teaching strategies, and provide support to release staff to work with targeted small groups.

Strengthening Tier 1 instruction in ELA will occur through PLC lesson study, analysis of data from formative and summative assessments. Additionally, teachers will increase student achievement by utilizing online curricular resources that provide students with additional grade-level appropriate practice, interventions, and exposure to higher-level questioning.

Guidance Assistant will support EL student's school connectedness by building connections and relationships. This will be done through small group activities and friendship groups.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0134-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : F013429	Support EL students by working with staff to analyze data, develop supports for students, collaborate to create targeted action/support plans for students, and gathering curricular resources to impact tier 2 and 3 interventions
	Inschool Resource Tchr				0134-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : F01342A	Support EL students by working with staff to analyze data, develop supports for students, collaborate to create targeted action/support plans for students, and gathering curricular resources to impact tier 2 and 3 interventions
	Guidance Asst				0134-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F013428	Support EL student's school connectedness by building connections and relationships

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**

Resources were allocated to provide PLC release time in support of analysis and calibration of various common informal and formal data points collected throughout the school year, monitoring Students w/ Disabilities, developing action plans for support, and developing lessons using best practices and strategies to support. The goal was to have teachers meet at least once a trimester in a dedicated Professional Development and PLC day that was supported by having visiting teachers release classroom teachers to allow for collaborative time. This process was directly impacted by the COVID-19 pandemic and the emergency school closure. The emergency school closure created an online learning and teaching environment that did not support teacher collaboration as was planned. PLC's were able to meet once in the19-20 school year.

Since Mid-March, Distance Learning has created challenges for our Students with Disabilities. Students, families, and staff have been challenged to re-create strong routines and best practices in an online environment. The online resources have been helpful in providing consistency and opportunities for practice.

***Major Differences**

The major differences in the 19-20 plan are directly related to the impacts of the COVID-19 pandemic and the emergency school closure. The emergency school closure created an online learning and teaching environment that did not support PLC collaboration as was planned. PLC's were able to meet once in the 19-20 school year due to the Distance Learning platform, the lack of qualified subs, and staff adjusting to online instruction. Distance Learning created larger inequities for students with disabilities as many experienced a wide range of available supports at home, technological challenges, lack of regular school routines, loss of learning time, familiarity with online platforms and applications.

Teachers were faced with learning new platforms, which created challenges with learning and teaching, assessing students, and supporting specific action plans with students. Additionally, school closure and a move to Distance Learning caused the postponement of CAASSP for 19-20.

The purchase of digital licenses (Learning A-Z, Raz Kids, and Achieve 3000) did support student achievement by providing opportunities for SWD to practice language skills at appropriate levels. These online supports were provided opportunities for SWD's to continue their academic growth as we transitioned to Distance Learning in Mid-March 2020.

The plan to have these practice opportunities allow for teachers time to pull small groups to provide more specific and targeted support was not realized during Distance Learning. During the time of Distance Learning, students and teachers faced great access challenges that ranged from home support to tech needs that impacted SWDs.

***Changes**

Since we did not assess using the CAASPP last year, we will continue forward with previous CAASPP goals. We will continue to fund digital licenses to provide opportunities for small group time as well as opportunities for students to practice language skills at their identified levels. To increase the numbers of SWD students meeting expected annual growth we are engaging in PLC and PD work around support for SWD specifically during whole group and small group instruction. The PLC and PD work will be supported with use of the Resource Teacher position, ILT and Admin team.

During Online learning teachers have been able to refine co-teaching with Ed Specialists, Para Educators, and Supplemental Support providers. Teachers have attended PD on meeting the needs of SWD and are collaborating in teams to further develop/refine co-teaching. We have faced challenges with technology, home/school routines, and varying levels of support available.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the % of SWD Meeting or Exceeding grade level standards in ELA as measured by CAASPP.	12%	20%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the % of SWD Meeting or Exceeding grade level standards in Math as measured by CAASPP.	18%	23%	Other (Describe in Objective)	Annually
June 2021	3-5	Decreasing high risk group as identified on aReading scores	35.7%	20%	Other (Describe in Objective)	Annually
June 2021	3-5	Decreasing high risk group as identified on aMath scores	35.7%	20%	Other (Describe in Objective)	Annually

***Identified Need**

Due to the postponement of the CAASPP for 19-20, we do not have updated data figures. We will continue to focus our work to improve student achievement while closing the achievement gap for SWDs.

2018-19 CAASPP Exceeds/Met % data shows:

- ELA: 12 %
- Math 18 %

2019 CA Dashboard shows:

- Red Level-Students w/Disabilities (56 students):
- ELA 83.3 points below standard, which was a decline of 20.6 points, compared to 2018.
- Math 72.7 points below standard, increase of 0.9 points compared to 2018.
-

***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	Students with Disabilities	Increase the % of students Meeting or Exceeding grade level standards in ELA as measured by CAASPP.	7.7%	12%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the % of students Meeting or Exceeding grade level standards in ELA as measured by CAASPP.	9.1%	14%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the % of students Meeting or Exceeding grade level standards in ELA as measured by CAASPP.	20%	25%	Other (Describe in Objective)	Annually

June 2021	3	Students with Disabilities	Increase the % of students Meeting or Exceeding grade level standards in Math as measured by CAASPP.	30.8%	35%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the % of students Meeting or Exceeding grade level standards in Math as measured by CAASPP.	9.1%	14%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the % of students Meeting or Exceeding grade level standards in Math as measured by CAASPP.	20%	25%	Other (Describe in Objective)	Annually
June 2021	3-5	Students with Disabilities	Decreasing high risk group as identified on aReading scores	37.5%	20%	Other (Describe in Objective)	Annually
June 2021	3-5	Students with Disabilities	Decreasing high risk group as identified on aMath scores	37.5%	20%	Other (Describe in Objective)	Annually

Part-Time Resource Teacher

***Students to be served by this Strategy/Activity**

SWD students at Hage will benefit from the instructional support, gathering of curricular resources, professional development provided by the Part-time Resource Teacher.

***Strategy/Activity - Description**

The part-time Resource Teacher will work directly with teachers to support SWD by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions. Additionally, the Resource Teacher will help facilitate the use of common formative and summative assessments, model high impact teaching strategies, and provide support to release staff to work with targeted small groups.

Strengthening Tier 1 instruction will occur though PLC lesson study, analysis of data from formative and summative assessments. Additionally, teachers will increase student achievement by utilizing online curricular resources that provide students with additional grade level appropriate practice, interventions, and exposure to higher level questioning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr	0134-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : F013429	Support SWD students by working with staff to analyze data, develop supports for students, collaborate to create targeted action/support plans for students, and gathering curricular resources to impact tier 2 and 3 interventions

	Inschool Resource Tchr	0134-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : F01342A	Support SWD students by working with staff to analyze data, develop supports for students, and gathering curricular resources to impact tier 2 and 3 interventions

Digital Licenses

***Students to be served by this Strategy/Activity**

SWD at the Hage Elem. school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Funding has been allocated to purchase software licenses for online reading resources. All students, including SWD, will have access to online programs to support their Literacy and growth by providing grade level appropriate fiction or non-fiction instructional reading materials. Additionally, these online reading resources have embedded supports to help students with disabilities at varying levels of reading achievement. This will support student growth and close the achievement gap.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N013496	Software License		$5,500.00	$5,500.00	0134-00000-00-5841-1000-1110-01000-0000	Discretionary Alloc	[no data]		Classroom and intervention support

***Additional Supports for this Strategy/Activity**

Funding will be supported in collaboration with PTA.

Instructional Supplies

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

SWD at the Hage Elem. school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Using funds to purchase instructional supplies to support SWD.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01345Y	Supplies		$260.00	$260.00	0134-65000-00-4301-1110-5770-01000-4262	Special Education NonPersonnel	[no data]		Classroom and intervention supports
N013498	Supplies		$300.00	$300.00	0134-65000-00-4301-1110-5750-01000-4216	Special Education NonPersonnel	[no data]		Classroom and intervention supports

***Additional Supports for this Strategy/Activity**

Funding supported through 65000.

