

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT HAGE ELEMENTARY SCHOOL

**2022-23**

37-68338-6109599

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Lee, James

**Contact Person:** Lee, James

**Position:** Principal

**Telephone Number:** 858/634-7700

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

**E-mail Address:** [jly@sandi.net](mailto:jly@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: Hage Elementary PHONE: 858-634-7700 FAX: 858-693-7942

SITE CONTACT PERSON: James Lee E-MAIL ADDRESS: jly@sandi.net

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

- Title 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>10/03/22</u> |
| <input type="checkbox"/>            | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____           |
| <input checked="" type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: <u>9/22/22</u>  |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT)  | Date of presentation: <u>10/03/22</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: 10/03/22

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.

James Lee  
Type/Print Name of School Principal

Danielle Kroghstad  
Type/Print Name of SSC Chairperson

Esra E. Bayat  
Type/Print Name of ELAC Representative

Steve Elizondo  
Type/Print Name of Area Superintendent

[Signature] 10/05/22  
Signature of School Principal / Date

[Signature] 10/05/22  
Signature of SSC Chairperson / Date

[Signature] 10/05/22  
Signature of ELAC Representative / Date

[Signature] 1/4/23  
Signature of Area Superintendent / Date

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

**Due October 7th 2022**

## **TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Budget Summary
  - B. Parent & Family Engagement Policy
  - C. School Parent Compact
  - D. Data Reports
  - E. 2021-22 SPSA Assessment and Evaluation

**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

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

Hage staff members strive to provide learning environments that emphasize a sense of belonging, equity, and thriving for all students. Teaching staff have identified specific expectations and non-negotiables for Tier 1 instruction and will continue using multiple points of data to drive instructional decisions and support for students. In addition, we will continue to work on building our professional learning communities in each grade level that will explore learning cycles to produce impactful results. We will use a strong lens on data informed conversations while also fostering deep connections for our students. Our School Plan for Student Achievement places special emphasis on refining small group instruction, reliable and viable RTI, caring connections between school and home, and technology resources to support all students. The structure for professional development will focus on whole staff sessions (Leader in Me, STEAM, Student data-informed conversations, Restorative Justice, and GVC). The Instructional Leadership Team determined that specific and targeted interventions are needed when students were not achieving as measured by reliable formative and summative assessments. The learning cycle process for teachers will occur between our monthly professional development, bi-monthly grade-level team meetings, additional half days, and Monthly VAPA half days that provide time for analysis of student work, lesson development, student-centered data conversations, and grade level calibration that were budgeted for the year.

Additionally, we focus on engaging with the students, staff, and parent community of Hage Elementary to create environments that promote caring, cohesive, and cooperative individuals similar to that of a family. We believe in respecting ourselves and others, working cooperatively, developing self-esteem, and communicating openly. We strive to create a community of responsible learners who are caring and who can problem solve through two important phrases: "The Hage Way" and "Hage Learners C.A.R.E." We work together as a team to develop students' social skills and to foster life-long learning capacity. In alignment with this, we are continuing our learning and implementation within the Leader in Me program to further shift mindsets and paradigms within our students, staff, and community. Furthermore, we will also be cultivating mindset shifts while engaging in the district's STEAM initiative, establishing a maker-space on campus, and further opportunities to deepen school relationships for all.

Hage staff is dedicated to supporting students' efforts and opportunities in accelerating learning through celebrating progress, lifting up academic and social success in all learning environments.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

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

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

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

**ENGAGING EDUCATIONAL PARTNERS**

The SPSA was developed through a collaborative process that engages all stakeholder groups at Hage. We gather stakeholder input utilizing a variety of digital means to connect including, on-site monthly Principal meetings, on campus meetings for PTA and events, Zoom meetings, Google Forms, our school website, and Social Media outreach.

Hage Elementary utilizes school data, feedback from multiple stakeholder committees, and Hage Community and Staff feedback in order to review and revise our School Plan for Student Achievement and school-wide goals. In May 2022, the SSC evaluated the 2021-22 SPSA and approved the 2022-23 budget. Staff Meetings took place in the Spring of 2022 to allow Hage Staff opportunities to provide feedback and approve the SPSA using data and feedback from multiple stakeholder committees. Hage Elementary's School Site Council and Site Governance Team met October 3rd, 2022 to review and approve the 22-23 SPSA.

**RESOURCE INEQUITIES**

Based on the thorough review of achievement data (FAST, DEMI, CA Dashboard, CORE SEL) at Hage, we are aware of the areas of inequities that exist. Currently, these inequities exist in the areas of:

- social emotional growth
- curricular resources to support a Guaranteed Viable Curriculum
- attendance support
- frequency and consistent PLC time for teachers

Additionally, we have faced inequities around technology resources, increased technology support, increased attendance support, increased demands on SEL, increased instability of home environments, and increased movement in and out of our neighborhood. Based on informal and formal data collected by staff, and reported by stakeholders via in-person meetings, Zoom meetings, Google Forms, attendance data, and more, we feel the areas identified continue to be lingering challenges. To support our growth in creating highly effective and nurturing environments worthy of our students, our staff will continue to engage in Professional Development around Leader in Me, STEAM, Restorative Practices, providing a variety of highly-effective opportunities for school/classroom connectedness, home and school collaboration, and early interventions and supports for social/emotional growth. This work will be supported by Hage's Counseling and Guidance department (Counselor and Guidance Assistant) via staff meetings, communication, and meetings with student groups, parents and guardians, development of identification and support process, Leader In Me Curriculum, small groups interventions, attendance support, Behavior Support Team meetings, and SART.

After a 2 year gap in using the CAASPP/SBAC assessment, we were able to gather student data in ELA and Math. Additionally, we utilized FAST assessment, SDUSD DEMI data to identify trends within ELA and Mathematics.

2022 CAASPP/SBAC: Overall 3-5 grade 58% Met Achievement Standard in ELA and 48% in Math.

2021-22 3rd grade Fall FAST aReading: 76 % Advanced/low risk. 3rd grade Spring FAST aReading: 74% Advanced/low risk.

2021-22 4th grade Fall FAST aReading: 84% Advanced/low risk. 4th grade Spring FAST aReading: 77% Advanced/low risk.

2021-22 5th grade Fall FAST aReading: 73% Advanced/low risk. 5th grade Spring FAST aReading: 69% Advanced/low risk.

Spring 2022 3-5TH DEMI % of students Proficient and Strong:

Knowledge %: 83.3%    Application %: 74%    Communication%: 56.6%

Using these data points as a guide, we are committed to funding support for student achievement in ELA and Math via software licenses, curricular supports, Professional Development opportunities, PLC release time, funding a part-time Guidance Assistants position, and strategic support from a part-time Resource Teacher to address student needs in ELA and Math. Technology resources and software provide students opportunities for direct intervention and support towards grade level standards. Teachers will utilize these resources to provide structures for small group instruction, additional student practice, and to track progress in Reading and Writing that correlate to student performance on standardized assessments. We will fund Professional Development and PLC release time in which teachers will work collaboratively in developing systems and processes to identify best practices specifically in building collaborative conversations, high level strategies to support student achievement, development of lessons for high quality tier-one instruction, refinement of student data tracking and RTI. Teachers will also use the time to review progress and common assessments to provide critical data that will aid the refinement of teacher instructional practice. Through this process, teachers will be able to meet the needs of students to close the achievement gap for all students, with a strong lens on our EL, students with disabilities, and historically underserved populations.

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
James Lee	Principal
Danielle Krogstad	Classroom Teacher
Lori Courtney	Classroom Teacher
Steve Mendiola	Classroom Teacher
Ribhia Mustafa	Other School Rep
Perla Torrero	Parent
Melissa Cardenas	Parent
Kristyn Pittenger	Parent
Helena Kang	Parent
Kasey Markowski	Parent

**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).

The overall implementation of our strategies to utilize funding for our Guidance Assistant made impacts on improving our overall Attendance rates, student connectedness, and SEL growth.

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

Coming from the years of the pandemic, we experienced a lack of opportunities to connect, rise in family constraints, economic impacts, and increased transiency. As we navigate out of the pandemic, we will offer authentic connection opportunities in-person and online, purposeful and strategic community building activities, and strategic partnerships to increase student attendance.

**\*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).

The major differences in the intended implementation occurred as we navigated the increased challenges stemming from the COVID-19 pandemic. We have noted challenges rooted in lack of opportunities creating increased need. This is increased in our youngest learners as they had the least amount of



## Hage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

foundational time.

These challenges impact students in a variety of ways, specifically in struggles within social interactions inside and outside of the classroom setting. Due to decreased in-person school opportunities due to the pandemic, we are seeing lack of empathy and challenges in SEL growth. To meet these needs we have increased support from our District Counselor and GA (whole and small group support, SEL support, services to connect students and families). These supports allowed for deeper connections to our school for students and families. Our staff also received additional support from the Guidance and Counseling team in the form of collaboration during PLC and individual times. These efforts strengthened SEL support across classrooms and grade levels.

### \*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 student needs discussed in staff meetings and parent stakeholder groups we anticipate a sustained focus on SEL throughout the 22-23 school year. We will add to our Building Relationships and Connections strategy and AMO to address the continued need of SEL via increased Professional development opportunities, refinement of restorative practices, evaluating and addressing misalignment in our support systems.

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

Additionally, we plan to focus on strategies to increase Cumulative Attendance as we navigate changing procedures of Attendance tracking, quarantine options, and Independent Study Contracts.

### \*Identified Need

Based on the Spring 2022 CORE SEL data, we saw 76.7% of students rate our school Culture and Climate in the Blue and Green levels. This amounts to 103 out of 135 student responses. With the remaining 23.3% of responses ranging from the Yellow to Red tiers, representing 32 students in 4th and 5th grades.

