

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **GAGE ELEMENTARY** SCHOOL

2022-23

37-68338-6039648
CDS Code

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

Principal: Burns, Kathy

Contact Person: Burns, Kathy

Position: Principal

Telephone Number: 619-463-0202

Address: 6811 Bisby Lake Ave, Gage Elementary, San Diego, CA, 92119-1918

E-mail Address: kburns@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: January 24, 2023

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Gage Elementary PHONE: 1-858-988-2100 FAX: 1-619-463-0534

SITE CONTACT PERSON: Kathy Burns E-MAIL ADDRESS: kburns@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | | |
|-------------------------------------|---|-----------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/30</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>9/12</u> |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/3/22

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

Kathy Burns
Type/Print Name of School Principal

[Signature] 10/7/22
Signature of School Principal / Date

Rascha Connors
Type/Print Name of SSC Chairperson

[Signature] 10/7/22
Signature of SSC Chairperson / Date

Hansa Hassan
Type/Print Name of ELAC Representative

[Signature] 10/7/22
Signature of ELAC Representative / Date

Monika Hazel
Type/Print Name of Area Superintendent

[Signature] 11/9/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

one October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a comprehensive support and improvement plan.

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.

- 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child*
- 2. Access to Broad and Challenging Curriculum*
- 3. Accelerating Student Learning With High Expectations for All*
- 4. Quality Leadership, Teaching and Learning*
- 5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

ENGAGING EDUCATIONAL PARTNERS

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

- January and February 2022

- reviewed and approved budget
- Reviewed student data and SPSA goals
- Completed SPSA evaluation of LCFF funded activities

September and October 2022

- Reviewed budget and reviewed intended plans
- Reviewed SPSA data and reviewed goals
- Approved SPSA
- Reviewed Parent and Family Engagement Policy, and School-Parent compact.

RESOURCE INEQUITIES

Due to the pandemic and its effect on the learning environment, we looked at many forms of data, including pre-pandemic data. Gage's root cause analysis involved examining 2021 goal data compared to 2022 data results in the areas of referral rate, chronic absences, reading achievement, and math achievement. Data was pulled from the California dashboard, CAASPP assessment, Fast assessments and the Demi assessment.

A summary of the data that was analyzed is below:

Reduce Referrals

2021	2022	Goal for 2022	Actual Growth/Decline
9.2%	50/693=7.2%	4.2% (-5%)	-2%

Chronic Absences

Category	2021	2022	Goal for 2022	Actual Growth/Decline
Whole school	8.2%	27%	3.2% (-5%)	18.8%
Socio-economically disadvantaged	14.2%	41%	4.2% (-10%)	26.8%
2 or more races	8.9%	Data not available	3.9% (-5%)	
SWD	18.8%	37%	8.8% (-10%)	18.2%
Hispanic	10.6%	29%	5.6% (-5%)	18.4%
Black/African American	9.3%	48%	4.3% (-5%)	38.7%

CAASPP Reading

Category	2019	2022	Goal	Actual Growth/Decline
all	56.1%	53%	66.1(10%)	-2.9%
3rd	53.4%	55%	63.4 (10%)	1.6%
4th	49.2%	55%	59.2 (10%)	5.8%
5th	64.6%	48%	74.6 (10%)	-16.4%
Black/African American	50%	27%	60 (10%)	-23%
English Learners	15.4%	15%	25.4 (10%)	-0.4%
SWD	18.5%	15%	28.5 (10%)	-3.5%

Fast Areading

Category	2021	2022	Goal	Actual Growth/Decline
all	75%	71.2%	85 (10%)	-3.8%
3rd	81%	76.4%	91 (10%)	-4.6%
4th	74%	70.9%	84 (10%)	-3.1%
5th	70%	65.1%	80 (10%)	-4.9%
Black/African American	50%	40.9%	60 (10%)	-9.1%
English Learners	33%	21.4%	43 (10%)	-11.6%
SWD	50%	25.7%	60 (10%)	-24.3%

CAASPP Math

Category	2019	2022	Goal	Actual Growth/Decline
all	51%	53%	56 (5)	2%
3rd	62.5%	62%	68 (5.5)	-0.5%
4th	49.2%	60%	55 (5.8)	10.8%
5th	40.5%	34%	45 (4.5)	-6.5%

DEMI Math (In the area of communication)

Category	2021	2022	Goal	Actual growth/decline
3	37%	43%	47 (10%)	6%
4	51%	61%	61 (10%)	10%
5	71%	74%	81 (10%)	3%
all	47%	58%		11%
Black/African American	33%	62%	43 (10%)	29%
EL	26%	36%	36 (10%)	10%
SWD	28%	34%	38 (10%)	6%

DATA ANALYSIS

Reduced Referrals

Our referral rate did decline by 2% due to the use of Restorative Discipline Strategies but we did not meet our goal of 5%. This was due, in a large part, to the social-emotional needs of students caused by the Pandemic. The pandemic affected many of our students in a variety of ways. Many of them suffered the loss of a loved one during the past year, their parents suffered the loss of a job or their parents were not able to be as present in their

lives due to having to work multiple jobs. Added to that is the fact that students were not able to continue in their development of the skills needed to interact with other students as learning was moved to an online setting, which was very isolating for students.

Chronic Absences

It is not surprising that we did not meet our attendance goals. This past year was difficult for students to navigate as COVID was still very present in the world. Many students became sick and had to stay home for the required number of days and those that were close contacts needed to quarantine for the required number of days. Many of our socio-economically disadvantaged students required more absences as their parents worked in more of the essential worker jobs that required them to be in person at their job. This meant that they were more likely to be close contacts as their parents contracted COVID. In addition, comparing this past year's data from in-person learning to the year of online learning skewed the data due to the different requirements needed to be counted as present during online learning.

Academic Achievement

Online learning posed a number of challenges in regard to student achievement. The amount of learning time was reduced and the format was new to students and teachers. The ability to assess learning at the moment of learning and individually support students was challenging due to the online format. Many students were disengaged in their learning and many shut off their cameras. On top of all of those challenges, some students dealt with food insecurities, lack of support in their daily school work (due to working parents), and homelessness. In spite of all of this, there were still gains in academic achievement.

Reading

When comparing the scores from the 2019 CAASP with those from the 2022 CAASPP, there were a number of small gains and some small losses. Most concerning though was the 23% decline in the number of Black/African American students that were reading at grade level. I took a deeper dive into who those students were to determine why this decline occurred. When I analyzed the data I found that 75% of them were new to Gage during the 2021/22 school year, 25% of them were students with disabilities and 50% had chronic absences. When looking at the FastA reading results, all groups showed a decline in the number of students that were proficient in reading. This is especially true for our students that were already facing learning challenges due to a disability or being an English learner. Online learning was difficult for them and they were not as able to engage in the learning that was occurring.

Student and staff absences greatly impacted our student's learning, especially in our special Ed subgroup. Substitutes for special education staff (teachers and para educators) were difficult to find and student absences resulted in a loss of learning.

Math

The CAASPP math assessment showed that more 4th graders were proficient in mathematics in 2022 than in 2019. This is the same group that showed a gain in reading on the CAASPP. Looking at the DEMI, in the area of communication, all grade levels and subgroups showed an increase in the number of students proficient in the area of communication. The subgroup that showed the largest increase in the number of students' proficient was the Black/African American subgroup with a 29% increase.

Due to the ongoing pandemic, student and staff absences were an ongoing obstacle. Substitute shortages were also an ongoing issue since a large number of substitutes are retired teachers who did not feel safe exposing themselves to the risk of COVID. This meant that the planned PLC days were not able to occur as the available substitutes were prioritized to cover classroom absences for ill teachers.