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	TK-5	African American	Increase rate of Black Youth Meeting or Exceeding standards in ELA and Math	ELA 18.4 %	30 %	Grades	Annually
June 2021	TK-5	African American	Increase rate of Black Youth Meeting or Exceeding standards in ELA and Math	Math 36.7%	50%	Grades	Annually

***Goal 6 Supporting Black Youth - Additional Goals**

✓ 1. Beginning in the Fall of 2020, Hage site selection/hiring panel will complete anti-bias training before conducting any interviews.
✓ 2. In the 2020-21 school year, Hage will develop and implement a site-specific system for tracking classroom referrals.
✓ 3. Hage 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. Hage 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 goal.
✓ 5. In the 2020-21 school year, Hage will develop and implement a site-specific system for tracking school police detainments.
✓ 6. The staff diversity goal at Hage is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

Due to the postponement of the CAASPP for 19-20, we do not have updated data figures. We will continue to focus our work to improve student achievement while closing the achievement gap for African Americans.

2018-19 CAASPP data shows:

	3-5 ELA	3-5 Math
Exceeds Met %	18.4%	36.7%

***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.

Building Stronger Relationships and Connections

***Students to be served by this Strategy/Activity**

African American students will be better served with the support of the Guidance Assistant and Resource Teacher.

***Strategy/Activity - Description**

We will utilize Online and In-person monitoring systems that incorporate a diversified integrated teams to support which include Teachers, Para-Professionals, Front Office staff, Noon Duty, Nursing, Counseling and Guidance, and Admin. Depending on the needs, these teams will work independently and collaboratively at various times to create opportunities to connect and build relationships. An example of the Online monitoring and support system that we have created is the Daily/Weekly Participation sheet. This sheet shows data that is captured via PowerSchool, School call-outs, individual contacts, and further follow-ups. Each member of the integrated team has access to contribute. We utilize a tiered approach that incorporates specific members as deemed necessary based on the individual student/family need.

The Guidance Assistance who supports the social and emotional well being of students across TK-5 supports these efforts. In collaboration with all stakeholders, students, parents, and staff, the Guidance Assistant will work to develop and implement effective strategies to decrease the chronic absenteeism and suspension rates, including but not limited to, meeting with students, parents, and staff, collecting attendance data, small group support, and supporting a school-wide positive school culture. This will directly support closing the equity gap for our African Americans students.
We are also incorporating a layered approach to support with our Resource Teacher. The Resource Teacher will work in conjunction to support staff in developing culturally relevant and rigorous coursework that will aid in building trusting relationships and connections.

***Proposed Expenditures for this Strategy/Activity**

Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
Guidance Asst	0134-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F013428	Support African American students in building stronger relationships and connections to the school community, staff, and peers.

Inschool Resource Tchr SBB2519858	0134-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : F013429	Support in providing culturally relevant and rigorous coursework
Inschool Resource Tchr	0134-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : F01342A	Support in providing culturally relevant and rigorous coursework

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**

Parent involvement at Hage is a critical piece to school connectedness that is extremely valued and fostered through various avenues. These avenues include, engagement in various stakeholder groups (SSC, SGT, PTA), consistent and clear communication (Weekly School Messenger, Website, Facebook, Instagram), and opportunities to meet and volunteer (Principal's monthly meetings, Reading Events for families, Art Corps, Dad's Club). Just before and after the closure of school in Mid-March 2020, our plans for volunteers drastically changed. With new health and safety guidelines we were no longer able to engage families in this way. Additionally, we realized a shift to online meetings that saw benefits for some families but hindered families that had constraints related to work, home life, and tech.

Our goal is to continue to foster high-quality family engagement and we have solidified online meeting opportunities for connectedness and videos that are shared to maintain a high level of communication. In conjunction we have open new opportunities to connect like our new Twitter account.

***Major Differences**

The challenge of navigating the connection opportunities during the COVID-19 pandemic has been challenging. We are seeing a decrease in active and consistent engagement due to the obstacles facing our community and families.

We have continued to offer numerous avenues for clear and consistent communication around school activities, events, and messages.

***Changes**

Increased use of Social Media, Recorded info, and Zoom meetings to provide flexibility for families in means of connecting. Google forms will be created to gather feedback and guide our work.

*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 respond to the CSPS.	137	240	Other - Describe in objective
June 2021	Other (Describe in Objective)	Increase the % of Parents that respond Strongly Agree to the Parental Involvement portion of the CSPS.	55%	65%	Other - Describe in objective
June 2021	Other (Describe in Objective)	Increase the number of parents attending Principal's monthly mtg. as collected from sign-in sheets	8 parents	25 parents	Other - Describe in objective

***Identified Need**

Decrease in PTA activity and membership has been marked during the time of COVID-19 pandemic. Shifting family needs within our community has created a need for increased flexibility in how and when families engage. We will utilize Google forms, video recordings, and Zoom meetings to help meet this need.

Since CSPS data is unavailable for 2019 we will be continue these goals in 2020.

According to the 2018 CA School Parent Survey (CSPS), the average parent involvement rate as measured, is 55% Strongly Agree.
2018 CSPS Parent Involvement indicators that include Strongly Agree responses:
- School allows input and welcomes parents' contributions- 57%
- School encourages me to be an active partner with the school in educating my child- 62%
- School actively seeks the input of parents before making important decisions- 40%
- Parents feel welcome to participate at this school- 61%

***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.
-Training for parents and other caregivers
-Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of Parents that respond Strongly agree to the Parental Involvement (School actively seeks the input of parents before making important decisions) on the CSPS.	40%	60%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the number of parents attending Principal's monthly mtg. as collected from sign-in sheets	8 parents	25 parents	Other - Describe in Objective

Purchase stamps, envelopes, and supplies to mail items to families

***Families to be served by this Strategy/Activity**

All families and students at Hage Elem. school will benefit from this strategy/activity.

***Strategy/Activity - Description**

This funding will support mailing crucial school information to families for further consistency in home/school communication. Additionally, this funding will support our Welcome Packet for families that will increase information sharing and avenues for school connectedness.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
N01347X	Supplies		$1,419.00	$1,419.00	0134-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	Support family engagement by purchasing items needed to assist Home/school communication, Welcome packet supplies.
N01347Y	Inservice supplies		$500.00	$500.00	0134-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	Support family engagement by purchasing items needed to assist Home/school communication, Welcome packet supplies.

Building relationships and connections

***Families to be served by this Strategy/Activity**

Unduplicated/All families and students at Hage Elem. school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Guidance Assistant will work collaboratively with students, parents, and staff to promote a positive school climate. Guidance Assistant will collaborate with District Counselor to meet social-emotional needs of the students. Additionally, they will develop and implement plans to further involve parents by offering parent trainings.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst				0134-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F013428	Provides opportunities to build relationships and connections to school.

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
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**

Resources were allocated to provide PLC release time in support of analysis and calibration of various common informal and formal data points collected throughout the school year, monitoring of individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support all students. The goal was to have teachers meet at least once a trimester in a dedicated Professional Development and PLC day that was supported by having visiting teachers release classroom teachers to allow for collaborative time. This process was directly impacted by the COVID-19 pandemic and the emergency school closure. The emergency school closure created an online learning and teaching environment that did not support teacher collaboration as was planned. PLCs were able to meet once in the 19-20 school year.

***Major Differences**

The major differences in the 19-20 plan are directly related to the impacts of the COVID-19 pandemic and the emergency school closure. The emergency school closure created an online learning and teaching environment that did not support PLC collaboration as was planned. PLC's were able to meet once in the 19-20 school year due to the Distance Learning platform, the lack of qualified subs, and staff adjusting to online instruction. Distance Learning created larger inequities with students experiencing a wide range of available supports at home, technological challenges, lack of regular school routines, loss of learning time, familiarity with online platforms and applications.

Teachers were faced with learning new platforms, which created challenges with learning and teaching, assessing students, and supporting specific action plans with students.

Additionally, school closure and a move to Distance Learning caused the postponement of CAASSP for 19-20.

***Changes**

Resources will continue to be allocated to support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students. This will be funded in collaboration with PTA via the VAPA program once we are back to onsite learning. This program will shift the once a trimester full release day to monthly half-day release for PLC work. This program will also provide cross-curricular connections that will support student achievement. Having the VAPA program will also eliminate the constraints of having to source reliable substitute teachers.