We will look to address the continued need of SEL via increased Professional development opportunities, refinement of restorative practices, evaluating and addressing misalignment in our support systems. We are making adjustments to our student support plans, online data tracking for monitoring, and authentic communication to families. We have made specific changes to our monitoring systems that incorporate a diversified integrated team to support. Team members include Certificated staff, Para-Professionals, Front Office staff, Noon Duty, Nursing, Counseling and Guidance, and Admin. All staff are encouraged to take on a lens of being student champions especially for our underserved and neediest populations.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Increase Cumulative Attendance Rates	92.17%	96%	Attendance	Annually
June 2023	UTK-5	Increase scores on Culture and Climate on CORE SEL screener for 4th and 5th grade students	76.7%	85%	Other (Describe in Objective)	Annually

## Hage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Black or African American	Increase scores on Culture and Climate on CORE SEL screener for Black Youth	76.7%	85%	Other (Describe in Objective)	Annually
June 2023	UTK-5	English Learner	Increase scores on Culture and Climate on CORE SEL screener for EL	56.5%	70%	Other (Describe in Objective)	Annually
June 2023	UTK-5	Students with Disabilities	Increase scores on Culture and Climate on CORE SEL screener for SWD	70.5%	80%	Other (Describe in Objective)	Annually

### **Supporting Black Youth - Additional Goals**

1. Hage'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 Hage 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. Hage'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, Hage 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. Hage's 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. Hage'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. Hage 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. Hage will increase access to advanced classes--gate, seminar, advanced placement for black youth.
8. Hage will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

**Guidance Assistant: Building Relationships and Connections**

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

All Hage students UTK-5 will benefit from our strategy of utilizing the Guidance Assistant to Building Relationships and Connections. We believe that when students and families feel more connected they will have higher-quality relationships with our school. These deep connections will be strategically leveraged to connect towards greater student achievements. The Guidance Assistant will create positive impacts by supporting SEL through clear and consistent communication with staff, students, and parents as measured by attendance rates, parent communication, staff reporting, and surveys. The GA also was able to support a positive school wide culture through classroom lessons, focused small group support, assemblies, and daily interactions throughout various learning environments.

**\*Strategy/Activity - Description**

We will utilize monitoring systems that incorporate a diversified integrated team to support which include Certificated staff, Paraprofessionals, Front Office staff, Noon Duty, Nursing, Counseling and Guidance, and Admin. Depending on student needs, these teams will work independently and collaboratively at various times to create opportunities to connect and build relationships. We utilize a tiered approach that incorporates specific members as deemed necessary based on the individual student/family need.

These efforts are supported by the Guidance Assistance who supports the social and emotional well being of students across UTK-5. In collaboration with all stakeholders, students, parents, and staff, the Guidance Assistant will work to develop and implement effective strategies to decrease the chronic absenteeism and students that identity in the Yellow to Red tiers on the CORE SEL in Culture and Climate.

**\*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	Rationale
F013426	Guidance Asst	0.50000	\$17,232.50	\$39,293.79	0134-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	The Guidance Assistant (GA) will make positive impacts by supporting SEL through clear and consistent communication with staff, students, and parents as measured by attendance rates, parent communication, staff reporting, and surveys.
N013457	Guidance/Attend Asst Hrly		\$2,264.00	\$3,101.91	0134-09800-00-2454-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	The Guidance Assistant (GA) will make positive impacts by supporting SEL through clear and consistent communication with staff, students, and parents as measured by attendance rates, parent communication, staff reporting, and surveys

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

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

## **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).

Resources for grade level PLC work were available to support teachers in analysis of various common informal and formal data points collected throughout the school year. The goal was to have teachers meet monthly in a dedicated Professional Development and PLC day that was supported by the district VAPA program. This would release classroom teachers to allow for collaborative time. Within this time, PLC were to analyze and calibrate data, track individual focus students, develop action plans for support, and develop lessons using best practices and strategies to support all students. Utilizing additional minimum days allowed increased opportunities for educators to collaborate on strengthening Tier 1 instruction, analyzing student data from common formative assessments, and planning whole group, small group, and individual supports.

**\*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 pandemic and rise in the Omicron variant some VAPA scheduled days were canceled. At various times we were also able to strategically shift support to account for absences of individual VAPA instructors. These shifts allowed for PLC planning to go on as scheduled.

**\*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.

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

We will continue to utilize Title 1 funds to fund a part-time .6 FTE Resource Teacher to work directly with teachers in supporting all students but specifically students with disabilities, African American, EL by analyzing data, developing supports for students, creating action/support plans for students, and gathering targeted resources to impact tier 2 and 3 interventions.

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

Along with anecdotal and informal data collection we will set growth goals by analyzing data (CAASPP, FAST, DEMI) and impactful instructional practices (specifically focused on collaborative conversation opportunities across content areas).

## Hage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**\*Identified Need - English Language Arts**

We plan to increase 3rd grade to 62% from 66%, 4th grade to 60% from 55%, and 5th grade to 60% from 53% in Exceeds and Met categories as measured by CAASPP ELA.

Based on the Spring 2022 FAST, we saw combined student performance of 72.4% at Advanced and Low Risk:

Advanced category: 36.9%(79 out of 214 students)

Low Risk category: 35.56%(76 out of 214 students)

Some Risk category: 18.2 %(39 out of 214 students)

High Risk: 9.3%(20 out of 214 students)

We plan to increase the % of students performing at Advanced and Low Risk from a combined 72.4% to 80%, a move of 16 students.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase % of students meeting or exceeding standards	62%	66%	CAASPP ELA	Annually
June 2023	4	Increase % of students meeting or exceeding standards	55%	60%	CAASPP ELA	Annually
June 2023	5	Increase % of students meeting or exceeding standards	53%	64%	CAASPP ELA	Annually
June 2023	3	Increasing % of Advanced and Low Risk groups as identified on aReading scores	74%	79%	FAST aReading	Annually
June 2023	4	Increasing % of Advanced and Low Risk groups as identified on aReading scores	77%	82%	FAST aReading	Annually
June 2023	5	Increasing % of Advanced and Low Risk groups as identified on aReading scores	69%	74%	FAST aReading	Annually

## Hage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase % of students meeting or exceeding standards	17%	30%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase % of students meeting or exceeding standards	67%	74%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase % of students meeting or exceeding standards	21%	25%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increasing % of Advanced and Low Risk groups as identified on aReading scores	33.3%	60%	FAST aReading	Annually
June 2023	3-5	Black or African American	Increasing % of Advanced and Low Risk groups as identified on aReading scores	48%	60%	FAST aReading	Annually
June 2023	3-5	Students with Disabilities	Increasing % of Advanced and Low Risk groups as identified on aReading scores	28%	35%	FAST aReading	Annually
<b>*Identified Need - Math</b>							
We plan to increase 3rd grade to 68% from 57%, 4th grade to 60% from 47% and 5th grade to 56% from 45% in Exceeds and Met categories as measured by CAASPP.							
Spring 2022 3-5TH DEMI % of students Proficient and Strong: Knowledge %: 83.3% (189 out of 227 students) Application %: 74% (168 out of 227 students) Communication%: 56.6% (121 out of 214 students)							
With this we notice the Communication category lagging behind the Knowledge and Application categories. We plan to increase the % of students performing at Proficient and Above within Communication to 65%, a move of 18 students into Proficient and Strong categories.							
<b>*Goal 3 - Mathematics</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	Increase % of students meeting or exceeding standards	57%	68%	CAASPP Math	Annually	
June 2023	4	Increase % of students meeting or exceeding standards	47%	60%	CAASPP Math	Annually	
June 2023	5	Increase % of students meeting or exceeding standards	48%	56%	CAASPP Math	Annually	
June 2023	3-5	Increase % of students meeting or exceeding in Proficient and Strong categories for Communication	56.6%	65%	DEMI	Annually	

## Hage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Math</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase % of students meeting or exceeding standards	19%	30%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase % of students meeting or exceeding standards	20%	30%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Increase % of students meeting or exceeding standards	56%	60%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Increase % of students meeting or exceeding in Proficient and Strong categories for Communication	56.3%	65%	DEMI	Annually
June 2023	3-5	English Learner	Increase % of students meeting or exceeding in Proficient and Strong categories for Communication	40.9%	50%	DEMI	Annually
June 2023	3-5	Students with Disabilities	Increase % of students meeting or exceeding in Proficient and Strong categories for Communication	31.4%	40%	DEMI	Annually

**\*Identified Need - English Learners**  
 Based on 2022 FAST data, 18 EL students scored a combined 33.3% in the Advanced (5.6%) and Low Risk (27.8%) tiers. We plan to increase the % of students performing at the Advanced and Low Risk tiers 65% an equivalent of 12 out of 18 students.

<b>*Goal 4 - English Learners</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increasing % of Advanced and Low Risk groups as identified on FAST aReading scores	33.3%	65%	Other (Describe in Objective)	Annually



**\*Identified Need - Graduation/Promotion Rate**

We plan to increase 3rd grade to 66% from 62%, 4th grade to 60% from 55%, and 5th grade to 60% from 53% in Exceeds and Met categories as measured by CAASPP ELA.

Based on the Spring 2022 FAST, we saw combined student performance of 72.4% at Advanced and Low Risk:

Advanced category: 36.9%(79 out of 214 students)

Low Risk category: 35.56%(76 out of 214 students)

Some Risk category: 18.2 %(39 out of 214 students)

High Risk: 9.3%(20 out of 214 students)

We plan to increase the % of students performing at Advanced and Low Risk from a combined 72.4% to 80%, a move of 16 students.

We plan to increase 3rd grade to 68% from 57%, 4th grade to 60% from 47% and 5th grade to 56% from 45% in Exceeds and Met categories as measured by CAASPP.

Spring 2022 3-5TH DEMI % of students Proficient and Strong:

Knowledge %: 83.3% (189 out of 227 students) Application %: 74% (168 out of 227 students) Communication%: 56.6% (121 out of 214 students)

With this we notice the Communication category lagging behind the Knowledge and Application categories. We plan to increase the % of students performing at Proficient and Above within Communication to 65%, a move of 18 students into Proficient and Strong categories.

**\*Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the % of student reading at or above grade level as measured by the CAASPP.	58%	65%	CAASPP ELA	Annually
June 2023	3-5	Increase the % of student reading at or above grade level as measured by the CAASPP.	48%	56%	CAASPP Math	Annually

## Hage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	3-5	English Learner	Increase the % of students Meeting or Exceeding grade level standards as measured by the CAASPP.	17%	30%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the % of students Meeting or Exceeding grade level standards as measured by the CAASPP.	67%	74%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the % of students Meeting or Exceeding grade level standards as measured by the CAASPP.	21%	25%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the % of students Meeting or Exceeding grade level standards as measured by the CAASPP.	20%	30%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Increase the % of students Meeting or Exceeding grade level standards as measured by the CAASPP.	56%	60%	CAASPP Math	Annually
June 2023	3-5	English Learner	Increase the % of students Meeting or Exceeding grade level standards as measured by the CAASPP.	19%	30%	CAASPP Math	Annually

### **Part-time Resource Teacher**

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

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

#### **\*Strategy/Activity - Description**

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

Strengthening Tier 1 instruction in ELA and cross-cutting with other content areas will occur through PLC lesson study, analysis of data from formative and summative assessments. Additionally, teachers will increase student achievement by utilizing online curricular resources that provide students with additional grade level appropriate practice, increased opportunities for collaborative conversations, targeted interventions, exposure to higher level questioning, and small group instruction including guided reading.