In order to address the needs of our specific grade levels and subgroups, we will employ the following strategies for the 2022-2023 school year:

- a learning lab will be utilized to provide special education pull-out hours for students to ensure there are no gaps in their services due to staff absences.
- a data tracking system has been developed and will be utilized by all Para educators to confer with the special education case managers around student growth, needs, strategies employed, and questions regarding how to service each of our students with disabilities that receive push-in hours.
- A school-wide social-emotional program will be used to support student growth in the social-emotional area.
- Coffee with the Principal meetings will be held each month via zoom to inform parents of important information, share social-emotional strategies that support student learning, and provide support strategies that can be used at home to help students academically.
- School-wide Restorative Justice practices will be used to increase the social-emotional health of our students.
- The school-wide character program will continue to be used and will include student-nominated character exhibitors
- Our Leadership program will continue to be revised to meet the needs of our students. This program was specifically developed to provide opportunities for our African American, Hispanic, and SWD subgroups to provide them opportunities to develop their leadership voice and to be seen as campus leaders.
- PLC's will meet regularly to review student achievement data based on our learning goals. Teachers will work together to create lessons based on the learning focus, collect student data and then meet to review the student data to determine how to refine their practice.
- growth plans will be developed with underachieving students in 3rd-5th grade to help them set learning targets and monitor their own growth.
- Data will be analyzed for students that are new to Gage in grades 2-5. Based on that data, extra reading or math support will be provided based on their individual needs.
- After school tutoring will be offered to students that are not reading at grade level.
- A SEL garden program will be created for students that feel disconnected from school to provide them with a way to connect to the school community.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Kathy Burns	Principal
Jeff Bennett	Parent
Tim Cushmanick	Parent
Rob Olson	Parent
Brooke Winklepleck	Classroom Teacher
Letecia Baker	Classroom Teacher
Amanda Kop	Other School Rep
Stefanie Hayes	Classroom Teacher
Monique Pascucci	Parent
Wendy Yutig-Scott	Parent
Rascha Conners	Parent
Julia Martinez	Other School Rep

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

We set goals in 2021 to decrease chronic absenteeism and suspension for the 2021-2022 school year based on CA Dashboard data. Ongoing pandemic conditions presented challenges to implementation and seemed to adversely affect student and staff attendance along with chronic absenteeism rates. Although we do not have CA Dashboard data for 2021-2022 we used district Hoonuit attendance to determine that there was a need to continue to focus on providing a safe, collaborative and inclusive school culture and decreasing chronic absenteeism. We planned to do this by focusing on overall attendance, chronic absenteeism, social emotional needs of students and providing opportunities to collaborate with families. The following strategies/actions were planned to support this goal:

- Counselor and guidance assistant worked in collaboration with parents, principal office staff, and nurse and health technician to monitor attendance and conduct weekly phone calls to ensure families receive the supports they need to get their children to school every day and on time.
- Leadership training and leadership responsibilities for students of color and students with disabilities to encourage daily attendance and engagement with the school.
- Leader in Me program participation to increase advocacy for learning
- Modifications of social emotional learning program to support students post pandemic.

Gage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Reduce Referrals				
	2021	2022	Goal for 2022	Actual Growth/Decline
	9.2%	50/693=7.2%	4.2% (-5%)	-2%
<p>Reduced Referrals Our referral rate did decline by 2% due to the use of Restorative Discipline Strategies but we did not meet our goal of 5%. This was due, in a large part, to the social-emotional needs of students caused by the Pandemic. The pandemic affected many of our students in a variety of ways. Many of them suffered the loss of a loved one during the past year, their parents suffered the loss of a job or their parents were not able to be as present in their lives due to having to work multiple jobs. Added to that is the fact that students were not able to continue in their development of the skills needed to interact with other students as learning was moved to an online setting, which was very isolating for students.</p>				
Chronic Absences				
	2021	2022	Goal for 2022	Actual Growth/Decline
Whole school	8.2%	27%	3.2% (-5%)	18.8%
Socio-economically disadvantaged	14.2%	41%	4.2% (-10%)	26.8%
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SWD	18.8%	37%	8.8% (-10%)	18.2%
Hispanic	10.6%	29%	5.6% (-5%)	18.4%
Black/African American	9.3%	48%	4.3% (-5%)	38.7%
<p>Chronic Absences It is not surprising that we did not meet our attendance goals. This past year was difficult for students to navigate as COVID was still very present in the world. Many students became sick and had to stay home for the required number of days and those that were close contacts needed to quarantine for the required number of days. Many of our socio-economically disadvantaged students required more absences as their parents worked in more of the essential worker jobs that required them to be in person at their job. This meant that they were more likely to be close contacts as their parents contracted COVID. In addition, comparing this past year's data from in-person learning to the year of online learning skewed the data due to the different requirements needed to be counted as present during online learning.</p>				
*Major Differences				
<p>Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).</p> <p>Chronic absences were highly impacted by COVID as students faced mandated COVID quarantine due to exposure to symptoms. The plan could not be carried out as intended because students and their families had little control over whether their children could be present in school.</p>				

Gage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Referral rates did drop due to the use of Restorative Justice practices, but students did return from the pandemic with a high level of need in the areas of self-regulation and problem solving.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

- a school-wide social-emotional program will be used to support student growth in the social-emotional area.
- School-wide Restorative Justice practices will be used to increase the social-emotional health of our students.
- the school-wide character program will continue to be used and will include student-nominated character exhibitors
- Our Leadership program will continue to be revised to meet the needs of our students. This program was specifically developed to provide opportunities for our African American, Hispanic, and SWD subgroups to provide them opportunities to develop their leadership voice and to be seen as campus leaders.
- growth plans will be developed with underachieving students in 3rd-5th grade to help them set learning targets and monitor their own growth.
- a SEL garden program will be created for students that feel disconnected from school to provide them with a way to connect to the school community.

*Identified Need

California Healthy Kids Survey (CHKS) results consistently highlight Gage students feel safe, welcome and engaged at school and Gage consistently outperforms the State Average in all areas. Two areas that we would like to improve include:

1. "Meaningful participation" where 46% of students reported feeling that the school encourages "meaningful participation".
2. "Caring adults in school" where 64% of the students reported have a caring adult at school most or all of the time.

According to our district Hoonuit database school wide chronic absenteeism rates increased to 27% school wide and will continue to be an area of focus for 2022-23 school year with a specific focus on the following student groups:

- Black Youth-48%
- Hispanic Youth-29%
- Students with Disabilities-37%
- Socioeconomically Disadvantaged-41%

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the number of students that receive referrals	7.2%	4%	Other (Describe in Objective)	annual
June 2023	TK-5	Decrease the overall school wide chronic absenteeism rate.	27%	15%	Attendance	Trimester

Gage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	5th	Increase % of students who report "meaningful participation" in school.	46%	56%	CAL-SCHLS (CHKS)	Annually
June 2023	5th	Increase % of students who report having a "caring adult in school" in school.	64%	74%	CAL-SCHLS (CHKS)	Annually

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Socioeconomically Disadvantaged	decrease chronic absenteeism	41%	20%	Attendance	Trimester
June 2023	TK-5	Two or More Races	decrease chronic absenteeism	8.9%	5%	Attendance	Trimester
June 2023	TK-5	Students with Disabilities	decrease chronic absenteeism	37%	20%	Attendance	Trimester
June 2023	TK-5	Hispanic or Latino	decrease chronic absenteeism	29%	9%	Attendance	Trimester
June 2023	TK-5	Black or African American	decrease chronic absenteeism	48%	20%	Attendance	Trimester
June 2023	TK-5	English Learner	decrease chronic absenteeism	33%	10%	Attendance	Trimester

Supporting Black Youth - Additional Goals

- ✓ 1. Gage's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Gage is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Gage's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Gage will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Gage will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Gage's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.