20-21: Hage now qualifies for Title I and will be utilizing the funds to fund a part-time 0.5 FTE Resource Teacher. (20 hours/week) This Resource Teacher will work directly with teachers to support all students but specifically students with disabilities, African American, EL by analyzing data, developing supports for students, creating action/support plans for students, and gathering targeted resources to impact Tier 2 and 3 interventions. This work has shifted to online platforms as we are in Online Learning to start the school year. Additionally, the Resource Teacher we initially identified in Spring was unable to start the year due to Maternity leave. We were fortunate to be able to secure a veteran retired Teacher that has been able to fulfill these supports.

Teachers will implement use of the FAST three times a year to track progress and monitor student achievement in ELA.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the % of student reading at or above grade level as measured by the CAASPP.	53.6%	60	CAASPP ELA	Annually
June 2021	4	Increase the % of student reading at or above grade level as measured by the CAASPP.	57.5%	64%	CAASPP ELA	Annually
June 2021	3	Increase the % of student reading at or above grade level as measured by the CAASPP.	57.1%	64%	CAASPP ELA	Annually
June 2021	3-5	Decrease High Risk group as measured on FAST aReading.	9.4%	4.5%	% of "At Risk"	Annually

***Identified Need**

Due to the postponement of the CAASPP for 19-20, we do not have updated data figures. We will continue to focus our work to improve student achievement while closing the achievement gap, especially for our subgroups (EL, African American, Students with Disabilities, White, and Socioeconomically Disadvantaged).

2018-19 CAASPP ELA data shows:

	3rd	4th	5th	Overall
Exceeds %	33%	36%	24%	31%
Met %	20%	22%	33%	25%
Exceeds Met %	53%	58%	57%	56%

We plan to increase 3rd grade to 60%, 4th grade to 64% and 5th grade to 64% in Exceeds and Met categories as measured by CAASPP.

Student Groups as identified on the CA Dashboard show:

Red Level-Students w/Disabilities (56 students): 83.3 points below standard, which was a decline of 20.6 points, compared to 2018.
Orange Level-White (41 students): 14.7 point below standard, which was an increase of .07 points, compared to 2018
Orange Level-Socioeconomically Disadvantaged (126 students): 19 points below standard, which is a decline of 4.3 points, compared to 2018.
Yellow Level-EL (91students): 2.3 points below standard, which was an increase of 2.1 pts, compared to 2018.
No Color Level-African Americans (21 students) 3.9 points below standard a decline of 8.5 points compared to 2018.

***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 % of students Meeting or Exceeding grade level standards as measured by the CAASPP.	18.4%	30%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Increase the % of students Meeting or Exceeding grade level standards as measured by the CAASPP.	57.1%	64%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the % of students Meeting or Exceeding grade level standards as measured by the CAASPP.	12%	22%	CAASPP ELA	Annually

June 2021	3-5	English Learner	Decreasing high risk group as identified on aReading scores	18%	10%	Other (Describe in Objective)	Annually
June 2021	3-5	Black or African American	Decreasing high risk group as identified on aReading scores	25%	10%	Other (Describe in Objective)	Annually
June 2021	3-5	Students with Disabilities	Decreasing high risk group as identified on aReading scores	37.5%	20%	Other (Describe in Objective)	Annually

Hourly PLC support

***Students to be served by this Strategy/Activity**

All students at Hage will benefit from these ELA strategies/activities, specifically 3-5th grade students.

***Strategy/Activity - Description**

Visiting teachers are critical in releasing classroom teachers to participate in whole/half day PD and PLC work. This work is centered on student achievement and is crucial in strengthening instructional practice. PLC teams will engage in continued analysis and calibration data, lesson study, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students. These actions will support the increase of the Graduation/Promotion rates.

***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				0134-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 4- Supporting English Learners | Ref Id : N01347U	Supports release time for teachers PLC
	Prof&Curriclm Dev Vist Tchr				0134-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 4- Supporting English Learners | Ref Id : N01347V	Supports release time for teachers PLC

Software Licenses for Literacy Intervention

***Students to be served by this Strategy/Activity**

All students at Hage will benefit from these ELA strategies/activities, specifically 3-5th grade students.

***Strategy/Activity - Description**

Funding has been provided in conjunction with PTA to purchase software licenses for online reading resources. Students will have access digital platforms to support their literacy growth by providing grade level appropriate fiction or non-fiction instructional reading materials. Additionally, these online reading resources have embedded supports to help students at varying levels of reading achievement. This will support student growth, close the achievement gap, and help increase Graduation/Promotion rates.

***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				0134-00000-00-5841-1000-1110-01000-0000	Discretionary Alloc	[no data]	Goal 5 - Supporting Students with Disabilities | Ref Id : N013496	Classroom and intervention support

***Additional Supports for this Strategy/Activity**

PTA has helped to fund.

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 current data (formal and informal) around student achievement, Guaranteed Viable Curriculum (GVC), High-quality leadership, Teaching and Learning, and school culture, the following strategies and leadership actions will be implemented at Hage to meet and/or exceed SPSA goals set forth.

The Site Administrator will partner will students, families, and staff to ensure:
-Student achievement in all facets (Academic, Social/Emotional, and Behavioral) is at the center of our work.
-Students and families are valued members of the team and partner with the school to increase the quality of our school culture.
-GVC is delivered in every classroom and learning environment including during Online Learning.
-Teachers and staff feel safe and have the opportunities to meet, develop, and deliver high-quality experiences for all stakeholders.
-Facilitate the development and calibration of a culture of data.
-Staff members are able to know students (by Name and Needs); with specific plans to close the achievement gap for all students.

Safe, Collaborative, and Inclusive Culture:
-Refining communication systems for increased efficiency to maximize clear and consistent school/home messages. Currently realizing great efficiency and impact using School Messenger, email, and phone messages. Adding layers of social media and Class Dojo to help with further connectedness.
-Reinforcing Restorative Practices and mindfulness training as Staff connects with families' and students. Being understanding of the demands on our community and families to work through challenges with positivity, grace, and space to learn and grow. These topics will be a consistent part of PD throughout the school year.
-Provide families with resources to support student achievement. Online support will be provided as we are in Online Learning. Learning and support around LMS (SeeSaw and Google Classroom)
-Cultivate positive relationships through high-quality shared experiences and opportunities to engage with Hage. Additional work to promote digital and social media presence.
-Staff PD and PLC directly related to relationship building and supporting Staff in meeting the SEL needs of themselves and their students.

Monitoring Student Learning and Support:

-The Site Admin and Resource Teacher will partner with staff to facilitate conversations, support, and lead work around student achievement and strengthening instructional practice within PLC's and PD work.
-Refine systems to meet with staff around student data to monitor progress, discuss/refine instructional practice and action plans. Additional emphasis on identified focus students from subgroups.
-Ensure all families have access to Parent Portal, staff communication means, and have resources available to assist in SEL, tech needs in a variety of channels (phone, email, marquee, website).
-Continue to use and refine process for capturing student attendance data daily and meeting with integrated support teams weekly for support in reaching families and students.
-Focused classroom observations while online and when we return to B&M to monitor implementation of plans and provide support for staff. Using Google doc to share observation notes to illicit teacher reflection and supporting teacher practice.
-Ensure students have access to GVC in all learning environments.
-Collaborating with staff to create a calibrated assessment plan to monitor student progress.

Professional Learning:
-Built around identified student and staff needs as gathered by measurable data collected at specified times throughout the school year (1-2 monthly Grade Level PLC's, Resource teacher PLC′s, Monthly Hage PD) for analysis.
-Promotes a safe, respectful, and collaborative environment for professional learning that fosters collaboration between PLC's and fosters teacher leaders.
-Professional learning expectations are clear and supported by Admin, grade level teachers, and support staff. Evidence of the professional learning foci will be present in all physical and online classrooms.
-Critical eye on PLC agendas to re-focus around Tier 1 instruction, data-driven conversations, and curriculum.