## Hage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>							
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Rationale
F013427	Inschool Resource Tchr	0.32240	\$31,890.52	\$47,514.83	0134-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	The part-time Resource Teacher will work directly with teachers to support all students but specifically (EL, African American, Students with Disabilities, and Socioeconomically Disadvantaged) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions. Additionally, the Resource Teacher will help facilitate the use of common formative and summative assessments

### Instructional Supplies

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

All students will benefit from the purchase of Instructional Supplies that support student growth and progress.

#### \*Strategy/Activity - Description

Using funds to purchase instructional supplies to support student growth and progress.

#### \*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
N0134A5	Supplies		\$20,737.00	\$20,737.00	0134-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		All students will benefit from the purchase of Instructional Supplies that support student growth and progress. Supplies may include paper, pencils, toner, and other materials as determined by PLCs, teachers, and SSC.

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

### Non Classroom Hourly

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

All students will benefit from the resources allocated to support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students.

#### \*Strategy/Activity - Description

Support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students.

## Hage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
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
N01342C	Non Clsrn Tchr Hrly		\$5,000.00	\$6,190.50	0134-30100-00-1957-2490-0000-01000-0000	Title I Basic Program	[no data]		All students will benefit from the resources allocated to support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students.
<b>*Additional Supports for this Strategy/Activity</b>									
<b>Part-Time Resource Teacher</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students at Hage will benefit from the work of a Part-time Resource Teacher, especially subgroups (EL, African American, and Students with Disabilities).									
<b>*Strategy/Activity - Description</b>									
<p>The part-time Resource Teacher will work directly with teachers to support all students but specifically (EL, African American, Students with Disabilities, and Socioeconomically Disadvantaged) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions. Additionally, the Resource Teacher will help facilitate the use of common formative and summative assessments, model high impact teaching strategies, provide support to release staff to work with targeted small groups, and pull targeted groups for intensive systematic support.</p> <p>Strengthening Tier 1 instruction in Math will occur through PLC lesson study, analysis of data from formative and summative assessments. Additionally, teachers will increase student achievement by utilizing online curricular resources that provide students with additional grade level appropriate practice, increased opportunities for collaborative conversations, targeted interventions, exposure to higher level questioning, and small group instruction.</p>									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Rationale		
F013428	Inschool Resource Tchr	0.27760	\$27,459.08	\$40,912.26	0134-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	The part-time Resource Teacher will work directly with teachers to support all students but specifically (EL, African American, Students with Disabilities, and Socioeconomically Disadvantaged) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions.		

## Hage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>Instructional Supplies</b>								
<b>*Students to be served by this Strategy/Activity</b>								
All students will benefit from the purchase of instructional supplies to support student growth and progress.								
<b>*Strategy/Activity - Description</b>								
Purchase instructional supplies to support student growth and progress.								
<b>*Proposed Expenditures for this Strategy/Activity</b>								
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	Rationale
N013440	Supplies		\$6,871.00	\$6,871.00	0134-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Using funds to purchase instructional supplies to support student growth and progress. Supplies may include paper, pencils, toner and other project materials as determined by teachers, PLCs, and SSC.
<b>*Additional Supports for this Strategy/Activity</b>								
<b>Non Classroom Hourly</b>								
<b>*Students to be served by this Strategy/Activity</b>								
All students will benefit from the resources allocated to support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students.								
<b>*Strategy/Activity - Description</b>								
Support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students.								
<b>*Proposed Expenditures for this Strategy/Activity</b>								
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Non Clsrn Tchrrly				0134-30100-00-1957-2490-0000-01000-0000	Title I Basic Program	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N01342C	All students will benefit from the resources allocated to support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students.

**Part-time Resource Teacher**

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

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

**\*Strategy/Activity - Description**

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

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

**\*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	Reference	Rationale
	Inschool Resource Tchr				0134-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F013428	All students at Hage will benefit from the work of a Part-time Resource Teacher, especially subgroups (EL, African American, and Students with Disabilities).
	Inschool Resource Tchr				0134-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F013427	All students at Hage will benefit from the work of a Part-time Resource Teacher, especially subgroups (EL, African American, and Students with Disabilities).

**Part-Time Resource Teacher**

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

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

**\*Strategy/Activity - Description**

The part-time Resource Teacher will work directly with teachers to support SWD by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact tier 2 and 3 interventions. Additionally, the Resource Teacher will help facilitate the use of common formative and summative assessments, model high impact teaching strategies, and provide support to release staff to work with targeted small groups. Strengthening Tier 1 instruction will occur through PLC lesson study, analysis of data from formative and summative assessments. Additionally, teachers will increase student achievement by utilizing online curricular resources that provide students with additional grade level appropriate practice, interventions, and exposure to higher level questioning.

**\*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	Reference	Rationale
	Inschool Resource Tchr				0134-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F013428	All students at Hage will benefit from the work of a Part-time Resource Teacher, especially subgroups (EL, African American, and Students with Disabilities).
	Inschool Resource Tchr				0134-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F013427	All students at Hage will benefit from the work of a Part-time Resource Teacher, especially subgroups (EL, African American, and Students with Disabilities).

**Digital Licenses**

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

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

**\*Strategy/Activity - Description**

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

## Hage 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	Rationale
N01348U	Software License		\$20,000.00	\$20,000.00	0134-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	All students will benefit from the purchase of strategic software licenses to support student achievement.
*Additional Supports for this Strategy/Activity							
Funding will be supported in collaboration with PTA.							
Instructional Supplies							
*Students to be served by this Strategy/Activity							
SWD at the Hage Elem. school will benefit from this strategy/activity.							
*Strategy/Activity - Description							
Using funds to purchase instructional supplies to support SWD.							
*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Rationale
N01347B	Supplies		\$1,839.00	\$1,839.00	0134-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	All students will benefit from the purchase of Instructional Supplies that support student growth and progress. Supplies may include pencils, markers, paper, toner, and other project materials as determined by teachers, PLCs, and SSC.
N0134B9	Supplies		\$5.00	\$5.00	0134-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	All students will benefit from the purchase of Instructional Supplies that support student growth and progress. Supplies may include pencils, paper, toner, and other materials as determined by teachers, PLCs, and SSC.
*Additional Supports for this Strategy/Activity							
Funding supported through 65000.							



**Building Stronger Relationships and Connections**

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

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

**\*Strategy/Activity - Description**

We believe that when students and families feel more connected they will, in turn, have higher-quality relationships with our school. The Guidance Assistant will create positive impacts by supporting SEL through clear and consistent communication with staff, students, and parents as measured by attendance rates, parent communication, staff reporting, and surveys. The GA also was able to support a positive school wide culture through classroom lessons, focused small group support, assemblies, and daily interactions throughout various learning environments.

We will utilize monitoring systems that incorporate a diversified integrated team to support which include Certificated staff, Paraprofessionals, Front Office staff, Noon Duty, Nursing, Counseling and Guidance, and Admin. Depending on student needs, these teams will work independently and collaboratively at various times to create opportunities to connect and build relationships. We utilize a tiered approach that incorporates specific members as deemed necessary based on the individual student/family need. These efforts are supported by the Guidance Assistant who supports the social and emotional well being of students across UTK-5. In collaboration with all stakeholders, students, parents, and staff, the Guidance Assistant will work to develop and implement effective strategies to decrease the chronic absenteeism and suspension rates, including but not limited to, meeting with students, parents, and staff, collecting attendance data, small group support, and supporting a school-wide positive school culture. This will directly support closing the equity gap for our African Americans students.

The Resource Teacher will work in conjunction to support staff in developing culturally relevant and rigorous coursework that will aid in building trusting relationships and connections.

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

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
F013429	Guidance Asst -	0.12500	\$4,308.13	\$9,823.44	0134-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Guidance Assistance who supports the social and emotional well being of students across UTK-5.
	Inschool Resource Tchr				0134-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F013428	The part-time Resource Teacher will work directly with teachers to support all students but specifically (EL, African American, Students with Disabilities, and Socioeconomically Disadvantaged) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions.

## Hage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Inschool Resource Tchrr				0134-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F013427	The part-time Resource Teacher will work directly with teachers to support all students but specifically (EL, African American, Students with Disabilities, and Socioeconomically Disadvantaged) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions.
	Guidance Asst				0134-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F013426	Guidance Assistance who supports the social and emotional well being of students across UTK-5.

### Software Licenses for Literacy Intervention

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

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

#### \*Strategy/Activity - Description

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Software License				0134-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N01348U	All students will benefit from the purchase of strategic software licenses to support student achievement.

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

PTA has helped to fund.

**Guidance Assistant to support school connections**

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

All Hage students UTK-5 will benefit from our strategy of utilizing the Guidance Assistant to Building Relationships and Connections. We believe that when students and families feel more connected they will, in turn, have higher-quality relationships with our school. The Guidance Assistant will create positive impacts by supporting SEL through clear and consistent communication with staff, students, and parents as measured by attendance rates, parent communication, staff reporting, and surveys. The GA also was able to support a positive school wide culture through classroom lessons, focused small group support, assemblies, and daily interactions throughout various learning environments.

**\*Strategy/Activity - Description**

We will utilize monitoring systems that incorporate a diversified integrated team to support which include Certificated staff, Paraprofessionals, Front Office staff, Noon Duty, Nursing, Counseling and Guidance, and Admin. Depending on student needs, these teams will work independently and collaboratively at various times to create opportunities to connect and build relationships. We utilize a tiered approach that incorporates specific members as deemed necessary based on the individual student/family need.

These efforts are supported by the Guidance Assistance who supports the social and emotional well being of students across UTK-5. In collaboration with all stakeholders, students, parents, and staff, the Guidance Assistant will work to develop and implement effective strategies to decrease the chronic absenteeism and students that identity in the Yellow to Red tiers on the CORE SEL in Culture and Climate.