- ✓ 6. Gage will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Gage will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1 Restorative Justice Practices

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

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

***Strategy/Activity - Description**

Reducing the number of students receiving referrals

We will continue to utilize Restorative Justice practices. We will also continue to revise our student leadership program where students are learning the skills needed to enable them to assist their peers with problem solving. Our Character program, which incorporates Restorative Justice practices, allows another opportunity to teach students problem solving skills. We will also be weaving the trait of advocating throughout the Character program to help student develop a deeper ownership for their community. Finally, we will add daily social-emotional sessions for every class through our SEL program that was purchased by our PTA.

Restorative Justice Staff Training

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0121EY	Software License		\$8,000.00	\$8,000.00	0121-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		SEL program to increase student social-emotional health

Strategy/Activity 2 Chronic Absenteeism Support

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

All Students.

***Strategy/Activity - Description**

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

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our goal for the 2021-22 school year was to increase the number of students who met and exceeded standards in both ELA and Mathematics.

In order to support this goal we developed the following actions/strategies:

- Specific student support plans need to be developed during monthly PLC time. Supports that will be used will include specific small group supports for during the day (guided reading groups)
- Small group pull out (additional guided reading time) specifically for students with disabilities, English Learners and African American students.
- Designated ELD reading groups during the instructional day
- Teachers will develop support plans for 5 of their most struggling students that include analysis of the root cause of their struggles, the strategies that will be used to support the students and monthly monitoring of their progress towards their goals.
- Students will utilize Reading A-Z during independent reading time.
- Students in will be provided after school instruction in the areas of mathematical fluency and mathematic practice standards. This support will occur on a consistent basis and will be based on their individual needs.

According to an analysis of our Spring 2022 SBAC ELA data:

Reading

When comparing the scores from the 2019 CAASP with those from the 2022 CAASPP, there were a number of small gains and some small losses. 53% of students in grades 3-5 met and exceeded standards school wide which was a slight decrease of 3% from 2019 data. Most concerning though was the 23% decline in the number of Black/African American students that were reading at grade level. We took a deeper dive into who those students were to determine why this decline occurred. When we analyzed the data we found that 75% were new to Gage during the 2021/22 school year, 25% were students with disabilities and 50% had chronic absences. When looking at the Fast aReading results, all groups showed a decline in the number of students that were proficient in reading. This is especially true for our students that were already facing learning challenges due to a disability. The previous year of online learning was difficult for them and they were not as able to engage in the learning that was occurring.

According to an analysis of our Spring 2022 SBAC Math data:

Math

53% of students in grades 3-5 met and exceeded standards school wide which was a slight increase of 2% from 2019 data. The CAASPP math assessment showed that more 60% of 4th graders were proficient in mathematics which is a 10% increase when compared to 2019. This is the same group that showed a gain in reading on the CAASPP. Most concerning was the 18% decline in the number of English learners that meeting and exceeding standards.

Looking at the DEMI, in the area of communication, all grade levels and subgroups showed an increase in the number of students proficient in the area of communication. The subgroup that showed the largest increase in the number of students' proficient was the Black/African American subgroup with a 29% increase.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Student and staff absences greatly impacted our ability to consistently implement the strategies/actions outlined. As a result our student's learning, especially our students with disabilities was negatively impacted. Substitutes for PLC time, professional learning and special education staff (teachers and para educators) were difficult to secure. Student absences due to illness and strict COVID protocol had a negative impact on learning.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

In order to address the needs of our specific grade levels and subgroups, we will employ the following strategies for the 2022-2023 school year:

- a learning lab will be utilized to provide special education pull-out hours for students to ensure there are no gaps in their services due to staff absences.
- a data tracking system has been developed and will be utilized by all Para educators to confer with the special education case managers around student growth, needs, strategies employed, and questions regarding how to service each of our students with disabilities that receive push-in hours.
- A school-wide social-emotional program will be used to support student growth in the social-emotional area.
- Coffee with the Principal meetings will be held each month via zoom to inform parents of important information, share social-emotional strategies that support student learning, and provide support strategies that can be used at home to help students academically.
- School-wide Restorative Justice practices will be used to increase the social-emotional health of our students.
- the school-wide character program will continue to be used and will include student-nominated character exhibitors
- Our Leadership program will continue to be revised to meet the needs of our students. This program was specifically developed to provide opportunities for our African American, Hispanic, and SWD subgroups to provide them opportunities to develop their leadership voice and to be seen as campus leaders.
- PLC's will meet regularly to review student achievement data based on our learning goals. Teachers will work together to create lessons based on the learning focus, collect student data and then meet to review the student data to determine how to refine their practice.
- growth plans will be developed with underachieving students in 3rd-5th grade to help them set learning targets and monitor their own growth.
- Data will be analyzed for students that are new to Gage in grades 2-5. Based on that data, extra reading or math support will be provided based on their individual needs.
- After school tutoring will be offered to students that are not reading at grade level.
- A SEL garden program will be created for students that feel disconnected from school to provide them with a way to connect to the school community.

***Identified Need - English Language Arts**

Based on an analysis of our 2022 CAASPP data and our Fast aReading data, we will implement the strategies listed above. Students in specific subgroups who are not meeting standards will work with the counselor to set goals and monitor their goals. We will also incorporate strategies to support students that have social-emotional needs and those that do not feel connected to the school community.

Spring 2022 SBAC ELA Data Grades 3-5

Schoolwide-53% of students met and exceeded standards

- 55% of 3rd grade students met and exceeded standards a 2% increase compared to 2019

Gage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- 54% of 4th grade students met and exceeded standards a 5% increase compared to 2019
- 48% of 5th grade students met and exceeded standards a 17% decrease compared to 2019
- 27% of Black Youth met and exceeded standards a 22% decrease compared to 2019
- 14% of English Learners met and exceeded standards a 1% decrease compared to 2019
- 16% of Students with Disabilities met and exceeded standards a 1% decrease compared to 2019

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students meeting and exceeding grade level standards.	55%	65%	CAASPP ELA	Annually
June 2023	4	Increase the percentage of students meeting and exceeding grade level standards.	55%	65%	CAASPP ELA	Annually
June 2023	5	Increase the percentage of students meeting and exceeding grade level standards.	48%	58%	CAASPP ELA	Annually
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	53%	63%	CAASPP ELA	Annually
June 2023	3	Increase the percentage of students meeting and exceeding grade level standards.	76.4%	86.4%	FAST aReading	3 x per year
June 2023	4	Increase the percentage of students meeting and exceeding grade level standards.	70.9%	80.9%	FAST aReading	3 x per year
June 2023	5	Increase the percentage of students meeting and exceeding grade level standards.	65.1%	75.1%	FAST aReading	3 x per year
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	71.2%	81.2%	FAST aReading	3 x per year

Gage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards.	16%	26%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standards.	14%	24%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Meeting Standard by scoring advanced or low risk	21.4%	31.4%	FAST aReading	Three times a year
June 2023	3-5	Students with Disabilities	Meeting Standard by scoring advanced or low risk	25.7%	35.7%	FAST aReading	Three times a year
June 2023	3-5	Black or African American	by scoring advanced or low risk	40.9%	50.9%	FAST aReading	Three times a year

***Identified Need - Math**

Based on our 2022 CAASPP data and our 2022 DEMI data, our students made gains in the area of communicating their thinking. Although they made gains, this is still an area of concern. We will continue to focus on the strategies needed for students to improve in this area. Our staff learning will focus on higher level questioning, student engagement, student discourse and the analysis of student data (both formative and summative). This will provide us with a clearer view of what students are thinking in the area of mathematics.