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

Hage Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 34,840.72
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)	$ 126,568.06

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)	$44,365.54
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $44,365.54

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)	$47,361.80
[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): $ 47,361.80

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 126,568.06

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Hage Elementary	**09800 LCFF Intervention Support**	Guidance Asst	**2404**	Guidance/Attendance Asst	0.6250	$ 20,322.50
		Guidance Asst	**3000**			$ 25,333.30
			4301	Supplies		$ 1,706.00
	09800 LCFF Intervention Support Total				**0.6250**	**$ 47,361.80**
	30100 Title I Basic Program	Inschool Resource Tchr	**1109**	Pull/Out Push In	0.2137	$ 20,320.09
		Inschool Resource Tchr	**3000**			$ 12,581.63
			1192	Prof&Curriclm Dev Vist Tchr		$ 16.35
			3000			$ 3.65
	30100 Title I Basic Program Total				**0.2137**	**$ 32,921.72**
	30103 Title I Parent Involvement		**4301**	Supplies		$ 1,419.00
			4304	Inservice supplies		$ 500.00
	30103 Title I Parent Involvement Total					**$ 1,919.00**
	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	**1109**	Pull/Out Push In	0.2863	$ 27,223.41
		Inschool Resource Tchr	**3000**			$ 16,855.97
			1192	Prof&Curriclm Dev Vist Tchr		$ 234.00
			3000			$ 52.16
	30106 Title I Supplmnt Prog Imprvmnt Total				**0.2863**	**$ 44,365.54**
Grand Total					**1.1250**	**$ 126,568.06**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

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

Hage Elementary
PARENT & FAMILY ENGAGEMENT POLICY 2020-21

Hage Elementary has developed a written parent & family engagement policy with input from parents. Input from parents has been collected via a variety of means. Including but not limited to, Principal Meet and Greet events, Parent surveys, Principal monthly meetings, School Site Council, School Governance Team, PTA meetings, and Family function events.

Parent and Family Engagement Policy is distributed through our beginning of the year packet information that goes out at the beginning of the school year. Copies can also be found in the Main Office as well as digitally on the school website.

This policy describes the means for carrying out 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])?

To involve parents the following practices have been established:

<u>The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program.</u>

A Principal Meet and Greet meeting was held via Zoom on Wednesday, Sept. 2, 2019 at 9:00 AM. Principal shared info on Online Learning, power of home/school partnership, staffing changes, current state of site funding, and avenues for parental involvement including SSC/SGT, and GATE DAC.

<u>The school offers a flexible number of meetings for parents, such as meetings in the morning or evening.</u>

One way site information is disseminated and vetted is through our SSC/SGT meetings, which happen on the last Monday of each month. Additionally, we also have Principal's monthly meetings, Family functions, and PTA meetings. These meetings range in time and days of the week to allow for a flexible schedule for parents to engage. During the COVID-19 pandemic and Online learning meetings have taken place online. Recordings of meetings, slide decks, and information have been shared digitally to offer increased flexibility.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

Parents are involved through SSC/SGT meetings, Seesaw and Google Classroom access, Principal's monthly meetings, School Messenger call-outs, e-mails, parent meetings, parent surveys, PTA Newsletters, School Website, Marquee, Friday Morning Opening, PTA meetings, Social Media, and more.

The school provides parents of students with timely information about the school's programs. How does the school provide the information?

Information is provided through Seesaw and Google classroom access, Class Dojo, School Messenger call-outs, e-mails, Social Media, parent meetings, parent surveys, PTA Newsletters, School Website, Marquee, Friday Morning Opening, PTA meetings, and more.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

Curriculum and assessments are discussed with parents at Back-to-School Night, Parent-Teacher Conference weeks, and Spring Open House. Teachers also are available to discuss further with parents as needed during Office Hours, email, and phone. All staff have learning management systems that support the sharing of information (Seesaw and Google Classroom). Additionally, this information is provided through SGT/SSC meetings and Principal Meetings. More information is also available on our school website for families to review.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

During the current pandemic, meetings will be held over digital means or over the phone. Meetings can be scheduled with staff members that are critical to the discussion. Furthermore, meetings with the principal to discuss concerns are scheduled as needed. Parents can drop in and meet with the Principal (pending availability) or schedule a meeting by completing a request form. Parents are also invited to attend other meeting formats such as SGT/SSC meetings and Principal monthly meetings if the conversations are around broader policies or procedures.

The school engages 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 parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

To help families understand the state's academic content standards, assessments, and monitor and improve student achievement we provide information and learning via Back-to-School

Night, Parent-Teacher Conference weeks, and Spring Open House. In addition, parent-teacher conferences are always available by scheduling with the teacher so more information can be provided. Information on standards, assessment, and monitoring is also available on our school website for families to review and is shared via classroom communications (Newsletters, Class Dojo, Google Classroom).

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Parents are provided materials and training to help them work with their student(s) in efforts to improve achievement via a variety of means. Including but not limited to, Classroom Communication Folders, Back-to-School Night presentations, Parent-Teacher Conferences, Spring Open House, School Messenger, Class Dojo, Google Classroom, Parent meetings, family functions, PTA meetings, Parent Workshops, and more.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

The school educates staff members on the value of parent contributions and equal partnership via monthly Professional Development focused on clear and consistent communication and best practices. Discussions with grade level teams during PLC will also improve parental communication.

The school coordinates and integrates parental involvement programs 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.

The school has a parent resource center located in a bungalow on campus. Parental involvement is fostered through high-quality relationships built through shared experiences and common understanding. Opportunities for parental participation are built-in to the culture of the school and take place throughout the year. Opportunities range from, but not limited to, classroom volunteer opportunities, Art Corps, PTA events, Reader's receptions, Parent workshops, and more.

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

School information is distributed via a variety of means, including but limited to, Email, School Messenger call-outs, school website, marquee, Class Dojo, Google Classroom, Newsletters, Social Media (Facebook and Instagram) and more. Printed items are also available in the Main Office.

The school provides support for parental involvement activities requested by parents.

Opportunities for parental involvement activities that are requested are discussed and vetted through appropriate channels. Principal is available to meet with parents to discuss ideas. Parents interested in meeting can complete a request form or email. Additionally, parents can provide input during Principal monthly meetings, Parent surveys, SSC/SGT meetings, and more.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

This policy was adopted by Hage Elementary on October 5, 2020 and will be in effect for the period of school year 20-21.

The school will distribute the policy to all parents of students on, or before: Oct. 9, 2020

James Lee

Signature of Authorized Official here

APPENDIX C

SCHOOL PARENT COMPACT

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

HAGE ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21.

Hage Elementary distributes to parents and family members 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:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This information is presented in the following meeting formats: Back-to-School Night, Parent Teacher Conference weeks (Fall and Spring), Spring Open House, SGT/SSC Meetings, Principal Monthly Meetings, ELAC Parent Meetings, and other informal meetings setup based on need. Digitally, this information is also provided via our school website and classroom learning management systems (Seesaw and Google Classroom).

- Student progress is consistently monitored and provided to parents at least 3 times a year via Standards Based Report Cards. Parents are also able to access student progress via Parent-Teacher communication, Class Dojo, Seesaw, Google Classroom, and Parent Portal via PowerSchool.
- Staff info can be found on the school website and in the Main Office. Staff can be reached through a variety of means, including but not limited to, email, request form in the Main Office, class communication forms (Ie. Class Dojo, Google Classroom, etc…). Our aim is to communicate with clarity and consistency. If a parent has not received return communication within a reasonable amount of time, please check the contact info and re-attempt. Parents may also contact the Main Office or school Principal for further assistance.
- The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. At Hage, we have a Parent Room that our PTA uses as space for their work and also for inviting new parents into our school so they become comfortable with the school which may lead to becoming a volunteer. In addition, the school has collaborated on assisting with Parent surveys to assist in gathering feedback on how we can improve parental involvement. Parent volunteer opportunities include, but not limited to, Art Corps, classroom assistance, family reading functions, Swim Program, Spelling Bee, ASB, and more. During pandemic, we are coordinating efforts via digital and online means.
- Classroom observations can be arranged with classroom teachers with at least 24 hour notice when school reopens physically.

<u>The school engages 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:</u>

<u>The school provides 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 in which ways?</u>

To help families understand the state's academic content standards, assessments, and monitor and improve student achievement we provide information and learning via Back-to-School Night, Parent-Teacher Conference weeks, and Spring Open House. In addition, parent-teacher conferences are always available by scheduling with the teacher so more information can be provided. Information on standards, assessment, and monitoring is also available on our school website for families to review and is shared via classroom communications (Newsletters, Class Dojo, Google Classroom).

<u>The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?</u>

Parents are provided materials and training to help them work with their student(s) in efforts to improve achievement via a variety of means. Including but not limited to, Classroom Communication Folders, Back-to-School Night presentations, Parent-Teacher Conferences, Spring

Open House, School Messenger, Class Dojo, Google Classroom, Parent meetings, family functions, PTA meetings, Parent Workshops, and more.