**\*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
N013499	Guidance/Attend Asst Hrly		\$924.00	\$1,265.97	0134-30100-00-2454-3110-0000-01000-0000	Title I Basic Program	[no data]		The Guidance Assistant (GA) will make positive impacts by supporting SEL through clear and consistent communication with staff, students, and parents as measured by attendance rates, parent communication, staff reporting, and surveys
	Guidance Asst				0134-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F013426	The GA supports a positive school wide culture through classroom lessons, focused small group support, assemblies, and daily interactions throughout various learning environments
	Guidance Asst				0134-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F013429	The GA supports a positive school wide culture through classroom lessons, focused small group support, assemblies, and daily interactions throughout various learning environments

**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).

Parent involvement at Hage is a critical piece to school connectedness that is extremely valued and fostered through various avenues. These avenues include engagement in various stakeholder groups (SSC, SGT, PTA), consistent and clear communication (Weekly School Messenger, Website, Social Media), opportunities to meet (Principal's Monthly meetings in person and zoom), and increased in person opportunities (Back to School Night, Student Recognition ceremonies, family nights, etc.).

Our goal is to continue to foster high-quality family engagement that offers increased flexible options for in person and online meeting opportunities for connectedness and videos that are shared to maintain a high level of communication.

**\*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).

The challenges stemming from the pandemic continue to linger in our parental involvement. We are still experiencing a decrease in active and consistent engagement due to the obstacles facing our community and families. To address this we have gathered input via surveys to determine avenues that will lead to increased connection. Based on this information, we will be re-engaging in additional in-person events at various times (morning and evening) and volunteer opportunities to spark connection.

We will continue to engage our school community to offer numerous avenues for clear and consistent communication around school activities, events, and messages.

## Hage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**\*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.

Face-to-face interactions during Arrival and Dismissal, Back to School Night, Family events, etc. has increased involvement. We are seeing a marked rise in volunteerism and engagement. With the continued positive shifts in the health and safety guidelines hope to continue increased engagement opportunities. We will continue to use Social Media, Recorded info, and hybrid meetings to provide flexibility for families in means of connecting. Google forms will be created to gather feedback and guide our work.

**\*Identified Need**

Decrease in PTA activity has been marked during the last several years due to the pandemic. Shifting family needs within our community has created a need for increased flexibility in how and when families engage. We will utilize Google forms, video recordings, and hybrid meetings offered in morning and evenings to help meet this need.

**\*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 Principal's monthly mtg. as collected from sign-in sheets and recording views	8 parents	25 parents	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 attending Principal's monthly mtg. as collected from sign-in sheets	8 parents	25 parents	Other - Describe in Objective

## Hage Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

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

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

**\*Strategy/Activity - Description**

This funding will support mailing crucial school information to families for further consistency in home/school communication.

**\*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	Rationale
N013478	Postage Expense		\$200.00	\$200.00	0134-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	All families and students at Hage Elem. school will benefit from this strategy/activity.

### Building relationships and connections

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

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

**\*Strategy/Activity - Description**

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst				0134-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F013426	All Hage students UTK-5 will benefit from our strategy of utilizing the Guidance Assistant to Building Relationships and Connections.
	Guidance Asst				0134-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : F013429	All Hage students UTK-5 will benefit from our strategy of utilizing the Guidance Assistant to Building Relationships and Connections.

**Inservice Supplies**

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

All families will benefit from the purchase of inservice supplies to increase parent involvement.

**\*Strategy/Activity - Description**

Purchase of supplies to support inservices for families.

**\*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
N0134W	Inservice supplies		\$500.00	\$500.00	0134-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		All families will benefit from the purchase of inservice supplies to increase parent involvement. Supplies may include those needed to conduct parent meetings as well as light refreshments for the meetings.

## **APPENDICES**

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



**APPENDIX A**

**BUDGET SUMMARY**

# Hage Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 98,247
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)	\$ 198,255

## 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)	\$ 50,741
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 50,741

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)	\$ 49,267
[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): \$ 49,267

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 198,255

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Hage Elementary	09800 LCFF Intervention Support	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	17,232.50	0.5	\$17,232.50
Hage Elementary			3000 Benefits			0	\$22,061.29
Hage Elementary		<b>Guidance Asst Total</b>				<b>0.5</b>	<b>\$39,293.79</b>
Hage Elementary		(blank)	2454 Guidance/Attend Asst Hrly	Guidance/Attend Asst Hrly	2,264.00	0	\$2,264.00
Hage Elementary			3000 Benefits			0	\$837.91
Hage Elementary			4301 Supplies	Supplies	6,871.00	0	\$6,871.00
Hage Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$9,972.91</b>
Hage Elementary	<b>09800 LCFF Intervention Support Total</b>					<b>0.5</b>	<b>\$49,266.70</b>
Hage Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	31,890.52	0.3224	\$31,890.52
Hage Elementary			3000 Benefits			0	\$15,624.31
Hage Elementary		<b>Inschool Resource Tchr Total</b>				<b>0.3224</b>	<b>\$47,514.83</b>
Hage Elementary		(blank)	1957 Non Clsm Tchr Hrly	Non Clsm Tchr Hrly	5,000.00	0	\$5,000.00
Hage Elementary			2454 Guidance/Attend Asst Hrly	Guidance/Attend Asst Hrly	924	0	\$924.00
Hage Elementary			3000 Benefits			0	\$1,532.47
Hage Elementary			4301 Supplies	Supplies	20,737.00	0	\$20,737.00
Hage Elementary			5841 Software License	Software License	20,000.00	0	\$20,000.00
Hage Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$48,193.47</b>
Hage Elementary	<b>30100 Title I Basic Program Total</b>					<b>0.3224</b>	<b>\$95,708.30</b>
Hage Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	1,839.00	0	\$1,839.00
Hage Elementary			4304 Inservice supplies	Inservice supplies	500	0	\$500.00
Hage Elementary			5920 Postage Expense	Postage Expense	200	0	\$200.00
Hage Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$2,539.00</b>
Hage Elementary	<b>30103 Title I Parent Involvement Total</b>					<b>0</b>	<b>\$2,539.00</b>
Hage Elementary	30106 Title I Supplmnt Prog Imprvmt	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	4,308.13	0.125	\$4,308.13
Hage Elementary			3000 Benefits			0	\$5,515.31
Hage Elementary		<b>Guidance Asst Total</b>				<b>0.125</b>	<b>\$9,823.44</b>
Hage Elementary		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	27,459.08	0.2776	\$27,459.08
Hage Elementary			3000 Benefits			0	\$13,453.18
Hage Elementary		<b>Inschool Resource Tchr Total</b>				<b>0.2776</b>	<b>\$40,912.26</b>
Hage Elementary		(blank)	4301 Supplies	Supplies	5	0	\$5.00
Hage Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$5.00</b>
Hage Elementary	<b>30106 Title I Supplmnt Prog Imprvmt Total</b>					<b>0.4026</b>	<b>\$50,740.70</b>

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development  
**Strategic Planning for Student Achievement Department**

---

*Hage Elementary*

**PARENT & FAMILY ENGAGEMENT POLICY 2022-23 APPROVED 5/16/22**

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

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

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

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

To involve parents the following practices have been established:

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

A Principal Meet and Greet meeting will be held on Wednesday, Aug. 31, 2022 at 9:00 AM. Meeting may be held via Zoom based on current COVID-19 Health and Safety Guidelines. If held on Zoom, the meeting will also be recorded and shared to the school community. Principal shared info on the power of home/school partnership, staffing changes, current state of site funding, and avenues for parental involvement including SSC/SGT, and GATE DAC.

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

One way site information is disseminated and vetted is through our SSC/SGT meetings, which happen on the last Monday of each month. Additionally, we also have Principal's monthly meetings, ELAC, Family functions, and PTA meetings. These meetings range in time and days of the week to allow for a flexible schedule for parents to engage. During the COVID-19

pandemic meetings have taken place online. Recordings of meetings, slide decks, and information have been shared digitally to offer increased flexibility.

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

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

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

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

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

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

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

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

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

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

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

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

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

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

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

The school coordinates and integrates parental involvement programs with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

The school has a parent resource center located in a bungalow on campus. Parental involvement is fostered through high-quality relationships built through shared experiences and common understanding. Opportunities for parental participation are built-in to the culture of the school and take place throughout the year. Opportunities range from, but not limited to, classroom volunteer opportunities, PTA events, Reader's receptions, Parent workshops, and more. These opportunities may be limited to online formats due to COVID-19 health and safety guidelines.

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

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

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

Opportunities for parental involvement activities that are requested are discussed and vetted through appropriate channels. Principal is available to meet with parents to discuss ideas. Parents interested

in meeting can complete a request form or email. Additionally, parents can provide input during Principal monthly meetings, Parent surveys, SSC/SGT meetings, and more.

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

This policy was adopted by Hage Elementary on May 16, 2022 and will be in effect for the period of school year 22-23.

The school will distribute the policy to all parents of students on, or before: Oct. 10, 2022

James Lee

Signature of Authorized Official here



**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Financial Planning and Development  
**Strategic Planning for Student Achievement Department**

---

HAGE ELEMENTARY

**SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2022-23. Approved 5/16/22

Hage Elementary distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

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

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

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

Provide parents reasonable access to staff.

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

How does the school address this?

- The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This information is presented in the following meeting formats: Back-to-School Night, Parent Teacher Conference weeks (Fall and Spring), SGT/SSC Meetings, Principal Monthly Meetings, ELAC Parent Meetings, and other informal meetings setup based on need.

Digitally, this information is also provided via our school website and classroom learning management systems (Seesaw and Google Classroom).

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

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

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

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

Parents are provided materials and training to help them work with their student(s) in efforts to improve achievement via a variety of means. Including but not limited to, Classroom

Communication Folders, Back-to-School Night presentations, Parent-Teacher Conferences, Spring Open House, School Messenger, Class Dojo, Google Classroom, Parent meetings, family functions, PTA meetings, Parent Workshops, and more.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

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

The school coordinates and integrates parental involvement programs with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

The school has a parent resource center located in a bungalow on campus. Parental involvement is fostered through high-quality relationships built through shared experiences and common understanding. Opportunities for parental participation are built-in to the culture of the school and take place throughout the year. Opportunities range from, but not limited to, classroom volunteer opportunities, PTA events, Reader's receptions, Parent workshops, and more. These opportunities may be limited to online formats due to COVID-19 health and safety guidelines.