Spring 2022 SBAC Math Data Grades 3-5

Schoolwide-53% of students met and exceeded standards

- 62% of 3rd grade students met and exceeded standards a 1% decrease compared to 2019
- 60% of 4th grade students met and exceeded standards a 10% increase compared to 2019
- 35% of 5th grade students met and exceeded standards a 6% decrease compared to 2019
- 32% of Black Youth met and exceeded standards a 0.3% decrease compared to 2019
- 13% of English Learners met and exceeded standards an 18% decrease compared to 2019
- 26% of Students with Disabilities met and exceeded standards a 0.3% decrease compared to 2019

Gage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	SBA meeting standard	62%	68%	CAASPP Math	yearly	
June 2023	4	SBA meeting standard	60%	65%	CAASPP Math	yearly	
June 2023	5	SBA meeting standard	35%	45%	CAASPP Math	yearly	
June 2023	3	Meet or exceed standards in communications.	43%	53%	DEMI	Twice a year	
June 2023	4	Meet or exceed standards in communications.	61%	71%	DEMI	Twice a year	
June 2023	5	Meet or exceed standards in communications.	74%	84%	DEMI	Twice a year	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Black or African American	Meeting Standard	31.8%	41.8%	CAASPP Math	Annually
June 2023	3-5	English Learner	Meeting Standard	13%	23%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Meeting Standard	25.9%	35.9%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Meeting Standard in communications.	62%	72%	DEMI	Twice a year
June 2023	3-5	English Learner	Meeting Standard in communications.	36%	46%	DEMI	Twice a year
June 2023	3-5	Students with Disabilities	Meeting Standard in communications.	34%	44%	DEMI	Twice a year
*Identified Need - English Learners							
<p>The English Learner population at Gage consists of approximately 37 students which is 5% of our total population and has an opportunity gap of 38% in ELA according to the 2022 CAASPP data and 22% in math communication according to the DEMI.</p>							
*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	RFEP	Reclassify as Fluent English Speakers	48%	58%	Reclassification Rates	Annual

Gage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Identified Need - Graduation/Promotion Rate							
Strong reading skills are essential for students to ensure success in middle school, high school, college and life. It is essential that our Gage students promote to middle school with a strong reading foundation. Based on the analysis of our 2022 CAASPP data, we have made an approximately 1.5% points gain in our 3rd grade reading scores but a 16% point drop in our 5th grade reading scores. Our students need more targeted supports in reading that include extra reading groups, more specific support plans that are determined and reviewed during PLC time.							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd grade	Meet or exceed standards on CAASPP	55%	65%	CAASPP ELA	Annually	
June 2023	5th grade	Meet or exceed standards on CAASPP	48%	58%	CAASPP ELA	Annually	
June 2023	4th grade	Meet or exceed standards on Math using DEMI in the area of communications.	61%	71%	Other (Describe in Objective)	Twice a year	
June 2023	3rd grade	Meet or exceed standards on FAST Assessment	76.4%	86.4%	FAST aReading	Trimester	
June 2023	5th grade	Meet or exceed standards on FAST Assessment	65.1%	75.1%	FAST aReading	Trimester	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the number of student meeting or exceeding the standards in ELA on SBA.	15%	25%	CAASPP ELA	annually
June 2023	3-5	Students with Disabilities	Increase the number of student meeting or exceeding the standards in ELA on SBA.	15%	25%	CAASPP ELA	annually
June 2023	3-5	Black or African American	Increase the number of student meeting or exceeding the standards in ELA on SBA.	27%	37%	CAASPP ELA	annually
June 2023	3-5	English Learner	Increase the number of student meeting or	21.4%	31.4%	Other (Describe in Objective)	annually

Gage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			exceeding the standards in ELA on FAST.				
June 2023	3-5	Students with Disabilities	Increase the number of student meeting or exceeding the standards in ELA on FAST.	25.7%	35.7%	Other (Describe in Objective)	annually
June 2023	3-5	Black or African American	Increase the number of student meeting or exceeding the standards in ELA on FAST.	40.9%	50.9%	Other (Describe in Objective)	annually

PLC

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

All students.

***Strategy/Activity - Description**

Staff will meet in PLC's directly after our Professional development sessions. During Professional Developments staff will participate in a cycle of learning that focuses on higher order questioning, student engagement, student discourse and collection of student data. All of this will be used to adjust teaching strategies in order to support all of our learners.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0121AG	Prof&Curriclm Dev Vist Tchr		\$484.61	\$600.00	0121-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners		PLC release time to provide staff an opportunity to review student data and plan accordingly.

Social Emotional Program

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

All students.

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online social-emotional support programs. Each students will participate in daily social-emotional lessons to help them better manage their emotional regulation.

Gage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0121-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0121EY	Students will have daily access to help them learn how to regulate their emotions.
SUPPLIES									
*Students to be served by this Strategy/Activity									
All students.									
*Strategy/Activity - Description									
Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0121D4	Supplies		\$10,006.00	\$10,006.00	0121-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies needed for daily instruction.
N0121EU	Interprogram Svcs/Paper		\$4,000.00	\$4,000.00	0121-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper needed for daily instruction
After School Tutoring									
*Students to be served by this Strategy/Activity									
Our student groups of African American, English Learners and Students with disabilities who are below grade level in reading or mathematics will be offered the opportunity to participate in after school tutoring support.									
*Strategy/Activity - Description									
Students in will be provided after school instruction in the areas of mathematical fluency and mathematic practice standards. This support will occur on a consistent basis and will be based on their individual needs.									

Gage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01212W	Classroom Teacher Hrly		\$8,076.89	\$9,999.99	0121-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		After school tutoring for target students in core subject areas.
ELD Support									
*Students to be served by this Strategy/Activity									
All EL students.									
*Strategy/Activity - Description									
All English Learner students will participate in 30 minutes of designated ELD instruction daily. They will also participate in additional small group reading support time and will be invited to participate in after school literacy and mathematics support classes.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0121-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N01212W	After school tutoring in math and ELA support.
RAZ-KIDS									
*Students to be served by this Strategy/Activity									
All English Learners.									
*Strategy/Activity - Description									
Funding has been allocated to purchase license and fees for software and/or online reading resources. Each students will have access to an electronic reading support system which contain grade level enhancement materials that can be used in class and at home.									

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

PTA will be providing funds for this program.

Leadership Program

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

Our leadership group recruits students from specific sub groups including EL's, students with disabilities, black/African American and Hispanic students.

***Strategy/Activity - Description**

Our leadership group is designed to give students opportunities to build upon existing leadership skills and develop new leadership skills. It is also intended to help disconnected students feel more connected to the school which will positively impact their attendance. We are also including many activities for leadership students to be seen as leaders around campus so that students in similar subgroups can begin to see themselves as leaders.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0121EZ	Classroom Teacher Hrly		\$2,500.00	\$3,095.25	0121-00000-00-1157-2700-0000-01000-0000	Discretionary Alloc	[no data]		Leadership group supervisor hourly pay.

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

Additional funds will be provided through the discretionary funds.

Black Youth Support

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

Black/African American students.

***Strategy/Activity - Description**

We are implementing Restorative Justice practices school wide. We are ensuring diverse literature and role models are part of all classrooms. We are also building leadership opportunities for our Black/African American youth. Our Character program has been adapted to ensure the trait of advocating for all community members is woven throughout the program. We will also develop a mentor program that allows our upper-grade Black/African American students to serve as mentors to younger students providing upper-grade students the opportunity to lead and providing our younger student the opportunity to see Black/African American students as campus leaders.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0121F0	Classroom Teacher Hrly		\$3,000.00	\$3,714.30	0121-00000-00-1157-2700-0000-01000-0000	Discretionary Alloc	[no data]		After school mentor program supervisor.