With the assistance of 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 in which ways?

The school educates staff members on the value of parent contributions and equal partnership via monthly Professional Development focused on clear and consistent communication and best practices. Discussions with grade level teams during PLC will also improve parental communication.

The school coordinates and integrates parental involvement programs 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 in which ways?

The school has a parent resource center located in a bungalow on campus. Parental involvement is fostered through high-quality relationships built through shared experiences and common understanding. Opportunities for parental participation are built-in to the culture of the school and take place throughout the year. Opportunities range from, but not limited to, classroom volunteer opportunities, Art Corps, PTA events, Reader's receptions, Parent workshops, and more.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

School information is distributed via a variety of means, including but limited to, Email, School Messenger call-outs, school website, marquee, Class Dojo, Google Classroom, Newsletters, Social Media (Facebook, Instagram, and Twitter) and more. Printed items are also available in the Main Office (contactless during the pandemic).

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

Opportunities for parental involvement activities that are requested are discussed and vetted through PTA meetings, SSC/SGT meetings, Parent surveys and forms, and Principal's monthly meetings. The Principal is available to meet individually with parents to discuss ideas. Parents interested in meeting can complete a request form or email. .

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

The school provides opportunities for the participation of all 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 in which ways?

Hage provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Hage will make arrangements to provide translation when needed for meetings and arrange for translation of documents when needed. We are fortunate to have many staff members that speak a variety of languages (Spanish, Tagalog, Vietnamese, Farsi, Chinese, Arabic, Russian, French, Portuguese) that support helping families. In some circumstances, we do experience difficulty in getting resources translated in a timely manner since some languages have limited resources for translation. When this problem occurs, we just make arrangements for verbal translation so the parent has appropriate understanding.

This Compact was adopted by Hage Elementary on October, 5, 2020 and will be in effect for the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 9, 2020.

James Lee

Signature of Authorized Official here

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.

SCHOOL PERFORMANCE OVERVIEW

Hage Elementary

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

Chronic Absenteeism

Orange

Suspension Rate

Yellow

English Learner Progress

No Performance Color

English Language Arts

Yellow

Mathematics

Green

School Details

NAME
Hage Elementary

ADDRESS
9750 Galvin Avenue
San Diego, CA 92126-4823

WEBSITE
http://www.hagepta.com

GRADES SERVED
K-5

HAGE ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
702	40.2%	20.5%	0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Yellow

8.7 points above standard

Maintained -0.4 Points

EQUITY REPORT

Number of Student Groups in Each Color

1	2	2
Red	Orange	Yellow
3	**0**	
Green	Blue	

LEARN MORE

Mathematics

Green

13.4 points above standard

Maintained -1.7 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	1	2
Red	Orange	Yellow
4	**1**	
Green	Blue	

LEARN MORE

English Learner Progress

46.4% making progress towards English language proficiency

Number of EL Students: 69

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%

HAGE ELEMENTARY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Orange

11.6% chronically absent

Increased 0.6% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	7	2
Red	Orange	Yellow
0	**0**	
Green	Blue	

HAGE ELEMENTARY

Conditions & Climate

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

LEARN MORE

Suspension Rate

Yellow

0.8% suspended at least once

Increased 0.3% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	2	3
Red	Orange	Yellow

1	3
Green	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

Yellow

8.7 points above standard

Maintained -0.4 Points

Number of Students: 297

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups

Red

Students with Disabilities

Orange

Socioeconomically Disadvantaged

White

Yellow

English Learners

Hispanic

Green

Asian

Filipino

Two or More Races

Blue

No Students

No Performance Color

African American

American Indian

Homeless

African American

No Performance Color

3.9 points below standard

Declined 8.5 Points ▼

Number of Students: 21

American Indian

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: 5

Students with Disabilities

Red

83.3 points below standard

Declined 20.6 Points ▼

Number of Students: 56

Socioeconomically Disadvantaged

Orange

19 points below standard

Declined 4.3 Points ▼

Number of Students: 126

White

Orange

14.7 points below standard

Maintained 0.7 Points

Number of Students: 41

English Learners

Yellow

2.3 points below standard

Maintained 2.1 Points

Number of Students: 91

Hispanic

Yellow

10.1 points below standard

Increased 5.8 Points ▲

Number of Students: 54

Asian

Green

15.1 points above standard

Declined 11.1 Points ▼

Number of Students: 79

Filipino

Green

18.5 points above standard

Declined 8.5 Points ▼

Number of Students: 45

Two or More Races

Green

29.6 points above standard

Maintained 0.6 Points

Number of Students: 55

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	26.5 points above standard	9.1 points above standard	8.7 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
73 points below standard	50.5 points above standard	3.5 points above standard
Declined 15.5 Points ▼	Maintained 0.6 Points	Maintained -2 Points
Number of Students: 39	Number of Students: 52	Number of Students: 182

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

13.4 points above standard

Maintained -1.7 Points

Number of Students: 296

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups

Red

No Students

Orange

Students with Disabilities

Yellow

Hispanic

Socioeconomically Disadvantaged

Green

English Learners

Filipino

Two or More Races

White

Blue

Asian

No Performance Color

African American

American Indian

Homeless

African American

No Performance Color

23.9 points below standard

Declined 26.3 Points ▼

Number of Students: 21

American Indian

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: 5

Students with Disabilities

Orange

72.7 points below standard

Maintained 0.9 Points

Number of Students: 56

Hispanic

Yellow

19.8 points below standard

Maintained 0.9 Points

Number of Students: 54

Socioeconomically Disadvantaged

Yellow

10 points below standard

Declined 7.7 Points ▼

Number of Students: 125

English Learners

Green

2.9 points above standard

Declined 7.7 Points ▼

Number of Students: 91

Filipino

Green

16.8 points above standard

Declined 12.8 Points ▼

Number of Students: 45

Two or More Races

Green

22.8 points above standard

Maintained 1.5 Points

Number of Students: 55

White

Green

0.1 points above standard

Declined 4.5 Points ▼

Number of Students: 40

Asian

Blue

43.8 points above standard

Maintained -1.6 Points

Number of Students: 79

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
	2017	2018	2019
All Students	24.9 points above standard	15.1 points above standard	13.4 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.

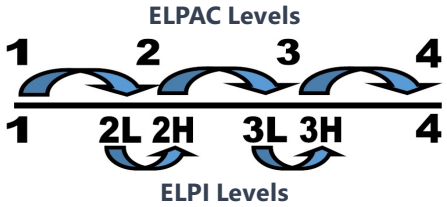
Current English Learners	Reclassified English Learners	English Only
37.6 points below standard	33.2 points above standard	9.8 points above standard
Declined 16.2 Points ▼	Declined 9.3 Points ▼	Maintained 2.8 Points
Number of Students: 39	Number of Students: 52	Number of Students: 181

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.



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

46.4% making progress towards English language proficiency

Number of EL Students: 69

Performance Level

Medium

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	14.4%

ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	39.1%
ELs who Maintained ELPI Level 4	2.8%
ELs Who Progressed at Least One ELPI Level	43.4%