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

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

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

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

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

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the

information and school reports are provided in a format and language that parents and family members can understand in which ways?

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

This Compact was adopted by Hage Elementary on May 16, 2022 and will be in effect for the 2022-23 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 10, 2022.

James Lee

Signature of Authorized Official here

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](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**  
**Hage**  
**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	%	%	%
<b>Total</b>	302	64.2	296	62.5	290	60.3	316	56.0	227	57.3	-6.9	1.3	301	61.1	296	63.9	290	61.4	316	59.2	231	47.2	-13.9	-12.0
<b>Female</b>	140	74.3	137	70.1	147	65.3	165	64.2	112	59.8	-14.5	-4.4	141	61.7	138	65.2	147	61.9	165	61.2	112	41.1	-20.6	-20.1
<b>Male</b>	162	55.6	159	56.0	143	55.2	151	47.0	115	54.8	-0.8	7.8	160	60.6	158	62.7	143	60.8	151	57.0	119	52.9	-7.7	-4.1
<b>African American</b>	16	56.3	22	68.2	22	63.6	21	57.1	17	58.8	2.5	1.7	16	31.3	22	54.5	22	54.5	21	38.1	17	41.2	9.9	3.1
<b>Asian</b>	21	81.0	20	75.0	22	54.5	84	56.0	46	69.6	-11.4	13.6	21	85.7	19	94.7	22	86.4	84	75.0	46	63.0	-22.7	-12.0
<b>Filipino</b>	58	65.5	52	67.3	41	65.9	50	58.0	45	71.1	5.6	13.1	58	60.3	52	61.5	42	64.3	50	58.0	45	55.6	-4.7	-2.4
<b>Hispanic</b>	48	50.0	62	41.9	62	46.8	58	41.4	56	41.1	-8.9	-0.3	47	53.2	63	46.0	61	42.6	58	43.1	57	29.8	-23.4	-13.3
<b>Native American</b>	1	-	3	-	3	-	1	-	0	-	-	-	1	-	3	-	3	-	1	-	0	-	-	-
<b>Pacific Islander</b>	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
<b>White</b>	51	54.9	44	61.4	46	47.8	45	46.7	25	44.0	-10.9	-2.7	52	55.8	44	63.6	46	52.2	45	55.6	28	46.4	-9.4	-9.2
<b>Multiracial</b>	53	69.8	47	70.2	52	71.2	57	75.4	37	56.8	-13.0	-18.6	52	59.6	46	67.4	52	67.3	57	64.9	37	48.6	-11.0	-16.3
<b>English Learner</b>	35	42.9	32	15.6	40	22.5	49	18.4	25	32.0	-10.9	13.6	34	41.2	33	33.3	40	42.5	49	36.7	27	25.9	-15.3	-10.8
<b>English-Speaking</b>	267	67.0	264	68.2	250	66.4	267	62.9	202	60.4	-6.6	-2.5	267	63.7	263	67.7	250	64.4	267	63.3	204	50.0	-13.7	-13.3
<b>Reclassified†</b>	30	93.3	55	78.2	41	78.0	53	81.1	21	76.2	-17.1	-4.9	31	93.5	56	78.6	42	83.3	53	71.7	21	71.4	-22.1	-0.3
<b>Initially Eng. Speaking</b>	237	63.7	209	65.6	209	64.1	214	58.4	181	58.6	-5.1	0.2	236	59.7	207	64.7	208	60.6	214	61.2	183	47.5	-12.2	-13.7
<b>Econ. Disadv.*</b>	120	54.2	114	47.4	119	50.4	129	42.6	124	45.2	-9.0	2.6	121	50.4	115	50.4	119	54.6	129	45.7	126	32.5	-17.9	-13.2
<b>Non-Econ. Disadv.</b>	182	70.9	182	72.0	171	67.3	187	65.2	103	71.8	0.9	6.6	180	68.3	181	72.4	171	66.1	187	68.4	105	64.8	-3.5	-3.6
<b>Gifted</b>	90	78.9	81	77.8	48	85.4	50	84.0	10	100.0	21.1	16.0	91	83.5	81	81.5	49	81.6	50	86.0	10	100.0	16.5	14.0
<b>Not Gifted</b>	212	58.0	215	56.7	242	55.4	266	50.8	217	55.3	-2.7	4.5	210	51.4	215	57.2	241	57.3	266	54.1	221	44.8	-6.6	-9.3
<b>With Disabilities</b>	32	18.8	28	28.6	32	21.9	50	12.0	33	21.2	2.4	9.2	34	20.6	27	33.3	31	9.7	50	18.0	33	15.2	-5.4	-2.8
<b>WO Disabilities</b>	270	69.6	268	66.0	258	65.1	266	64.3	194	63.4	-6.2	-0.9	267	66.3	269	66.9	259	67.6	266	66.9	198	52.5	-13.8	-14.4
<b>Homeless</b>	1	-	3	-	4	-	6	-	8	-	-	-	2	-	3	-	4	-	6	-	7	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	33	42.4	33	51.5	39	48.7	44	52.3	25	60.0	17.6	7.7	32	50.0	33	57.6	41	43.9	44	65.9	20	45.0	-5.0	-20.9

\* 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**  
**Hage**  
**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	98	60.2	97	53.6	100	52.0	0	-	76	61.8	1.6	-	97	63.9	98	71.4	99	61.6	112	63.4	77	57.1	-6.8	-6.3
Female	47	74.5	49	57.1	52	57.7	0	-	40	60.0	-14.5	-	48	64.6	50	70.0	51	58.8	61	67.2	40	45.0	-19.6	-22.2
Male	51	47.1	48	50.0	48	45.8	0	-	36	63.9	16.8	-	49	63.3	48	72.9	48	64.6	51	58.8	37	70.3	7.0	11.5
African American	6	-	10	60.0	6	-	0	-	6	-	-	-	7	-	10	70.0	6	-	4	-	6	-	-	-
Asian	7	-	8	-	10	50.0	0	-	22	72.7	-	-	7	-	8	-	10	90.0	34	79.4	22	68.2	-	-11.2
Filipino	19	57.9	13	53.8	10	70.0	0	-	9	-	-	-	18	66.7	13	61.5	10	70.0	21	57.1	9	-	-	-
Hispanic	24	50.0	19	36.8	19	36.8	0	-	22	54.5	4.5	-	24	58.3	20	55.0	18	44.4	15	53.3	22	45.5	-12.8	-7.8
Native American	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	15	66.7	14	64.3	16	37.5	0	-	6	-	-	-	15	66.7	14	71.4	17	47.1	19	52.6	7	-	-	-
Multiracial	11	63.6	17	58.8	24	58.3	0	-	11	54.5	-9.1	-	10	50.0	16	81.3	23	60.9	19	63.2	11	54.5	4.5	-8.7
English Learner	16	43.8	21	9.5	17	17.6	0	-	15	33.3	-10.5	-	16	43.8	22	40.9	17	52.9	17	41.2	16	37.5	-6.3	-3.7
English-Speaking	82	63.4	76	65.8	83	59.0	0	-	61	68.9	5.5	-	81	67.9	76	80.3	82	63.4	95	67.4	61	62.3	-5.6	-5.1
Reclassified†	9	-	9	-	12	75.0	0	-	5	-	-	-	9	-	10	100.0	12	91.7	19	84.2	5	-	-	-
Initially Eng. Speaking	73	61.6	67	61.2	71	56.3	0	-	56	66.1	4.5	-	72	65.3	66	77.3	70	58.6	76	63.2	56	58.9	-6.4	-4.3
Econ. Disadv.*	44	50.0	36	38.9	45	40.0	0	-	41	51.2	1.2	-	45	53.3	37	64.9	45	57.8	44	54.5	42	40.5	-12.8	-14.0
Non-Econ. Disadv.	54	68.5	61	62.3	55	61.8	0	-	35	74.3	5.8	-	52	73.1	61	75.4	54	64.8	68	69.1	35	77.1	4.0	8.0
Gifted	30	73.3	23	60.9	6	-	0	-	10	100.0	26.7	-	30	86.7	23	82.6	6	-	12	100.0	10	100.0	13.3	0.0
Not Gifted	68	54.4	74	51.4	94	51.1	0	-	76	61.8	7.4	-	67	53.7	75	68.0	93	61.3	100	59.0	77	57.1	3.4	-1.9
With Disabilities	8	-	6	-	13	0.0	0	-	12	25.0	-	-	9	-	6	-	13	7.7	13	30.8	12	25.0	-	-5.8
WO Disabilities	90	63.3	91	54.9	87	59.8	0	-	64	68.8	5.5	-	88	68.2	92	71.7	86	69.8	99	67.7	65	63.1	-5.1	-4.6
Homeless	1	-	2	-	1	-	0	-	1	-	-	-	2	-	2	-	1	-	3	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	13	53.8	14	50.0	0	-	7	-	-	-	6	-	13	61.5	15	53.3	15	53.3	5	-	-	-