Garden Club

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

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

***Strategy/Activity - Description**

An after school gardening club will be developed to help students that feel disconnected from the school community become more connected.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0121EW	Classroom Teacher Hrly		\$2,727.93	\$3,377.45	0121-00000-00-1157-2700-0000-01000-0000	Discretionary Alloc	[no data]		after school gardening club

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Our goal for the 2021-22 school year was to support parents as active partners in their child's education. We had planned to increase the number of parent academy nights and parent communication.

A review of our goals showed that due to the ongoing pandemic, we were not able to provide the in person parent training and therefore did not meet this goal. The funds set aside for this goal were used to develop a parent library that contains social emotional books that parents can check out and use with their children.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to the ongoing pandemic, we were not able to provide the in person parent training. The funds were used to develop a parent library that contains social emotional books that parents can check out and use with their children.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Based on an analysis of our actions and California Schools Parent Survey (CSPS) data we will shift the focus of our goals from implementing parent academies to increasing communication and engagement via Coffee with a Principal and weekly newsletter.

Gage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Identified Need					
<p>According to our CSPS 51% of the parents that responded very well and 22% responded OK that Gage provides information on parents expected role at Gage and 58% responded very well while 19% responded OK the Gage provides information about how to help child with homework. Our goal is to have a higher percent in the Very well category for both topics.</p>					
*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of parents attending the Coffee with the Principal Mtg.	*baseline	20%	Other - Describe in objective
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of parents reviewing the weekly parent newsletter	*baseline	60%	Other - Describe in Objective
Strategy/Activity 1-Parent Communication					
*Families to be served by this Strategy/Activity					
All families.					
*Strategy/Activity - Description					
<p>- Parents will be invited to a monthly Coffee with the principal. These will be conducted via zoom so that more parents can attend. During the meeting information will be shared with parents regarding upcoming events, activities that are happening on campus and high impact strategies for parenting will be shared with parents.</p> <p>- The Weekly Family newsletter will be sent to parents each Sunday. It will contain important information for parents regarding upcoming events, academic activities and opportunities for parents to become involved in their child's education.</p>					

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Gage Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
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)	\$ 32,606

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)	\$ 0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 0

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)	\$ 32,606
[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): \$ 32,606

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 32,606

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Gage Elementary	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$8,076.89
Gage Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$484.61
Gage Elementary			3000 Benefits		0	\$2,038.49
Gage Elementary			4301 Supplies	Supplies	0	\$10,006.00
Gage Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$4,000.00
Gage Elementary			5841 Software License	Software License	0	\$8,000.00
Gage Elementary		(blank) Total			0	\$32,605.99
Gage Elementary	09800 LCFF Intervention Support Total				0	\$32,605.99

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Gage Elementary

Parent and Family Engagement Policy 2022-23

Gage Elementary has developed a written parent and family engagement policy with input from parents. ***This was done during our SSC meetings and with input from ELAC.***

It has distributed the policy to all parents and guardians.

The policy was shared in our weekly parent newsletter and is posted on the 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 practical, provided in a language the parents can understand? How is the policy is 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:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

The school shares the Parent Family Engagement policy with parents during the October Coffee with the Principal. The document is discussed, revised and approved by the SSC during the SPSA development phase.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

- Monthly character award assemblies
- Monthly SSC, governance and PTA meetings.
- Monthly Coffee with the Principal meetings via zoom
- Fall and spring parent teacher conferences during the afternoons and evenings.
- Back to school night and open house during the evenings.
- Cultural and STEM parent activities.
- Grandparents day

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 the numerous activities scheduled throughout the year. They are also involved through class communication systems that include Class Dojo, google classroom, Blooms, class parent liaison newsletter, PTA meetings and parent academies.

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

- School messenger messages
- Weekly parent newsletter
- Gage Website
- Monthly character assembly
- PTA meetings
- Bulletin boards
- Flyers sent home

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?

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

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?

- SSC
- Governance
- PTA
- Individual Parent Meetings
- ELAC meetings
- IEP meetings and 504 meetings

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.

Monthly Coffee with the Principal meetings

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

- Monthly Coffee with the Principal
- Weekly parent newsletter
- Individual classroom teachers based on student need

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

This is done during the monthly staff meetings and professional development.

The school coordinates and integrates 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.

Numerous programs are integrated to encourage parents to participate in their child's education. These include the monthly Coffee with the Principal, back to school night, open house, STEM parent activities, parent Spanish Immersion activities, PTA activities, Character assemblies and our daily family running club. We also have a parent library that contains books for parents to use with student around numerous social-emotional needs.

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.

Parents are sent weekly parent newsletters using the S'mores format which can be translated into multiple different languages.

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

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

The school provides opportunities for the participation of all 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 Gage Elementary on October 3rd, 2022 and will be in effect for the period of the 2022-2023 school year.

The school will distribute the policy to all parents of students on, or before October 9, 2022

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

School-Parent Compact 2022-2023
Gage Elementary

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following:

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

Gage Elementary uses curriculum that is provided by the district and enhanced to meet the state standards in each content area. We center our day around the Gage philosophy that Gage is a place where we educate all students to a higher level of academic performance in a safe, loving, and healthy environment which promotes respect for self and others and ignites the excitement of learning in all students.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.

Gage Elementary schedules two conference weeks during the year that allows parents, teachers and students to collaborate in developing the best learning opportunities for their students. This years conference are scheduled for the week of November 14-18 and March 20-24.

2. Frequent reports to parents on their children's progress.

Gage provides parents with written progress reports regarding students progress towards standards three times a year. Classroom teachers

provide parents with ongoing information regarding their child's progress towards academic standards and social/emotional growth.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Parents can reasonably access staff through email, digital communication apps, phone calls, during drop off and pick up, and through arranged conferences. (respecting the home-life balance for staff)