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

Orange

11.6% chronically absent

Increased 0.6% ▲

Number of Students: 742

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups

Red

No Students

Orange

Asian

African American

Students with Disabilities

English Learners

Filipino

Hispanic

Socioeconomically Disadvantaged

Yellow

Two or More Races

White

Green

No Students

Blue

No Students

No Performance Color

American Indian

Foster Youth

Homeless

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

Orange

9.2% chronically absent

Increased 1% ▲

Number of Students: 184

African American

Orange

16.7% chronically absent

Increased 6.4% ▲

Number of Students: 48

Students with Disabilities

Orange

19.3% chronically absent

Increased 1.4% ▲

Number of Students: 114

English Learners

Orange

10.9% chronically absent

Increased 1.5% ▲

Number of Students: 156

Filipino

Orange

7% chronically absent

Increased 3.4% ▲

Number of Students: 115

Hispanic

Orange

17% chronically absent

Increased 2.4% ▲

Number of Students: 147

Socioeconomically Disadvantaged

Orange

13.4% chronically absent

Increased 0.8% ▲

Number of Students: 305

Two or More Races

Yellow

12% chronically absent

Declined 3.3% ▼

Number of Students: 117

White

Yellow

10.9% chronically absent

Declined 1.8% ▼

Number of Students: 129

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

Yellow

0.8% suspended at least once

Increased 0.3% ▲

Number of Students: 757

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups

Red

No Students

Orange

African American

White

Yellow

Filipino

Two or More Races

Socioeconomically Disadvantaged

Green

Students with Disabilities

Blue

Asian

English Learners

Hispanic

No Performance Color

American Indian

Foster Youth

Homeless

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

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: 9

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American

Orange

2% suspended at least once

Increased 2% ▲

Number of Students: 49

White

Orange

1.5% suspended at least once

Increased 0.8% ▲

Number of Students: 133

Filipino

Yellow

0.9% suspended at least once

Increased 0.9% ▲

Number of Students: 117

Two or More Races

Yellow

0.9% suspended at least once

Increased 0.9% ▲

Number of Students: 117

Socioeconomically Disadvantaged

Yellow

1% suspended at least once

Increased 0.3% ▲

Number of Students: 307

Students with Disabilities

Green

0.9% suspended at least once

Maintained -0.1%

Number of Students: 114

Asian

Blue

0% suspended at least once

Maintained 0%

Number of Students: 188

English Learners

Blue

0% suspended at least once

Maintained 0%

Number of Students: 159

Hispanic

Blue

0.7% suspended at least once

Declined 1.2% ▼

Number of Students: 151

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	0.9%	0.5%	0.8%

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	283	59.4	302	64.2	296	62.5	290	60.3	316	56.0	-3.4	-4.3	284	49.6	301	61.1	296	63.9	290	61.4	316	59.2	9.6	-2.2
Female	141	59.6	140	74.3	137	70.1	147	65.3	165	64.2	4.6	-1.1	140	43.6	141	61.7	138	65.2	147	61.9	165	61.2	17.6	-0.7
Male	142	59.2	162	55.6	159	56.0	143	55.2	151	47.0	-12.2	-8.2	144	55.6	160	60.6	158	62.7	143	60.8	151	57.0	1.4	-3.8
African American	12	58.3	16	56.3	22	68.2	22	63.6	21	57.1	-1.2	-6.5	12	16.7	16	31.3	22	54.5	22	54.5	21	38.1	21.4	-16.4
Asian**	22	86.4	21	81.0	20	75.0	22	54.5	84	56.0	-	-	23	69.6	21	85.7	19	94.7	22	86.4	84	75.0	-	-
Filipino	58	65.5	58	65.5	52	67.3	41	65.9	49	59.2	-6.3	-6.7	59	45.8	58	60.3	52	61.5	42	64.3	49	59.2	13.4	-5.1
Hispanic	42	35.7	48	50.0	62	41.9	62	46.8	59	40.7	5.0	-6.1	42	26.2	47	53.2	63	46.0	61	42.6	59	42.4	16.2	-0.2
Indochinese**	51	68.6	53	75.5	46	73.9	42	81.0	-	-	-	-	50	72.0	53	75.5	47	80.9	42	83.3	-	-	-	-
Native American	2	-	1	64.7	3	-	3	-	1	-	-	-	3	-	1	-	3	-	3	-	1	-	-	-
Pacific Islander	1	-	1	47.6	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
White	51	51.0	51	54.9	44	61.4	46	47.8	45	46.7	-4.3	-1.1	50	48.0	52	55.8	44	63.6	46	52.2	45	55.6	7.6	3.4
Multiracial	44	56.8	53	69.8	47	70.2	52	71.2	57	75.4	18.6	4.2	44	54.5	52	59.6	46	67.4	52	67.3	57	64.9	10.4	-2.4
English Learner	70	50.0	35	42.9	32	15.6	40	22.5	49	18.4	-31.6	-4.1	69	47.8	34	41.2	33	33.3	40	42.5	49	36.7	-11.1	-5.8
English-Speaking	213	62.4	267	67.0	264	68.2	250	66.4	267	62.9	0.5	-3.5	215	50.2	267	63.7	263	67.7	250	64.4	267	63.3	13.1	-1.1
Reclassified†	29	82.8	30	93.3	55	78.2	41	78.0	53	81.1	-1.7	3.1	28	67.9	31	93.5	56	78.6	42	83.3	53	71.7	3.8	-11.6
Initially Eng. Speaking	184	59.2	237	63.7	209	65.6	209	64.1	214	58.4	-0.8	-5.7	187	47.6	236	59.7	207	64.7	208	60.6	214	61.2	13.6	0.6
Econ. Disadv.*	111	42.3	120	54.2	114	47.4	119	50.4	129	42.6	0.3	-7.8	111	36.9	121	50.4	115	50.4	119	54.6	129	45.7	8.8	-8.9
Non-Econ. Disadv.	172	70.3	182	70.9	182	72.0	171	67.3	187	65.2	-5.1	-2.1	173	57.8	180	68.3	181	72.4	171	66.1	187	68.4	10.6	2.3
Gifted	98	73.5	90	78.9	81	77.8	48	85.4	50	84.0	10.5	-1.4	100	71.0	91	83.5	81	81.5	49	81.6	50	86.0	15.0	4.4
Not Gifted	185	51.9	212	58.0	215	56.7	242	55.4	266	50.8	-1.1	-4.6	184	38.0	210	51.4	215	57.2	241	57.3	266	54.1	16.1	-3.2
With Disabilities	30	16.7	32	18.8	28	28.6	32	21.9	51	11.8	-4.9	-10.1	30	20.0	34	20.6	27	33.3	31	9.7	51	19.6	-0.4	9.9
WO Disabilities	253	64.4	270	69.6	268	66.0	258	65.1	265	64.5	0.1	-0.6	254	53.1	267	66.3	269	66.9	259	67.6	265	66.8	13.7	-0.8
Homeless	0	-	1	50.0	3	-	4	-	6	-	-	-	1	-	2	-	3	-	4	-	6	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	25	32.0	33	42.4	33	51.5	39	48.7	44	52.3	20.3	3.6	26	34.6	32	50.0	33	57.6	41	43.9	44	65.9	31.3	22.0

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

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	96	60.4	98	60.2	97	53.6	100	52.0	112	53.6	-6.8	1.6	96	54.2	97	63.9	98	71.4	99	61.6	112	63.4	9.2	1.8
Female	41	65.9	47	74.5	49	57.1	52	57.7	61	65.6	-0.3	7.9	41	51.2	48	64.6	50	70.0	51	58.8	61	67.2	16.0	8.4
Male	55	56.4	51	47.1	48	50.0	48	45.8	51	39.2	-17.2	-6.6	55	56.4	49	63.3	48	72.9	48	64.6	51	58.8	2.4	-5.8
African American	5	-	6	56.3	10	60.0	6	-	4	-	-	-	5	-	7	-	10	70.0	6	-	4	-	-	-
Asian**	5	-	7	81.0	8	-	10	50.0	34	50.0	-	-	5	-	7	-	8	-	10	90.0	34	79.4	-	-
Filipino	16	75.0	19	57.9	13	53.8	10	70.0	20	55.0	-20.0	-15.0	16	50.0	18	66.7	13	61.5	10	70.0	20	60.0	10.0	-10.0
Hispanic	17	29.4	24	50.0	19	36.8	19	36.8	16	43.8	14.4	7.0	17	23.5	24	58.3	20	55.0	18	44.4	16	50.0	26.5	5.6
Indochinese**	16	87.5	16	68.8	14	64.3	15	66.7	-	-	-	-	16	75.0	16	68.8	15	80.0	15	86.7	-	-	-	-
Native American	1	-	0	64.7	2	-	0	-	0	-	-	-	1	-	0	-	2	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	19	42.1	15	66.7	14	64.3	16	37.5	19	42.1	0.0	4.6	19	68.4	15	66.7	14	71.4	17	47.1	19	52.6	-15.8	5.5
Multiracial	17	64.7	11	63.6	17	58.8	24	58.3	19	78.9	14.2	20.6	17	70.6	10	50.0	16	81.3	23	60.9	19	63.2	-7.4	2.3
English Learner	33	66.7	16	43.8	21	9.5	17	17.6	17	5.9	-60.8	-11.7	33	57.6	16	43.8	22	40.9	17	52.9	17	41.2	-16.4	-11.7
English-Speaking	63	57.1	82	63.4	76	65.8	83	59.0	95	62.1	5.0	3.1	63	52.4	81	67.9	76	80.3	82	63.4	95	67.4	15.0	4.0
Reclassified†	0	-	9	93.3	9	-	12	75.0	19	84.2	-	9.2	0	-	9	-	10	100.0	12	91.7	19	84.2	-	-7.5
Initially Eng. Speaking	63	57.1	73	61.6	67	61.2	71	56.3	76	56.6	-0.5	0.3	63	52.4	72	65.3	66	77.3	70	58.6	76	63.2	10.8	4.6
Econ. Disadv.*	33	39.4	44	50.0	36	38.9	45	40.0	44	43.2	3.8	3.2	33	48.5	45	53.3	37	64.9	45	57.8	44	54.5	6.0	-3.3
Non-Econ. Disadv.	63	71.4	54	68.5	61	62.3	55	61.8	68	60.3	-11.1	-1.5	63	57.1	52	73.1	61	75.4	54	64.8	68	69.1	12.0	4.3
Gifted	29	75.9	30	73.3	23	60.9	6	-	12	75.0	-0.9	-	29	69.0	30	86.7	23	82.6	6	-	12	100.0	31.0	-
Not Gifted	67	53.7	68	54.4	74	51.4	94	51.1	100	51.0	-2.7	-0.1	67	47.8	67	53.7	75	68.0	93	61.3	100	59.0	11.2	-2.3
With Disabilities	9	-	8	18.8	6	-	32	21.9	14	7.1	-	-14.8	9	-	9	-	6	-	13	7.7	14	35.7	-	28.0
WO Disabilities	87	65.5	90	63.3	91	54.9	87	59.8	98	60.2	-5.3	0.4	87	57.5	88	68.2	92	71.7	86	69.8	98	67.3	9.8	-2.5
Homeless	0	-	1	50.0	2	-	1	-	3	-	-	-	0	-	2	-	2	-	1	-	3	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	13	23.1	6	42.4	13	53.8	14	50.0	15	53.3	30.2	3.3	13	46.2	6	-	13	61.5	15	53.3	15	53.3	7.1	0.0