\* 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**  
**Grade**  
**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	95	62.1	94	66.0	98	65.3	0	-	79	55.7	-6.4	-	95	63.2	93	63.4	99	69.7	106	62.3	79	39.2	-24.0	-23.1
Female	44	70.5	41	78.0	52	71.2	0	-	41	65.9	-4.6	-	44	65.9	41	65.9	52	71.2	53	69.8	41	39.0	-26.9	-30.8
Male	51	54.9	53	56.6	46	58.7	0	-	38	44.7	-10.2	-	51	60.8	52	61.5	47	68.1	53	54.7	38	39.5	-21.3	-15.2
African American	5	-	6	-	8	-	0	-	3	-	-	-	4	-	6	-	8	-	7	-	3	-	-	-
Asian	6	-	7	-	8	-	0	-	13	53.8	-	-	6	-	6	-	8	-	27	74.1	13	53.8	-	-20.3
Filipino	18	72.2	19	57.9	14	64.3	0	-	19	78.9	6.7	-	19	63.2	19	57.9	14	78.6	14	57.1	19	52.6	-10.6	-4.5
Hispanic	12	41.7	26	50.0	19	47.4	0	-	18	33.3	-8.4	-	11	36.4	26	53.8	19	47.4	22	54.5	18	16.7	-19.7	-37.8
Native American	1	-	0	-	2	-	0	-	0	-	-	-	1	-	0	-	2	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	17	41.2	12	75.0	15	66.7	0	-	9	-	-	-	18	61.1	12	66.7	15	66.7	16	56.3	9	-	-	-
Multiracial	19	68.4	8	-	20	80.0	0	-	16	62.5	-5.9	-	19	68.4	8	-	21	81.0	20	75.0	16	50.0	-18.4	-25.0
English Learner	14	50.0	8	-	15	26.7	0	-	9	-	-	-	13	30.8	8	-	15	40.0	21	38.1	9	-	-	-
English-Speaking	81	64.2	86	69.8	83	72.3	0	-	70	58.6	-5.6	-	82	68.3	85	68.2	84	75.0	85	68.2	70	42.9	-25.4	-25.3
Reclassified†	13	100.0	18	66.7	13	84.6	0	-	6	-	-	-	14	100.0	18	72.2	13	92.3	15	66.7	6	-	-	-
Initially Eng. Speaking	68	57.4	68	70.6	70	70.0	0	-	64	59.4	2.0	-	68	61.8	67	67.2	71	71.8	70	68.6	64	40.6	-21.2	-28.0
Econ. Disadv.*	29	51.7	40	50.0	39	53.8	0	-	47	44.7	-7.0	-	29	51.7	40	50.0	40	60.0	46	41.3	47	27.7	-24.0	-13.6
Non-Econ. Disadv.	66	66.7	54	77.8	59	72.9	0	-	32	71.9	5.2	-	66	68.2	53	73.6	59	76.3	60	78.3	32	56.3	-11.9	-22.0
Gifted	25	80.0	30	86.7	20	85.0	0	-	2	-	-	-	26	80.8	30	86.7	20	95.0	11	81.8	2	-	-	-
Not Gifted	70	55.7	64	56.3	78	60.3	0	-	77	54.5	-1.2	-	69	56.5	63	52.4	79	63.3	95	60.0	77	37.7	-18.8	-22.3
With Disabilities	12	25.0	7	-	6	-	0	-	11	18.2	-6.8	-	13	23.1	6	-	6	-	22	9.1	11	0.0	-23.1	-9.1
WO Disabilities	83	67.5	87	67.8	92	67.4	0	-	68	61.8	-5.7	-	82	69.5	87	66.7	93	72.0	84	76.2	68	45.6	-23.9	-30.6
Homeless	1	-	1	-	2	-	0	-	4	-	-	-	0	-	1	-	2	-	2	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	16	25.0	6	-	16	56.3	0	-	10	50.0	25.0	-	15	46.7	6	-	16	43.8	14	92.9	6	-	-	-

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

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Grade**  
**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	%	%	%
<b>Total</b>	109	69.7	105	67.6	92	64.1	0	-	72	54.2	-15.5	-	109	56.9	105	57.1	92	52.2	98	51.0	75	45.3	-11.6	-5.7
Female	49	77.6	47	76.6	43	67.4	0	-	31	51.6	-26.0	-	49	55.1	47	59.6	44	54.5	51	45.1	31	38.7	-16.4	-6.4
Male	60	63.3	58	60.3	49	61.2	0	-	41	56.1	-7.2	-	60	58.3	58	55.2	48	50.0	47	57.4	44	50.0	-8.3	-7.4
African American	5	-	6	-	8	-	0	-	8	-	-	-	5	-	6	-	8	-	10	40.0	8	-	-	-
Asian	8	-	5	-	4	-	0	-	11	81.8	-	-	8	-	5	-	4	-	23	69.6	11	63.6	-	-6.0
Filipino	21	66.7	20	85.0	17	64.7	0	-	17	64.7	-2.0	-	21	52.4	20	65.0	18	50.0	15	60.0	17	58.8	6.4	-1.2
Hispanic	12	58.3	17	35.3	24	54.2	0	-	16	31.3	-27.0	-	12	58.3	17	23.5	24	37.5	21	23.8	17	23.5	-34.8	-0.3
Native American	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	19	57.9	18	50.0	15	40.0	0	-	10	60.0	2.1	-	19	42.1	18	55.6	14	42.9	10	60.0	12	58.3	16.2	-1.7
Multiracial	23	73.9	22	72.7	8	-	0	-	10	50.0	-23.9	-	23	56.5	22	59.1	8	-	18	55.6	10	40.0	-16.5	-15.6
English Learner	5	-	3	-	8	-	0	-	1	-	-	-	5	-	3	-	8	-	11	27.3	2	-	-	-
English-Speaking	104	72.1	102	68.6	84	67.9	0	-	71	54.9	-17.2	-	104	56.7	102	57.8	84	54.8	87	54.0	73	46.6	-10.1	-7.4
Reclassified†	8	-	28	78.6	16	75.0	0	-	10	80.0	-	-	8	-	28	75.0	17	70.6	19	63.2	10	60.0	-	-3.2
Initially Eng. Speaking	96	69.8	74	64.9	68	66.2	0	-	61	50.8	-19.0	-	96	54.2	74	51.4	67	50.7	68	51.5	63	44.4	-9.8	-7.1
Econ. Disadv.*	47	59.6	38	52.6	35	60.0	0	-	36	38.9	-20.7	-	47	46.8	38	36.8	34	44.1	39	41.0	37	29.7	-17.1	-11.3
Non-Econ. Disadv.	62	77.4	67	76.1	57	66.7	0	-	36	69.4	-8.0	-	62	64.5	67	68.7	58	56.9	59	57.6	38	60.5	-4.0	2.9
Gifted	35	82.9	28	82.1	22	90.9	0	-	8	-	-	-	35	82.9	28	75.0	23	73.9	27	81.5	8	-	-	-
Not Gifted	74	63.5	77	62.3	70	55.7	0	-	64	48.4	-15.1	-	74	44.6	77	50.6	69	44.9	71	39.4	67	38.8	-5.8	-0.6
With Disabilities	12	8.3	15	20.0	13	38.5	0	-	10	20.0	11.7	-	12	16.7	15	26.7	12	0.0	15	20.0	10	20.0	3.3	0.0
WO Disabilities	97	77.3	90	75.6	79	68.4	0	-	62	59.7	-17.6	-	97	61.9	90	62.2	80	60.0	83	56.6	65	49.2	-12.7	-7.4
Homeless	1	-	3	-	1	-	0	-	3	-	-	-	0	-	3	-	1	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	11	54.5	14	42.9	9	-	0	-	8	-	-	-	11	45.5	14	50.0	10	30.0	15	53.3	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.

**APPENDIX E**

**2021-22 SPSA ASSESSMENT AND EVALUATION**

**SCHOOL NAME: HAGE ELEMENTARY**

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

**SCHOOL YEAR: 2021-22**

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

**Guidance Assistant: Building Relationships and Connections**

**\*Strategy/Activity - Description**

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.
Guidance Asst	0.12500	\$9,307.75	30106-2404	Support student needs, SEL, Collaborate with teachers and staff to support student needs, holds individual and small groups.	Small Groups working directly on SEL.  Collaboration w/staff to identify and support student achievement within all learning environments	Increase in student absences  Dynamics of SEL learning loss due to the Pandemic	Support for students widened to include:  helping with enrollment and on-boarding new students

**Hage Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>Individual and group guidance sessions focusing on SEL skill building</p> <p>Tracking of student behaviors and referrals</p> <p>Collaborate and develop strategic plans to reduce referrals and suspensions</p> <p>Support of Noon Duty and ASB to address student needs and leadership opportunities</p>	<p>Planning and sharing resources with staff</p> <p>Tracking attendance and developing student support plans</p>
--	--	--	--	--	--

**Goal 2 - English Language Arts**

**Part-time Resource Teacher**

**\*Strategy/Activity - Description**

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

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

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.
Inschool Resource	0.31370	\$43,789.25	30100-1109	The part-time Resource Teacher will work directly with teachers to support all	met with grade level teams during PLC time to analyze data and	Challenge of balancing needs across grade levels to further increase	Provide various communication means (email, text, phone) to allow

## Hage Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Tchr -				students but specifically (EL, AfricanAmerican, Students with Disabilities, White, andSocioeconomically Disadvantaged) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions.	create focused goals for whole group and small group instruction, target instruction and provided resources to grade levels to create more comprehensive action plans for students.  data provided by teachers included FAST, DRA, Math Topic/Unit Tests, and anecdotal notes  Teachers/Resource Teacher have excellent communicati on allowing for students to move in and out of groups based on their particular needs	efficiency of supporting students  Student absences effect the ability to support	for flexibility to communicate  Google forms to gather feedback  Google docs/sheets to share student data efficiently
Inschool Resource Tchr -	0.28630	\$39,964.51	30106-1109	The part-time Resource Teacher will work directly with teachers to support all students but specifically (EL, AfricanAmerican, Students with Disabilities, White, andSocioeconomically Disadvantaged) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular	met with grade level teams during PLC time to analyze data and create focused goals for whole group and small group instruction, target instruction and provided resources to grade levels to create more comprehensive action plans for students.  data provided by teachers included FAST, DRA,	Challenge of balancing needs across grade levels to further increase efficiency of supporting students  Student absences effect the ability to support	Provide various communication means (email, text, phone) to allow for flexibility to communicate  Google forms to gather feedback  Google docs/sheets to share student data efficiently

## Hage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				resources to impact Tier 2 and 3 interventions.	Math Topic/Unit Tests, and anecdotal notes  Teachers/Resource Teacher have excellent communication allowing for students to move in and out of groups based on their particular needs		
--	--	--	--	---	---	--	--

**Non Classroom Hourly**

**\*Strategy/Activity - Description**

Support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.