Parents volunteers are welcomed at Gage. There are numerous opportunities for parents to volunteer including lunch/recess supervision, office help, classroom assistance, SSC/governance, PTA, fifth-grade boosters and chaperoning on fieldtrips.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Gage provides a weekly parent newsletter that is emailed home each Sunday. The newsletter can be translated into multiple languages by the parents when they receive the newsletter. Teachers use classroom apps to communicate directly with parents regarding student performance during the day. Gage has a website that is kept up to date with the most current information parents need. There are monthly Coffee with Administration meetings for parents to attend via zoom.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Gage
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	182	53.8	193	56.0	203	56.2	230	56.1	291	52.6	-1.2	-3.5	179	40.8	194	51.5	200	51.5	230	51.3	293	52.9	12.1	1.6
Female	94	52.1	94	63.8	105	63.8	125	60.0	147	56.5	4.4	-3.5	93	34.4	95	46.3	104	51.9	125	51.2	149	52.3	17.9	1.1
Male	88	55.7	99	48.5	98	48.0	105	51.4	144	48.6	-7.1	-2.8	86	47.7	99	56.6	96	51.0	105	51.4	144	53.5	5.8	2.1
African American	17	17.6	20	55.0	25	40.0	28	50.0	22	27.3	9.7	-22.7	17	29.4	20	40.0	24	33.3	28	32.1	22	31.8	2.4	-0.3
Asian	9	-	5	-	6	-	13	61.5	8	-	-	-	9	-	5	-	6	-	13	38.5	9	-	-	-
Filipino	4	-	2	-	3	-	4	-	4	-	-	-	4	-	2	-	3	-	4	-	4	-	-	-
Hispanic	55	49.1	68	44.1	61	47.5	64	53.1	109	45.9	-3.2	-7.2	55	29.1	68	45.6	61	44.3	64	48.4	110	44.5	15.4	-3.9
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	1	-	2	-	0	-	-	-	0	-	0	-	1	-	2	-	0	-	-	-
White	70	67.1	71	66.2	79	69.6	93	64.5	108	59.3	-7.8	-5.2	67	56.7	72	56.9	77	66.2	93	63.4	108	60.2	3.5	-3.2
Multiracial	20	55.0	20	50.0	21	52.4	26	46.2	39	61.5	6.5	15.3	20	40.0	20	55.0	21	42.9	26	46.2	39	61.5	21.5	15.3
English Learner	17	23.5	14	28.6	16	12.5	13	15.4	14	14.3	-9.2	-1.1	17	11.8	14	28.6	16	18.8	13	30.8	15	13.3	1.5	-17.5
English-Speaking	165	57.0	179	58.1	187	59.9	217	58.5	277	54.5	-2.5	-4.0	162	43.8	180	53.3	184	54.3	217	52.5	278	55.0	11.2	2.5
Reclassified†	20	60.0	20	80.0	20	85.0	21	47.6	17	35.3	-24.7	-12.3	20	55.0	21	66.7	20	60.0	21	52.4	17	29.4	-25.6	-23.0
Initially Eng. Speaking	145	56.6	159	55.3	167	56.9	196	59.7	260	55.8	-0.8	-3.9	142	42.3	159	51.6	164	53.7	196	52.6	261	56.7	14.4	4.1
Econ. Disadv.*	99	37.4	98	42.9	101	41.6	109	40.4	117	35.9	-1.5	-4.5	97	25.8	99	39.4	98	31.6	109	35.8	117	32.5	6.7	-3.3
Non-Econ. Disadv.	83	73.5	95	69.5	102	70.6	121	70.2	174	63.8	-9.7	-6.4	82	58.5	95	64.2	102	70.6	121	65.3	176	66.5	8.0	1.2
Gifted	42	78.6	41	78.0	31	87.1	29	86.2	5	-	-	-	41	65.9	41	80.5	31	74.2	29	86.2	5	-	-	-
Not Gifted	140	46.4	152	50.0	172	50.6	201	51.7	286	52.4	6.0	0.7	138	33.3	153	43.8	169	47.3	201	46.3	288	52.8	19.5	6.5
With Disabilities	11	27.3	17	23.5	24	33.3	23	17.4	31	16.1	-11.2	-1.3	11	9.1	17	17.6	21	28.6	23	26.1	31	25.8	16.7	-0.3
WO Disabilities	171	55.6	176	59.1	179	59.2	207	60.4	260	56.9	1.3	-3.5	168	42.9	177	54.8	179	54.2	207	54.1	262	56.1	13.2	2.0
Homeless	4	-	5	-	6	-	4	-	10	60.0	-	-	3	-	5	-	5	-	4	-	7	-	-	-
Foster	0	-	0	-	3	-	0	-	2	-	-	-	0	-	0	-	3	-	0	-	0	-	-	-
Military	13	53.8	11	45.5	10	50.0	6	-	11	54.5	0.7	-	13	46.2	11	45.5	10	40.0	6	-	9	-	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Gage
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	61	49.2	72	54.2	59	44.1	0	-	105	55.2	6.0	-	59	52.5	72	58.3	58	63.8	88	62.5	105	61.9	9.4	-0.6
Female	33	51.5	29	72.4	30	53.3	0	-	61	57.4	5.9	-	32	46.9	29	62.1	30	66.7	48	56.3	61	62.3	15.4	6.0
Male	28	46.4	43	41.9	29	34.5	0	-	44	52.3	5.9	-	27	59.3	43	55.8	28	60.7	40	70.0	44	61.4	2.1	-8.6
African American	5	-	11	54.5	8	-	0	-	6	-	-	-	5	-	11	45.5	8	-	6	-	6	-	-	-
Asian	2	-	0	-	2	-	0	-	5	-	-	-	2	-	0	-	2	-	2	-	5	-	-	-
Filipino	2	-	0	-	1	-	0	-	1	-	-	-	2	-	0	-	1	-	3	-	1	-	-	-
Hispanic	18	44.4	26	34.6	13	30.8	0	-	36	44.4	0.0	-	18	38.9	26	42.3	13	53.8	22	68.2	36	50.0	11.1	-18.2
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
White	23	60.9	25	72.0	27	59.3	0	-	43	58.1	-2.8	-	21	61.9	25	84.0	26	76.9	38	68.4	43	65.1	3.2	-3.3
Multiracial	9	-	7	-	5	-	0	-	13	76.9	-	-	9	-	7	-	5	-	16	50.0	13	84.6	-	34.6
English Learner	10	30.0	6	-	6	-	0	-	4	-	-	-	10	20.0	6	-	6	-	3	-	4	-	-	-
English-Speaking	51	52.9	66	56.1	53	49.1	0	-	101	56.4	3.5	-	49	59.2	66	60.6	52	69.2	85	63.5	101	63.4	4.2	-0.1
Reclassified†	3	-	3	-	7	-	0	-	6	-	-	-	3	-	3	-	7	-	6	-	6	-	-	-
Initially Eng. Speaking	48	50.0	63	54.0	46	45.7	0	-	95	56.8	6.8	-	46	56.5	63	58.7	45	71.1	79	64.6	95	65.3	8.8	0.7
Econ. Disadv.*	32	34.4	36	41.7	27	29.6	0	-	29	37.9	3.5	-	31	38.7	36	47.2	26	38.5	42	47.6	29	37.9	-0.8	-9.7
Non-Econ. Disadv.	29	65.5	36	66.7	32	56.3	0	-	76	61.8	-3.7	-	28	67.9	36	69.4	32	84.4	46	76.1	76	71.1	3.2	-5.0
Gifted	20	80.0	12	75.0	4	-	0	-	5	-	-	-	19	84.2	12	91.7	4	-	8	-	5	-	-	-
Not Gifted	41	34.1	60	50.0	55	41.8	0	-	105	55.2	21.1	-	40	37.5	60	51.7	54	63.0	80	58.8	105	61.9	24.4	3.1
With Disabilities	3	-	6	-	6	-	0	-	7	-	-	-	3	-	6	-	5	-	13	30.8	7	-	-	-
WO Disabilities	58	48.3	66	56.1	53	45.3	0	-	98	58.2	9.9	-	56	53.6	66	60.6	53	66.0	75	68.0	98	65.3	11.7	-2.7
Homeless	1	-	1	-	6	-	0	-	4	-	-	-	1	-	1	-	5	-	2	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	6	-	2	-	0	-	5	-	-	-	4	-	6	-	2	-	1	-	4	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Gage
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	56	55.4	58	50.0	78	55.1	0	-	100	54.0	-1.4	-	55	40.0	59	52.5	76	48.7	63	49.2	101	59.4	19.4	10.2
Female	29	48.3	35	51.4	36	72.2	0	-	45	64.4	16.1	-	29	34.5	36	41.7	35	57.1	35	48.6	46	65.2	30.7	16.6
Male	27	63.0	23	47.8	42	40.5	0	-	55	45.5	-17.5	-	26	46.2	23	69.6	41	41.5	28	50.0	55	54.5	8.3	4.5
African American	4	-	4	-	12	41.7	0	-	9	-	-	-	4	-	4	-	11	27.3	9	-	9	-	-	-
Asian	3	-	2	-	1	-	0	-	3	-	-	-	3	-	2	-	1	-	4	-	3	-	-	-
Filipino	0	-	2	-	0	-	0	-	2	-	-	-	0	-	2	-	0	-	1	-	2	-	-	-
Hispanic	23	52.2	16	50.0	28	46.4	0	-	42	45.2	-7.0	-	23	34.8	16	56.3	28	39.3	15	46.7	43	48.8	14.0	2.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	19	68.4	24	50.0	27	70.4	0	-	33	72.7	4.3	-	18	50.0	25	44.0	26	69.2	28	64.3	33	72.7	22.7	8.4
Multiracial	5	-	8	-	7	-	0	-	11	45.5	-	-	5	-	8	-	7	-	5	-	11	54.5	-	-
English Learner	4	-	5	-	5	-	0	-	5	-	-	-	4	-	5	-	5	-	5	-	5	-	-	-
English-Speaking	52	59.6	53	52.8	73	57.5	0	-	95	56.8	-2.8	-	51	43.1	54	55.6	71	50.7	58	51.7	96	61.5	18.4	9.8
Reclassified†	8	-	6	-	5	-	0	-	3	-	-	-	8	-	7	-	5	-	8	-	3	-	-	-
Initially Eng. Speaking	44	59.1	47	48.9	68	55.9	0	-	92	56.5	-2.6	-	43	37.2	47	53.2	66	48.5	50	54.0	93	60.2	23.0	6.2
Econ. Disadv.*	30	40.0	30	33.3	40	42.5	0	-	44	36.4	-3.6	-	29	31.0	31	35.5	38	34.2	29	27.6	44	43.2	12.2	15.6
Non-Econ. Disadv.	26	73.1	28	67.9	38	68.4	0	-	56	67.9	-5.2	-	26	50.0	28	71.4	38	63.2	34	67.6	57	71.9	21.9	4.3
Gifted	11	54.5	16	81.3	11	81.8	0	-	5	-	-	-	11	36.4	16	93.8	11	63.6	7	-	5	-	-	-
Not Gifted	45	55.6	42	38.1	67	50.7	0	-	100	54.0	-1.6	-	44	40.9	43	37.2	65	46.2	56	44.6	101	59.4	18.5	14.8
With Disabilities	4	-	6	-	11	36.4	0	-	14	28.6	-	-	4	-	6	-	9	-	4	-	14	42.9	-	-
WO Disabilities	52	57.7	52	51.9	67	58.2	0	-	86	58.1	0.4	-	51	43.1	53	56.6	67	50.7	59	52.5	87	62.1	19.0	9.6
Homeless	2	-	3	-	1	-	0	-	2	-	-	-	1	-	3	-	5	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	2	-	5	-	0	-	2	-	-	-	5	-	2	-	5	-	1	-	2	-	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Gage
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	65	56.9	63	63.5	66	68.2	0	-	86	47.7	-9.2	-	65	30.8	63	42.9	66	43.9	79	40.5	87	34.5	3.7	-6.0
Female	32	56.3	30	70.0	39	64.1	0	-	41	46.3	-10.0	-	32	21.9	30	36.7	39	35.9	42	47.6	42	23.8	1.9	-23.8
Male	33	57.6	33	57.6	27	74.1	0	-	45	48.9	-8.7	-	33	39.4	33	48.5	27	55.6	37	32.4	45	44.4	5.0	12.0
African American	8	-	5	-	5	-	0	-	7	-	-	-	8	-	5	-	5	-	13	30.8	7	-	-	-
Asian	4	-	3	-	3	-	0	-	0	-	-	-	4	-	3	-	3	-	7	-	1	-	-	-
Filipino	2	-	0	-	2	-	0	-	1	-	-	-	2	-	0	-	2	-	0	-	1	-	-	-
Hispanic	14	50.0	26	50.0	20	60.0	0	-	31	48.4	-1.6	-	14	7.1	26	42.3	20	45.0	27	33.3	31	32.3	25.2	-1.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	28	71.4	22	77.3	25	80.0	0	-	32	46.9	-24.5	-	28	57.1	22	40.9	25	52.0	27	55.6	32	40.6	-16.5	-15.0
Multiracial	6	-	5	-	9	-	0	-	15	60.0	-	-	6	-	5	-	9	-	5	-	15	46.7	-	-
English Learner	3	-	3	-	5	-	0	-	5	-	-	-	3	-	3	-	5	-	5	-	6	-	-	-
English-Speaking	62	58.1	60	65.0	61	72.1	0	-	81	49.4	-8.7	-	62	32.3	60	43.3	61	45.9	74	40.5	81	37.0	4.7	-3.5
Reclassified†	9	-	11	72.7	8	-	0	-	8	-	-	-	9	-	11	54.5	8	-	7	-	8	-	-	-
Initially Eng. Speaking	53	60.4	49	63.3	53	67.9	0	-	73	53.4	-7.0	-	53	34.0	49	40.8	53	45.3	67	37.3	73	41.1	7.1	3.8
Econ. Disadv.*	37	37.8	32	53.1	34	50.0	0	-	44	34.1	-3.7	-	37	10.8	32	34.4	34	23.5	38	28.9	44	18.2	7.4	-10.7
Non-Econ. Disadv.	28	82.1	31	74.2	32	87.5	0	-	42	61.9	-20.2	-	28	57.1	31	51.6	32	65.6	41	51.2	43	51.2	-5.9	0.0
Gifted	11	100.0	13	76.9	16	93.8	0	-	5	-	-	-	11	63.6	13	53.8	16	81.3	14	78.6	5	-	-	-
Not Gifted	54	48.1	50	60.0	50	60.0	0	-	81	46.9	-1.2	-	54	24.1	50	40.0	50	32.0	65	32.3	82	32.9	8.8	0.6
With Disabilities	11	27.3	5	-	7	-	0	-	10	0.0	-27.3	-	4	-	5	-	7	-	6	-	10	10.0	-	-
WO Disabilities	61	60.7	58	69.0	59	72.9	0	-	76	53.9	-6.8	-	61	32.8	58	46.6	59	47.5	73	41.1	77	37.7	4.9	-3.4
Homeless	4	-	1	-	5	-	0	-	4	-	-	-	1	-	1	-	5	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	3	-	3	-	0	-	4	-	-	-	4	-	3	-	3	-	4	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