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	105	64.8	95	62.1	94	66.0	98	65.3	106	57.5	-7.3	-7.8	106	54.7	95	63.2	93	63.4	99	69.7	106	62.3	7.6	-7.4
Female	52	63.5	44	70.5	41	78.0	52	71.2	53	64.2	0.7	-7.0	51	45.1	44	65.9	41	65.9	52	71.2	53	69.8	24.7	-1.4
Male	53	66.0	51	54.9	53	56.6	46	58.7	53	50.9	-15.1	-7.8	55	63.6	51	60.8	52	61.5	47	68.1	53	54.7	-8.9	-13.4
African American	2	-	5	56.3	6	-	8	-	7	-	-	-	2	-	4	-	6	-	8	-	7	-	-	-
Asian**	11	81.8	6	81.0	7	-	8	-	27	59.3	-	-	12	75.0	6	-	6	-	8	-	27	74.1	-	-
Filipino	23	65.2	18	72.2	19	57.9	14	64.3	14	50.0	-15.2	-14.3	24	50.0	19	63.2	19	57.9	14	78.6	14	57.1	7.1	-21.5
Hispanic	12	50.0	12	41.7	26	50.0	19	47.4	22	54.5	4.5	7.1	12	50.0	11	36.4	26	53.8	19	47.4	22	54.5	4.5	7.1
Indochinese**	20	65.0	17	82.4	16	75.0	12	83.3	-	-	-	-	19	73.7	17	88.2	16	81.3	12	75.0	-	-	-	-
Native American	1	-	1	64.7	0	-	2	-	0	-	-	-	1	-	1	-	0	-	2	-	0	-	-	-
Pacific Islander	1	-	0	47.6	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	20	60.0	17	41.2	12	75.0	15	66.7	16	43.8	-16.2	-22.9	20	35.0	18	61.1	12	66.7	15	66.7	16	56.3	21.3	-10.4
Multiracial	15	66.7	19	68.4	8	-	20	80.0	20	80.0	13.3	0.0	15	53.3	19	68.4	8	-	21	81.0	20	75.0	21.7	-6.0
English Learner	21	47.6	14	50.0	8	-	15	26.7	21	38.1	-9.5	11.4	20	55.0	13	30.8	8	-	15	40.0	21	38.1	-16.9	-1.9
English-Speaking	84	69.0	81	64.2	86	69.8	83	72.3	85	62.4	-6.6	-9.9	86	54.7	82	68.3	85	68.2	84	75.0	85	68.2	13.5	-6.8
Reclassified†	8	-	13	100.0	18	66.7	13	84.6	15	73.3	-	-11.3	7	-	14	100.0	18	72.2	13	92.3	15	66.7	-	-25.6
Initially Eng. Speaking	76	65.8	68	57.4	68	70.6	70	70.0	70	60.0	-5.8	-10.0	79	51.9	68	61.8	67	67.2	71	71.8	70	68.6	16.7	-3.2
Econ. Disadv.*	37	48.6	29	51.7	40	50.0	39	53.8	46	43.5	-5.1	-10.3	36	38.9	29	51.7	40	50.0	40	60.0	46	41.3	2.4	-18.7
Non-Econ. Disadv.	68	73.5	66	66.7	54	77.8	59	72.9	60	68.3	-5.2	-4.6	70	62.9	66	68.2	53	73.6	59	76.3	60	78.3	15.4	2.0
Gifted	37	78.4	25	80.0	30	86.7	20	85.0	11	90.9	12.5	5.9	39	79.5	26	80.8	30	86.7	20	95.0	11	81.8	2.3	-13.2
Not Gifted	68	57.4	70	55.7	64	56.3	78	60.3	95	53.7	-3.7	-6.6	67	40.3	69	56.5	63	52.4	79	63.3	95	60.0	19.7	-3.3
With Disabilities	10	10.0	12	25.0	7	-	6	-	22	9.1	-0.9	-	11	9.1	13	23.1	6	-	6	-	22	9.1	0.0	-
WO Disabilities	95	70.5	83	67.5	87	67.8	92	67.4	84	70.2	-0.3	2.8	95	60.0	82	69.5	87	66.7	93	72.0	84	76.2	16.2	4.2
Homeless	0	-	1	50.0	3	-	2	-	2	-	-	-	0	-	0	-	1	-	2	-	2	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	8	-	16	25.0	6	-	16	56.3	14	64.3	-	8.0	9	-	15	46.7	6	-	16	43.8	14	92.9	-	49.1