## Hage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
Non Clsrn Tchr Hrly		\$10,000.53	30100-1957	All students will benefit from the resources allocated to support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students.	Additional hours for staff to collaborate and synergize in developing action plans to support student needs	VAPA has provided adequate time for PLC's to meet frequently and develop action plans to support student needs	Potential reallocation of funds

**Goal 3 - Mathematics**

**Part-Time Resource Teacher**

**\*Strategy/Activity - Description**

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

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

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.
Inschool Resource	--	--	30100-1109	The part-time Resource Teacher will work directly with teachers	met with grade level teams during PLC time to analyze data	Challenge of balancing needs across grade levels	Provide various communication means (email, text, phone) to

## Hage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Tchr -				<p>to support all students but specifically (EL, African American, Students with Disabilities, White, and Socioeconomically Disadvantaged) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions.</p>	<p>and create focused goals for whole group and small group instruction, target instruction and provided resources to grade levels to create more comprehensive action plans for students.</p> <p>data provided by teachers included FAST, DRA, Math Topic/Unit Tests, and anecdotal notes</p> <p>Teachers/Resource Teacher have excellent communication allowing for students to move in and out of groups based on their particular needs</p>	<p>to further increase efficiency of supporting students</p> <p>Student absences effect the ability to support</p>	<p>allow for flexibility to communicate</p> <p>Google forms to gather feedback</p> <p>Google docs/sheets to share student data efficiently</p>
Inschool Resource Tchr -	--	--	30106-1109	<p>The part-time Resource Teacher will work directly with teachers to support all students but specifically (EL, African American, Students with Disabilities, White, and Socioeconomically Disadvantaged) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions.</p>	<p>met with grade level teams during PLC time to analyze data and create focused goals for whole group and small group instruction, target instruction and provided resources to grade levels to create more comprehensive action plans for students.</p> <p>data provided by teachers included FAST, DRA, Math Topic/Unit Tests, and anecdotal notes</p>	<p>Challenge of balancing needs across grade levels to further increase efficiency of supporting students</p> <p>Student absences effect the ability to support</p>	<p>Provide various communication means (email, text, phone) to allow for flexibility to communicate</p> <p>Google forms to gather feedback</p> <p>Google docs/sheets to share student data efficiently</p>



## Hage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$1,489.00	30103-4301	Purchase instructional supplies to support student growth	Strategic ordering to provide necessary instructional supplies for classrooms  Collaboration with school staff to order specific needs based on grade level identified needs	Loss of ESA hindered ordering and created a backlog	Securing a qualified retired ESA to finish the school-year and aid in ordering  Growth opportunities for other staff members to learn ordering process  Prioritizing needs
----------	--	------------	------------	---	--	---	--

**Non Classroom Hourly**

**\*Strategy/Activity - Description**

Support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students.

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

Directions:

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

Guiding Questions:

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

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

## Hage Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>progress monitoring results, etc.).</b>	<b>assessments, pre/post test, progress monitoring results, etc.).</b>	
Non Clsrm Tchr Hrly	--	--	30100-1957	All students will benefit from the resources allocated to support PLC's in analyzing and calibrating data, tracking individual focus students, developing action plans for support, and developing lessons using best practices and strategies to support students.	Additional hours for staff to collaborate and synergize in developing action plans to support student needs	VAPA has provided adequate time for PLC's to meet frequently and develop action plans to support student needs	Potential reallocation of funds

**Goal 4- Supporting English Learners**

**Part-time Resource Teacher**

**\*Strategy/Activity - Description**

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

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

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.
Inschool Resource Tchr -	--	--	30100-1109	The part-time Resource Teacher will work directly with teachers to support EL	met with grade level teams during PLC time to analyze data and	Challenge of balancing needs across grade levels to further increase	Provide various communication means (email, text, phone) to

## Hage Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>students by analyzing data, developing support for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact tier 2 and 3 interventions.</p>	<p>create focused goals for whole group and small group instruction, target instruction and provided resources to grade levels to create more comprehensive action plans for students.</p> <p>data provided by teachers included FAST, DRA, Math Topic/Unit Tests, and anecdotal notes</p> <p>Teachers/Resource Teacher have excellent communication allowing for students to move in and out of groups based on their particular needs</p>	<p>efficiency of supporting students</p> <p>Student absences effect the ability to support</p>	<p>allow for flexibility to communicate</p> <p>Google forms to gather feedback</p> <p>Google docs/sheets to share student data efficiently</p>
Inschool Resource Tchr -	--	--	30106-1109	<p>The part-time Resource Teacher will work directly with teachers to support EL students by analyzing data, developing support for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact tier 2 and 3 interventions.</p>	<p>met with grade level teams during PLC time to analyze data and create focused goals for whole group and small group instruction, target instruction and provided resources to grade levels to create more comprehensive action plans for students.</p> <p>data provided by teachers included FAST, DRA,</p>	<p>Challenge of balancing needs across grade levels to further increase efficiency of supporting students</p> <p>Student absences effect the ability to support</p>	<p>Provide various communication means (email, text, phone) to allow for flexibility to communicate</p> <p>Google forms to gather feedback</p> <p>Google docs/sheets to share student data efficiently</p>



**Hage Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>Math Topic/Unit Tests, and anecdotal notes</p> <p>Teachers/Resource Teacher have excellent communication allowing for students to move in and out of groups based on their particular needs</p>		
--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

**Goal 5 - Supporting Students with Disabilities**

**Part-Time Resource Teacher**

**\*Strategy/Activity - Description**

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

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

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.
Inschool Resource Tchr -	--	--	30100-1109	The part-time Resource Teacher will work directly with teachers to support SWD by analyzing data, developing supports for students, collaborating to create targeted action/support plans for	met with grade level teams during PLC time to analyze data and create focused goals for whole group and small group instruction, target instruction and	Challenge of balancing needs across grade levels to further increase efficiency of supporting students	Provide various communication means (email, text, phone) to allow for flexibility to communicate

## Hage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>students, and gathering curricular resources to impact tier 2 and 3 interventions.</p> <p>provided resources to grade levels to create more comprehensive action plans for students.</p> <p>data provided by teachers included FAST, DRA, Math Topic/Unit Tests, and anecdotal notes</p> <p>Teachers/Resource Teacher have excellent communication allowing for students to move in and out of groups based on their particular needs</p>	<p>Student absences effect the ability to support</p>	<p>Google forms to gather feedback</p> <p>Google docs/sheets to share student data efficiently</p>
Inschool Resource Tchr -	--	--	30106-1109	<p>The part-time Resource Teacher will work directly with teachers to support SWD by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact tier 2 and 3 interventions.</p> <p>met with grade level teams during PLC time to analyze data and create focused goals for whole group and small group instruction, target instruction and provided resources to grade levels to create more comprehensive action plans for students.</p> <p>data provided by teachers included FAST, DRA, Math Topic/Unit Tests, and anecdotal notes</p> <p>Teachers/Resource Teacher have excellent communication</p>	<p>Challenge of balancing needs across grade levels to further increase efficiency of supporting students</p> <p>Student absences effect the ability to support</p>	<p>Provide various communication means (email, text, phone) to allow for flexibility to communicate</p> <p>Google forms to gather feedback</p> <p>Google docs/sheets to share student data efficiently</p>



## Hage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Software License		\$2,000.00	30100-5841	Used to purchase digital licenses			
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
Using funds to purchase instructional supplies to support SWD.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
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		\$7,559.00	30100-4301	Purchase instructional supplies	Strategic ordering to provide necessary instructional supplies for classrooms	Loss of ESA hindered ordering and created a backlog	Securing a qualified retired ESA to finish the school-year and aid in ordering  Growth opportunities for

## Hage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Collaboration with school staff to order specific needs based on grade level identified needs		other staff members to learn ordering process  Prioritizing needs

**Goal 7 - Family Engagement**

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

**\*Strategy/Activity - Description**

This funding will support mailing crucial school information to families for further consistency in home/school communication.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.
Postage Expense		\$150.00	30103-5920	Supports mailing crucial school info to families	-Printed materials to support home school connection	Challenge of resolving incorrect addresses in Power School	Using School Messenger to quickly send messages to families for address updates.

**Inservice Supplies**

**\*Strategy/Activity – Description**

## Hage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Purchase of supplies to support inservices for families.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.
In-service supplies		\$500.00	30103-4304	Support parent engagement	Due to Health and Safety guidelines we were unable to have on-site in-services  Shifted to Zoom meetings.	Due to Health and Safety guidelines we were unable to have on-site in-services  Challenge in increasing amount of participants	Zoom meetings were recorded for those unable to attend and sent to all families via Sunday Message  Shift balance to supplies to support school to home communication





**Goal 8- Graduation/Promotion Rate**

**Software Licenses for Literacy Intervention**

**\*Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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	--	--	30100-5841	Purchase digital licenses			

**Guidance Assistant to support school connections**

**\*Strategy/Activity - Description**

## Hage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

We will utilize monitoring systems that incorporate a diversified integrated team to support which include Teachers, Paraprofessionals, Front Office staff, Noon Duty, Nursing, Counseling and Guidance, and Admin. Depending on student needs, these teams will work independently and collaboratively at various times to create opportunities to connect and build relationships. We utilize a tiered approach that incorporates specific members as deemed necessary based on the individual student/family need.

These efforts are supported by the Guidance Assistance who supports the social and emotional well being of students across TK-5. In collaboration with all stakeholders, students, parents, and staff, the Guidance Assistant will work to develop and implement effective strategies to decrease the chronic absenteeism and students that identify in the Yellow to Red tiers on the CORE SEL in Culture and Climate.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.
Guidance/Attend Asst Hrly		\$1,229.75	30106-2454	Supporting student SEL	Small Groups working directly on SEL.  Collaboration w/staff to identify and support student achievement within all learning environments	Increase in student absences  Dynamics of SEL learning loss due to the Pandemic	Support for students widened to include:  helping with enrollment and on-boarding new students  Planning and sharing resources with staff

## Hage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>Individual and group guidance sessions focusing on SEL skill building</p> <p>Tracking of student behaviors and referrals</p> <p>Collaborate and develop strategic plans to reduce referrals and suspensions</p> <p>Support of Noon Duty and ASB to address student needs and leadership opportunities</p>		<p>Tracking attendance and developing student support plans</p>
--	--	--	--	--	--	--	---

**Goal 6 - Supporting Black Youth**

**Building Stronger Relationships and Connections**

**\*Strategy/Activity - Description**

We believe that when students and families feel more connected they will, in turn, have higher-quality relationships with our school. The Guidance Assistant will create positive impacts by supporting SEL through clear and consistent communication with staff, students, and parents as measured by attendance rates, parent communication, staff reporting, and surveys. The GA also was able to support a positive school wide culture through classroom lessons, focused small group support, assemblies, and daily interactions throughout various learning environments.