Gage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: GAGE ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

Reducing Chronic Absenteeism

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

Reducing the number of students receiving referrals

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

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?

If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.
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Gage Elementary

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).
Guidance Asst -	0.2500 0	\$15,47 6.51	30100- 2404	Guidance assistant to assist parents, coach students and monitor attendance.	Due to the pandemic, the plan was difficult to carry out as stated. Many students were required to quarantine due to COVID exposure. This made the attendance data limited and nonreflective of the stated plan.. The guidance assistant did spend a considerable amount of time each day working with students to get them to improve attendance. She also worked with parents to assist them in understanding the quarantine process.	We do not qualify for Title 1 funds in 2022-23.
School Counselor -	0.1000 0	\$13,79 2.46	30106- 1210	Counselor to work with students to develop attendance strategies and develop leadership opportunities.	Counselor did work with students and parents of those that were showing the highest number of absences. She assisted them in the process of getting to school when their quarantine time was over. She also worked with them to develop leadership skills through the No Place for Hate program.	We do not qualify for Title 1 funds in 2022-23..

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof & Curriculum Development Visit Teacher		\$5,600.00	30100-1192	Release days for teachers to work in PLC's.	This plan was impacted by the presence of COVID. The pandemic impacted this plan due to the inability to find substitutes to cover classes so teachers could use the day to plan together. The funds were reallocated to provide after-school time and fund supplies.		We do not qualify for Title 1 funds in 2022-23.