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	82	51.2	109	69.7	105	67.6	92	64.1	98	57.1	5.9	-7.0	82	37.8	109	56.9	105	57.1	92	52.2	98	51.0	13.2	-1.2
Female	48	50.0	49	77.6	47	76.6	43	67.4	51	62.7	12.7	-4.7	48	35.4	49	55.1	47	59.6	44	54.5	51	45.1	9.7	-9.4
Male	34	52.9	60	63.3	58	60.3	49	61.2	47	51.1	-1.8	-10.1	34	41.2	60	58.3	58	55.2	48	50.0	47	57.4	16.2	7.4
African American	5	-	5	56.3	6	-	8	-	10	70.0	-	-	5	-	5	-	6	-	8	-	10	40.0	-	-
Asian**	6	-	8	81.0	5	-	4	-	23	60.9	-	-	6	-	8	-	5	-	4	-	23	69.6	-	-
Filipino	19	57.9	21	66.7	20	85.0	17	64.7	15	73.3	15.4	8.6	19	36.8	21	52.4	20	65.0	18	50.0	15	60.0	23.2	10.0
Hispanic	13	30.8	12	58.3	17	35.3	24	54.2	21	23.8	-7.0	-30.4	13	7.7	12	58.3	17	23.5	24	37.5	21	23.8	16.1	-13.7
Indochinese**	15	53.3	20	75.0	16	81.3	15	93.3	-	-	-	-	15	66.7	20	70.0	16	81.3	15	86.7	-	-	-	-
Native American	0	-	0	64.7	1	-	1	-	1	-	-	-	1	-	0	-	1	-	1	-	1	-	-	-
Pacific Islander	0	-	1	47.6	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	12	50.0	19	57.9	18	50.0	15	40.0	10	60.0	10.0	20.0	11	36.4	19	42.1	18	55.6	14	42.9	10	60.0	23.6	17.1
Multiracial	12	33.3	23	73.9	22	72.7	8	-	18	66.7	33.4	-	12	33.3	23	56.5	22	59.1	8	-	18	55.6	22.3	-
English Learner	16	18.8	5	50.0	3	-	8	-	11	0.0	-18.8	-	16	18.8	5	-	3	-	8	-	11	27.3	8.5	-
English-Speaking	66	59.1	104	72.1	102	68.6	84	67.9	87	64.4	5.3	-3.5	66	42.4	104	56.7	102	57.8	84	54.8	87	54.0	11.6	-0.8
Reclassified†	21	76.2	8	100.0	28	78.6	16	75.0	19	84.2	8.0	9.2	21	61.9	8	-	28	75.0	17	70.6	19	63.2	1.3	-7.4
Initially Eng. Speaking	45	51.1	96	69.8	74	64.9	68	66.2	68	58.8	7.7	-7.4	45	33.3	96	54.2	74	51.4	67	50.7	68	51.5	18.2	0.8
Econ. Disadv.*	41	39.0	47	59.6	38	52.6	35	60.0	39	41.0	2.0	-19.0	42	26.2	47	46.8	38	36.8	34	44.1	39	41.0	14.8	-3.1
Non-Econ. Disadv.	41	63.4	62	77.4	67	76.1	57	66.7	59	67.8	4.4	1.1	40	50.0	62	64.5	67	68.7	58	56.9	59	57.6	7.6	0.7
Gifted	32	65.6	35	82.9	28	82.1	22	90.9	27	85.2	19.6	-5.7	32	62.5	35	82.9	28	75.0	23	73.9	27	81.5	19.0	7.6
Not Gifted	50	42.0	74	63.5	77	62.3	70	55.7	71	46.5	4.5	-9.2	50	22.0	74	44.6	77	50.6	69	44.9	71	39.4	17.4	-5.5
With Disabilities	11	27.3	12	8.3	15	20.0	13	38.5	15	20.0	-7.3	-18.5	10	30.0	12	16.7	15	26.7	31	9.7	15	20.0	-10.0	10.3
WO Disabilities	71	54.9	97	77.3	90	75.6	79	68.4	83	63.9	9.0	-4.5	72	38.9	97	61.9	90	62.2	80	60.0	83	56.6	17.7	-3.4
Homeless	0	-	1	50.0	3	-	4	-	1	-	-	-	1	-	0	-	3	-	4	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	11	54.5	14	42.9	9	-	15	40.0	-	-	4	-	11	45.5	14	50.0	10	30.0	15	53.3	-	23.3

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

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

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

APPENDIX E

2019-20 SPSA Evaluation of LCFF Funded Actions and Activities

Sample Evaluation Template for Non-Title I Funded Programs

Sample guiding questions to evaluate the effectiveness of programs funded:

- Is this position based on the comprehensive needs assessment (or subsequent annual evaluations)? Does this position provide direct services to students? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

- The school purchases books and materials. Is the purchased based on the comprehensive needs assessments (or subsequent annual evaluations)? Are these materials relevant, evidence-based intervention? How do they impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

<u>Sample guiding questions:</u>

1. Will this be a program based upon a thorough and comprehensive assessment of student needs?
2. Will this program provide **direct services** to students?
3. How and to what extent does this directly impact student learning, increase academic achievement, and close the achievement gap?
4. How will the use of funds be monitored and evaluated for effectiveness?
5. Has the community provided input regarding this strategy?
6. For personnel, are Time Accounting Records kept to document the hours worked showing **direct services** to students?

School Name: Hage Elementary
Evaluation of LCFF Funded Actions/Activities
School Year: 2019 - 2020

Goals	Actions/Activities (Strategies) List all activities/actions funded by LCFF. **Must be evidence-based intervention** designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
Area Goal 1:	Visiting Teacher support for Professional Development and PLC meetings.	Providing dedicated time for teachers to collaborate has been effective use of LCFF funds. Teachers have been able to develop lesson studies, RTI supports, gather and calibrate data points.	Ability to secure enough subs for the larger grade level groups to have a common release day.	Continue work and refine to maximize time together. Continue to maintain systems that support collaboration.
Area Goal 2:	Visiting Teacher support for Professional Development and PLC meetings. Guidance Assistant to support student SEL growth and maintaining a Safe and Collaborative environment conducive to learning.	Providing dedicated time for teachers to collaborate has been effective use of LCFF funds. Teachers have been able to develop lesson studies, RTI supports, gather and calibrate data points. Having a Guidance Assistant has been influential in supporting SEL growth across the campus. This contributes to the safe and collaborative environment we are fostering.	Ability to meet the demands of all students SEL needs Ability to secure enough subs for the larger grade level groups to have a common release day.	Continue work and refine to maximize time together. Continue to maintain systems that support collaboration Continue to analyze our SEL support system to find avenues to refine. Sharing strategies and best practices with staff around SEL growth.
Area Goal 3:	Visiting Teacher support for Professional Development and PLC meetings.	Providing dedicated time for teachers to collaborate has been effective use of LCFF funds. Teachers have been able to develop lesson studies, RTI	Ability to secure enough subs for the larger grade level groups to have a common release day.	Continue work and refine to maximize time together. Continue to maintain systems that support collaboration

School Name: Hage Elementary Evaluation of LCFF Funded Actions/Activities School Year: 2019 - 2020				
Goals	Actions/Activities (Strategies) List all activities/actions funded by LCFF. **Must be evidence-based intervention** designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
		supports, gather and calibrate data points.		
Area Goal 4:	LCFF money was not used to support this goal	N/A	N/A	N/A
Area Goal 5:	No LCFF money was not used to support this goal	N/A	N/A	N/A

Conclusion: Goals that were supported by LCFF funds were successful in positively impacting students. By providing Visiting Teacher Support for Professional Development and PLC meetings, teachers were able to collaborate on systems to positively impact student achievement. These systems include the development of lesson studies that refined teacher effectiveness and practice, provided opportunities to improve Tier 1 instruction, and case studies of struggling students to develop better support systems.

In addition, teachers were able to gather critical data points to guide the RTI process for students that struggled, EL, and critical sub groups. This calibration was crucial in supporting teachers in informing quality instruction, planning for purposeful interactions, and the development of student supports. Having processes in place for PD and PLC meetings allowed for increased teacher participation, refinement of teacher practice that was evidenced in teacher efficacy. Teachers noted marked increases in academic achievement for struggling students, EL and critical sub groups in DRA, On-demand writing, math exams in the Fall 2019. Teachers appreciated the time to purposefully plan, analyze data, create plans, and support students. The consensus is that teachers would appreciate increased time to connect, collaborate, calibrate, and create.

This work was negatively impacted by the Emergency closures in the Spring of 2020. This loss in time created Emergency teaching and learning models that deviated form some of the systems that were created. Lack of access to struggling students, EL, and critical sub groups led to slower growth, stagnation, or regression for some students in these sub groups. We will look to continue the positive work from the Fall of 2020 by offering a more rigorous, robust, and comprehensive online learning experience. The teacher schedules for online learning in the Fall of 2020, have provided times for teachers to revisit the process and plans are in place to re-engage.

The Guidance Assistant supported the vision of a safe and collaborative environment by complementing the SEL growth across grade levels and throughout various times during the school day. The Guidance Assistant was able to positively impact student achievement through specific SEL work in and out of classrooms. The Guidance Assistant met with students that were identified by staff. This interaction took place in daily connections with students within individual or small group sessions to provide opportunities to problem-solve, reinforce positive peer-to-peer interactions, and connections to the school. Additionally, the Guidance Assistant supported increased SEL by visiting classrooms, collaborating with Teachers to build capacity, and development of an effective communication system that helped to close the school to home loop. The results of this work were evidenced in lower referral rates, positive interactions and connections with our neediest students, and increased SEL capacity in staff.

The positive impact of Guidance Assistant was slowed by the emergency closures we experienced in the Spring of 2020. The closure decreased the opportunities to directly interact with students on a daily basis. As a result, we experienced challenges with connecting with some of our neediest students. Looking forward, we plan to re-evaluate and re-commit to the opportunities that can be provided for quality interactions to take place with the Guidance Assistant.