We will utilize monitoring systems that incorporate a diversified integrated team to support which include Teachers, Paraprofessionals, Front Office staff, Noon Duty, Nursing, Counseling and Guidance, and Admin. Depending on student needs, these teams will work independently and collaboratively at various times to create opportunities to connect and build relationships. We utilize a tiered approach that incorporates specific members as deemed necessary based on the individual student/family need. These efforts are supported by the Guidance Assistance who supports the social and emotional well being of students across TK-5. In collaboration with all stakeholders, students, parents, and staff, the Guidance Assistant will work to develop and implement effective strategies to decrease the chronic absenteeism and suspension rates, including but not limited to, meeting with students, parents, and staff, collecting attendance data, small group support, and supporting a school-wide positive school culture. This will directly support closing the equity gap for our African Americans students.

The Resource Teacher will work in conjunction to support staff in developing culturally relevant and rigorous coursework that will aid in building trusting relationships and connections.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

## Hage Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Inschool Resource Tchr -	--	--	30100-1109	The part-time Resource Teacher will work directly with teachers to support all students but specifically (EL, African American, Students with Disabilities, White, and Socioeconomically Disadvantaged) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions.	met with grade level teams during PLC time to analyze data and create focused goals for whole group and small group instruction, target instruction and provided resources to grade levels to create more comprehensive action plans for students.  data provided by teachers included FAST, DRA, Math Topic/Unit Tests, and anecdotal notes  Teachers/Resource Teacher have excellent communication allowing for students to move in and out of groups based on their particular needs	Challenge of balancing needs across grade levels to further increase efficiency of supporting students  Student absences effect the ability to support	Provide various communication means (email, text, phone) to allow for flexibility to communicate  Google forms to gather feedback  Google docs/sheets to share student data efficiently
Inschool Resource Tchr -	--	--	30106-1109	The part-time Resource Teacher will work directly with teachers to support all students but specifically (EL, African American, Students with Disabilities, White, and Socioeconomically	met with grade level teams during PLC time to analyze data and create focused goals for whole group and small group instruction, target instruction and	Challenge of balancing needs across grade levels to further increase efficiency of supporting students	Provide various communication means (email, text, phone) to allow for flexibility to communicate  Google forms to gather feedback

## Hage Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

			<p>Disadvantaged) by analyzing data, developing supports for students, collaborating to create targeted action/support plans for students, and gathering curricular resources to impact Tier 2 and 3 interventions.</p>	<p>provided resources to grade levels to create more comprehensive action plans for students.</p> <p>data provided by teachers included FAST, DRA, Math Topic/Unit Tests, and anecdotal notes</p> <p>Teachers/Resource Teacher have excellent communication allowing for students to move in and out of groups based on their particular needs</p>	<p>Student absences effect the ability to support</p>	<p>Google docs/sheets to share student data efficiently</p>
--	--	--	---	--	---	---

What are my leadership strategies in service of the goals?

- Engaging in site-wide review and refinement of student support systems.
- Identifying and partnering Student Champions w/students
- Leading site-wide review and reflection on Restorative Justice Practices
- Developing and implementing Black History Month activities including lessons on key historical figures, representation of African dance in school-wide Dance Fitness, Classroom door decorating contest.

**SCHOOL NAME: HAGE ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

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

**Guidance Assistant: Building Relationships and Connections**

**\*Strategy/Activity – Description:**

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

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

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.



**Hage Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Guidance Asst	0.50000	\$37,231.00	09800-2404	Support student needs, SEL, Collaborate with teachers and staff to support student needs, holds individual and small groups.	<p>Small Groups working directly on SEL.</p> <p>Collaboration w/staff to identify and support student achievement within all learning environments</p> <p>Individual and group guidance sessions focusing on SEL skill building</p> <p>Tracking of student behaviors and referrals</p> <p>Collaborate and develop strategic plans to reduce referrals and suspensions</p> <p>Support of Noon Duty and ASB to address student needs and leadership opportunities</p>	<p>Increase in student absences</p> <p>Dynamics of SEL learning loss due to the Pandemic</p>	<p>Support for students widened to include:</p> <p>helping with enrollment and on-boarding new students</p> <p>Planning and sharing resources with staff</p> <p>Tracking attendance and developing student support plans</p>
---------------	---------	-------------	------------	--	---	--	--

<b>Goal 2 - English Language Arts</b>							
<b>Instructional Supplies</b>							
<b>*Strategy/Activity - Description</b>							
Using funds to purchase instructional supplies to support student growth and progress.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>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.).</b>	<b>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.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Supplies		\$9,308.00	09800-4301	Purchase instructional supplies.	Strategic ordering to provide necessary instructional supplies for classrooms  Collaboration with school staff to order specific needs based on grade level identified needs	Loss of ESA hindered ordering and created a backlog	Securing a qualified retired ESA to finish the school-year and aid in ordering  Growth opportunities for other staff members to learn ordering process  Prioritizing needs

<b>Goal 7 - Family Engagement</b>							
<b>Building relationships and connections</b>							
<b>*Strategy/Activity - Description</b>							
Guidance Assistant will work collaboratively with students, parents, and staff to promote a positive school climate. Guidance Assistant will collaborate with District Counselor to meet the socio-emotional needs of the students. Additionally, they will develop and implement plans to further involve parents by offering parent trainings.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>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.).</b>	<b>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.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Guidance Asst	--	--	09800-2404	Guidance Assistant will work collaboratively with students, parents, and staff to promote a positive school climate. Guidance Assistant will collaborate with District Counselor to meet the socio-emotional needs of the students. Additionally, they will develop and implement plans to further involve	Small Groups working directly on SEL.  Collaboration w/staff to identify and support student achievement within all learning environments	Increase in student absences  Dynamics of SEL learning loss due to the Pandemic	Support for students widened to include:  helping with enrollment and on-boarding new students

## Hage Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>parents by offering parent trainings.</p>	<p>Individual and group guidance sessions focusing on SEL skill building</p> <p>Tracking of student behaviors and referrals</p> <p>Collaborate and develop strategic plans to reduce referrals and suspensions</p> <p>Support of Noon Duty and ASB to address student needs and leadership opportunities</p>		<p>Planning and sharing resources with staff</p> <p>Tracking attendance and developing student support plans</p>
--	--	--	--	--	--	--	--

**Goal 8- Graduation/Promotion Rate**

**Guidance Assistant to support school connections**

**\*Strategy/Activity - Description**

We will utilize monitoring systems that incorporate a diversified integrated team to support which include Teachers, Paraprofessionals, Front Office staff, Noon Duty, Nursing, Counseling and Guidance, and Admin. Depending on student needs, these teams will work independently and collaboratively at various times to create opportunities to connect and build relationships. We utilize a tiered approach that incorporates specific members as deemed necessary based on the individual student/family need.

These efforts are supported by the Guidance Assistance who supports the social and emotional well being of students across TK-5. In collaboration with all stakeholders, students, parents, and staff, the Guidance Assistant will work to develop and implement effective strategies to decrease the chronic absenteeism and students that identify in the Yellow to Red tiers on the CORE SEL in Culture and Climate.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.
Guidance/Attend Asst Hrly		\$3,013.16	09800-2454	Supporting student SEL	Small Groups working directly on SEL.  Collaboration w/staff to identify and support student achievement	Increase in student absences  Dynamics of SEL learning loss due to the Pandemic	Support for students widened to include:

**Hage Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>within all learning environments</p> <p>Individual and group guidance sessions focusing on SEL skill building</p> <p>Tracking of student behaviors and referrals</p> <p>Collaborate and develop strategic plans to reduce referrals and suspensions</p> <p>Support of Noon Duty and ASB to address student needs and leadership opportunities</p>		<p>helping with enrollment and on-boarding new students</p> <p>Planning and sharing resources with staff</p> <p>Tracking attendance and developing student support plans</p>
--	--	--	--	--	--	--

**Goal 6 - Supporting Black Youth**

**Building Stronger Relationships and Connections**

**\*Strategy/Activity - Description**

We believe that when students and families feel more connected they will, in turn, have higher-quality relationships with our school. The Guidance Assistant will create positive impacts by supporting SEL through clear and consistent communication with staff, students, and parents as measured by attendance rates, parent communication, staff reporting, and surveys. The GA also was able to support a positive school wide culture through classroom lessons, focused small group support, assemblies, and daily interactions throughout various learning environments.

We will utilize monitoring systems that incorporate a diversified integrated team to support which include Teachers, Paraprofessionals, Front Office staff, Noon Duty, Nursing, Counseling and Guidance, and Admin. Depending on student needs, these teams will work independently and collaboratively at various times to create opportunities to connect and build relationships. We utilize a tiered approach that incorporates specific members as deemed necessary based on the individual student/family need. These efforts are supported by the Guidance Assistance who supports the social and emotional well-being of students across TK-5. In collaboration with all stakeholders, students, parents, and staff, the Guidance Assistant will work to develop and implement effective strategies to decrease the chronic absenteeism and suspension rates, including but not limited to, meeting with students, parents, and staff, collecting attendance data, small group support, and supporting a school-wide positive school culture. This will directly support closing the equity gap for our African Americans students.

The Resource Teacher will work in conjunction to support staff in developing culturally relevant and rigorous coursework that will aid in building trusting relationships and connections.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

## Hage Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Guidance Asst	--	--	09800-2404	The GA also was able to support a positive school wide culture through classroom lessons, focused small group support, assemblies, and daily interactions throughout various learning environments.	<p>Small Groups working directly on SEL.</p> <p>Collaboration w/staff to identify and support student achievement within all learning environments</p> <p>Individual and group guidance sessions focusing on SEL skill building</p> <p>Tracking of student behaviors and referrals</p> <p>Collaborate and develop strategic plans to reduce referrals and suspensions</p> <p>Support of Noon Duty and ASB to address student needs and leadership opportunities</p>	<p>Increase in student absences</p> <p>Dynamics of SEL learning loss due to the Pandemic</p>	<p>Support for students widened to include:</p> <p>helping with enrollment and on-boarding new students</p> <p>Planning and sharing resources with staff</p> <p>Tracking attendance and developing student support plans</p>

What are my leadership strategies in service of the goals?  
-Engaging in site-wide review and refinement of student support systems.



-Identifying and partnering Student Champions w/students  
-Leading site-wide review and reflection on Restorative Justice Practices  
-Developing and implementing Black History Month activities including lessons on key historical figures, representation of African dance in school-wide Dance Fitness, Classroom door decorating contest.