Directions:

Strategy/Activity 1

Gage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Reporter		\$3,000.00	30100-5733	Paper for student lessons	Paper needed for daily instruction.		We do not qualify for Title 1 funds in 2022-23.
Supplies		\$2,628.63	30106-4301	Supplies for student lessons	Supplies needed for daily instruction.		We do not qualify for Title 1 funds in 2022-23.

Gage Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	\$3326.00	30100-4301	Supplies for student lessons	Supplies needed for daily instruction.	We do not qualify for Title 1 funds in 2022-23.
.					
Interprogram Svcs/Paper	\$3,000.00	30106-5733	Paper for student lessons	Paper needed for daily instruction.	We do not qualify for Title 1 funds in 2022-23.

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof & Curriculum Development Vist Tchr	--	--	30100-1192	Release time for teachers to work in PLC's.	This plan was impacted by the presence of COVID. The pandemic impacted this plan due to the inability to find substitutes to cover classes so teachers could use the day to plan together. The funds were reallocated to provide after-school time and fund supplies.		We do not qualify for Title 1 funds in 2022-23.

Strategy/Activity 1

***Strategy/Activity - Description**

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

Gage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

*Proposed Expenditures for this Strategy/Activity

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?
If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Parser	--	--	30100-5733	Paper for classroom lessons	Paper needed for daily instruction.		We do not qualify for Title 1 funds in 2022-23.
Supplies	--	--	30106-4301	Supplies for classroom lessons	Supplies needed for daily instruction.		We do not qualify for Title 1 funds in 2022-23.
Supplies	--	--	30100-4301	Supplies for classroom lessons	Supplies needed for daily instruction.		We do not qualify for Title 1 funds in 2022-23.

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof & Curriculum Development Vist Tchr	--	--	30100-1192	Funds to release teachers to work in PLC.	This plan was impacted by the presence of COVID. The pandemic impacted this plan due to the inability to find substitutes to cover classes so teachers could use the day to plan together. The funds were reallocated to provide after-school time and fund supplies.		We do not qualify for Title 1 funds in 2022-23.

Goal 5 - Supporting Students with Disabilities

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

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

The topics that will be covered include:

- - math
- - literacy
- - writing
- - social emotional health
- - restorative justice practices

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inservice supplies		\$187.00	30103-4304	snacks and water for		Due to the ongoing pandemic, we were unable to have in-person meetings. These	We do not qualify for Title 1 funds in 2022-23.

Gage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

parents during
meeting.

funds were reallocated to
purchase social emotional and
social justice books that are
available for parents to check
out.

Supplies

\$600.00

30103-
4301

Materials for
parent
academy
sessions.

Due to the ongoing pandemic,
we were unable to have
in-person meetings. These
funds were reallocated to
purchase social emotional and
social justice books that are
available for parents to check
out.

We do not qualify for Title 1 funds in
2022-23.

Classroom
PARAS
Hrly

\$150.00

30103-
2151

Child care so
parents can
attend parent
academy
nights.

Due to the ongoing pandemic,
we were unable to have
in-person meetings. These
funds were reallocated to
purchase social emotional and
social justice books that are
available for parents to check
out.

We do not qualify for Title 1 funds in
2022-23.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?

If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Ratio	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor - Bauman, Sara	--	--	30106-1210		work with students to develop success plans.	Counselor did work with students and parents of those that were showing the highest number of absences. She assisted them in the process of getting to school when their quarantine time was over. She also worked with them to develop leadership skills through the No Place for Hate program.	This program was impacted by the counselor going out on maternity leave. We do not qualify for Title 1 funds in 2022-23.

Gage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Guidance Asst -	--	--	30100 -2404	work with students to develop successful plans.	Due to the pandemic, the plan was difficult to carry out as stated. Many students were required to quarantine due to COVID exposure. This made the attendance data limited and nonreflective of the stated plan.. The guidance assistant did spend a considerable amount of time each day working with students to get them to improve attendance. She also worked with parents to assist them in understanding the quarantine process.	We do not qualify for Title 1 funds in 2022-23.
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Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	material needed for	These funds were used according to the plan. Books with ethnically diverse characters were purchased for teacher use.		We do not qualify for Title 1 funds in 2022-23.

Gage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES
leadership
program.

Gage Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: GAGE ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof& Curriculum Development Vist Tchrs		\$6,800.00	09800-1192	Release days for teachers to work in PLC's.	This plan was impacted by the ongoing presence of COVID. The pandemic impacted this plan due to the inability to meet in person as a PLC. Substitute teachers were unavailable, so teachers could not meet. The funds allocated to this were reallocated to purchase materials needed for learning and after school teacher pay so they could meet with and train the leadership students.		This will no longer be funded and the PLC time will be moved to Professional development time.

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?
If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License		\$6,000.00	09800-5841	Provide supplemental literacy support through software program.	This resource was widely used while we were online learning. Students were assigned time on this resource to improve their reading and to give them access to text at their reading level.		We will continue with this resource as planned.

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$3,200.00	09800-4301	Supplies for student lessons	Materials for daily learning. This was essential to student learning.		Material will again be purchased to meet the needs of the learning in the current environment.

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?

If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof & Curriculum Development Vist Tchr	--	--	09800-1192	Release time for teachers to work in PLC's.	This plan was impacted by the ongoing presence of COVID. The pandemic impacted this plan due to the inability to meet in person as a PLC. Substitute teachers were unavailable, so teachers could not meet. The funds allocated to this were reallocated to purchase materials needed for learning and after school teacher pay so they could meet with and train the leadership students.		This will no longer be funded and the PLC time will be moved to Professional development time.

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?
If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Reporter	--	--	09800-5733	Paper for classroom lessons	Paper for daily learning. This was essential for student learning.		Paper will again be purchased to meet the needs of the learning in the current environment.
Supplies	--	--	09800-4301	Supplies for classroom lessons	Supplies for daily learning. This was essential for student learning..		Material will again be purchased to meet the needs of the learning in the current environment.

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	09800-5841	Online literacy support software for students.	This resource was widely used while we were online learning. Students were assigned time on this resource to improve their reading and to give them access to text at their reading level.		This expenditure will continue as planned this year.

Gage Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Para educator support	0.4375	7,853.22	09800-2104	Additio nal para support	An additional 0.4375 para will be purchased to provide small group instruction for our EL students..	This expenditure was not able to be used as planned due to a lack of available staff.	This expenditure will not continue this year.
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Strategy/Activity 1

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof& Curriculum Dev	--	--	09800-1192	Funds to release teacher	This plan was impacted by the ongoing presence of COVID. The pandemic impacted this plan due to the inability to meet in person as a PLC. Substitute teachers were unavailable, so teachers		This will no longer be funded and the PLC time will be moved to Professional development time.

Vist
Tchr

s to
work in
PLCs.

could not meet. The funds allocated to this
were reallocated to purchase materials
needed for learning and after school
teacher pay so they could meet with and
train the leadership students.

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

*Strategy/Activity - Description

Black/African American students that are underrepresented in leadership roles will be invited to be a part of our leadership club. This club will help them develop their leadership abilities and also help other students on campus see them as leaders.

*Proposed Expenditures for this Strategy/Activity

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?
If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
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Classroom
Teacher Hrly

\$2,000.01

09800-1157

Provide funds
for staffing to

This program was
able to be run as

. This will continue
next year but will

Gage Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

run our
Leadership
program that
meets after
school.

planned and the
leadership students
were instrumental
in supporting our
younger students as
they transitioned
onto campus each
morning..

be funded out of a
different resource.