



Hagginwood Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

10/08/2025

2:30 PM

Location (Ubicación)


Zoom

Zoom Link (Enlace de Zoom)

<https://zoom.us/j/98907686877>

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*




Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Kirsten Lee	Yes (Si)
Parent	Fong Lee	Yes (Si)
Parent	Faith Roseberry	Yes (Si)
Parent	Sarah Mickel	Yes (Si)
Parent	Sandra Smith	Yes (Si)
Alternates (Alternativos):		
*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) *Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Marc Moorehead		Yes (Si)
Teacher: <i>Maestro(a):</i> Erin Pressler		No
Teacher: <i>Maestro(a):</i> Jasjeet Bahniwal		Yes (Si)
Teacher: <i>Maestro(a):</i> Marie Gallegos		Yes (Si)
Other Staff: <i>Otro Personal:</i> Kirstin Fitzgerald		Yes (Si)
Alternates: <i>Alternativos:</i>		
*Teachers must be the majority <i>*Los maestros deben ser mayoría</i>		

AGENDA		
ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i> Quorum <i>Quórum (50% +1)</i>	Chairperson <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> 2:36 PM Total Members in Attendance: 9 <i>Total de Miembros Presentes:</i> Quorum: Yes (Si) <i>Quórum:</i>
Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i> No public comments.
Review Agenda <i>Repasar Agenda</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i> Mr. Moorehead reviewed agenda.
Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i> Hagginwood May SSC 2024-2025 Minutes 1  Previous Minutes	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas Person <i>Persona</i> : Jasjeet Bahniwal Second <i>Se secundó</i> : Marie Gallegos In favor <i>A favor</i> : 9 Oppose <i>En contra</i> : 0 Abstain <i>En abstención</i> : 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>



Council Business *Asuntos del Consejo*

<p>New Members (Nuevos Miembros)</p> <p>Introduce New and current members</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Mr. Moorehead introduced new and current members.</p>
<p>Member Training (Formación de Miembros)</p> <p>(TR link) https://docs.google.com/presentation/d/1eUL-MmZeWcZ7qLHVrb0Ofg3eKEgCWWkj16yU92AQrXY/edit?usp=sharing</p> <p>(TR video) https://www.youtube.com/watch?v=5SSjxMYMZWs</p> <p>Confirmation of member training completion.</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Mr. Moorehead confirmed 100% attendance for training event on 9/24/25.</p>
<p>Elect Officers (Elegir a Funcionarios)</p> <p>I move to elect (Name) as (position: Chairperson, Vice-Chairperson, Secretary): Motion: Second: In favor: Oppose: Abstain: Motion:</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Mrs. Roseberry was nominated as chairperson, motion passed with 9 in favor.</p> <p>Mrs. Gallegos was nominated as Vice chairperson, motion passed with 9 in favor.</p> <p>Mrs. FitzGerald was nominated as secretary, motion passed, with 9 in favor.</p>

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>Bylaws (Reglamentos)</p> <p>Bylaw review and approval.</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> bylaws</p> <p>Person <i>Persona:</i> Sandra Smith Second <i>Se secundó:</i> Mrs. Gallegos In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>Bylaws reviewed by Mr. Moorehead and motion passed.</p>
<p>School Compact (Compacto Escolar)</p> <p>School Compact review and approval</p> <p>2  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> school compact</p> <p>Person <i>Persona:</i> Marie Gallegos Second <i>Se secundó:</i> Kirsten Lee In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>School compact reviewed by Mr. Moorehead and motion passed.</p>
<p>Parent Involvement (Participación de Padres)</p> <p>Parent Involvement review and approval</p> <p>2  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> parent involvement</p> <p>Person <i>Persona:</i> Sandra Smith Second <i>Se secundó:</i> Marie Gallegos In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>Parent involvement reviewed by Mr. Moorehead and motion passed.</p>
<p>N/A</p> <p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p> <p>N/A</p>

Document Review: *Revisión y de Documentos*

<p>Other</p> <p>SPSA Goals:</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Mr. Moorehead reviewed SPSA goals. See attached documents. Sandra requested clarification on the SPSA process and Mr. Moorehead explained how needs are identified and timelines for SPSA approval. He also discussed addendums and how the process works.</p>
<p>Other</p> <p>CAASPP Data</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Mr. Moorehead reviewed CAASPP Data. School SBAC data has shown significant gains over the course of three years. Mr. Moorehead discussed the possibility of creating an addendum to adjust goals for next meeting.</p>

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i> N/A
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Other Business: <i>Otros Asuntos:</i>		
ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>) ELAC members were trained and voted in. Discussed the importance of attendance matters.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>) No guest reports or presenters available.
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> No new information provided.
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: <i>Hora:</i> 3:48 PM

Next meeting date: <i>Fecha de próxima reunión:</i>	11/19/2025	2:30 PM
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Hagginwood Elementary School Site Council Minutes



Date & Time: May 21, 2025 2:30 PM

Location: Zoom

<https://zoom.us/j/98907686877>

Meeting ID: 989 0768 6877

2024- 2025, Elected SSC Members

Non-staff: Parents/Community Member/Students	Present
Parent ▾ : Sarah Mickel (yr.2)	Present ▾
Parent ▾ : Danny Reyes (yr.2)	SELE... ▾
Parent ▾ : Kirsten Lee (yr.1)	SELE... ▾
Parent ▾ : Fong Lee (yr.1) (Secretary)	Present ▾
Parent ▾ : Faith Roseberry (yr.1)	Present ▾
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i>	
Staff: Principal or Designee/Teachers/Other Staff	Present
Principal/Designee: Marc Moorehead	Present ▾
Teacher: Tamara Abel (yr.2) (Vice-Chairperson)	Present ▾
Teacher: Erin Pressler (yr.2) (Chairperson)	Present ▾
Teacher: Amy Christensen (yr.1)	SELE... ▾
Other Staff: Kirstin Fitzgerald (yr.1)	Present ▾
<i>*Teachers must be the majority</i>	

AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet	Chairperson	This meeting is called to order at May 21, 2025 2:35 PM PDT
Quorum (50% +1)		Total Members in Attendance: 7 ▾ Quorum: Yes ▾
Public Comment (2 minutes per speaker)	Chairperson	Summary of Discussion

Review Agenda	Chairperson	Summary of Comments/Questions
Review / approve minutes from last meeting (link)	Chairperson	Mr. Moorehead went over the previous minutes. I move to approve the minutes: Person Abel Second: Person Roseberry In favor: 5 ▾ Oppose: 0 ▾ Abstain: 2 ▾ Motion: Passed ▾
<ul style="list-style-type: none"> School Plan For Student Achievement (SPSA) 		
Review & Approve: <ul style="list-style-type: none"> 2025-2026 SPSA ▾ 	Chairperson	Data: Mr. Moorehead reviewed local and state data from the School Plan for Hagginwood, including ELL and subgroups. Conclusions based on the data were also provided. Goal/Action 1)Goal: Increase SBAC by 10% 1.1) Hire a SST at 0.6FTE 1.2) Cover salary for SST ELL 1.3) Provide Tier 1 and Tier 2 support for SSP 1.4) District is no longer providing iXL math. Purchase 1 yr. subscription 1.5) Provide supplies and materials to support WIN program 1.6) Professional learning with SCOE 2) College/Career: No Goal for Elementary 3) Try to get the suspension rate below 4% and decrease chronic absenteeism by 10%, 3.1) Positivity project 3.2) Assemblies - Assembly Committee 4) Increase parent engagement 4.1) Provide classes 4.2) communication folders and light refreshments 5) Safe Environment (District Goal) I move to approve the 2025-2026 SPSA: Person Abel Second: Person Pressler In favor: 7 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
Other Business:		
<ul style="list-style-type: none"> Not Combined ▾ 	Chairperson	Summary of Discussion
Additional Information/New Business/Discussion	Chairperson	Summary of Comments/Questions
Adjournment	Chairperson	Time: May 21, 2025 3:07 PM

Next meeting date: TBD 25-26



Hagginwood Elementary
SCHOOL SITE COUNCIL BYLAWS

ARTICLE I

Duties of the School Site Council:

The School Site Council of Hagginwood Elementary, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees.
- Participate in regular training on SSC roles and responsibilities.
- Develop and approve the SPSA and related categorical expenditures in accordance with all state and federal law and district regulations.
- Recommend the SPSA and categorical expenditures to the TRUSD Board of Education for approval.
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.
- Make modifications to the SPSA whenever the need arises.
- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities for related categorical expenditures.
- Regularly evaluate academic data to determine the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the TRUSD Board of Education and by state law.

ARTICLE II

Members

Section A: Composition*

The council shall be composed of at least 10 members, selected by their peers, as follows:

- ✓ Principal / designee
- ✓ Classroom teachers
- ✓ “Other” school staff members (non classroom teaching staff)
- ✓ Parents or community members

** Elementary schools must have a minimum of ten (10) members.*

The school principal / designee is a required member of the council. The principal / designee shall attend all SSC meetings. Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

Council members shall be elected *for 2 year terms*. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member’s current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member of the council is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. Absentee (proxy) voting is not permitted.

Section D: Termination of Membership

Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson. The council may, by an affirmative vote of 51% of all its members, suspend or expel a member.

Section E: Transfer of Membership

Membership on the council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the council occurring during the term of duly elected member shall be filled by:

- An alternate designated during the annual election OR
- Nominated by current SSC and approved by majority of SSC membership.

The term will be for the remaining time left in the vacated seat.

ARTICLE III

Elections of Council Members

- The school principal / designee is a standing member of the council.
- Classroom teacher elections will be held in *August-September*:
 - The certificated membership will be elected into rotational positions of *two years*.
 - Nominations and elections are conducted by the certificated staff. If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
 - Ballot will include a write in option.
- “Other” staff elections will be held in *August-September*.
 - The “other” position is filled by a non-classroom teacher. He/she may be a classified or certificated staff member.
 - The “other” staff membership will be elected into rotational positions of *two years*.
 - Nominations and elections will be conducted by the non classroom teaching certificated and classified staff. If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
 - Ballot will include a write in option.
- Parent/Community Member representative elections will be conducted in *August-September*.
 - Elections will be conducted by the *school office staff*.
 - *Announcement of nominations and elections will be included on the school website and school marquee.*
 - Ballot will include a write in option.

All election ballots and result records will be maintained at the school site for three (3) years.

ARTICLE IV

Officers

Section A: Officers

The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the council deems desirable.

The chairperson shall:

- Collaborate with the principal in developing agendas.
- Preside at meetings of the council.
- Sign all letters, reports, and other communications of the council.
- Have other such duties as are prescribed by the council.

The vice-chairperson shall:

- Assist the chairperson in assigned duties.
- Substitute for the chairperson in his/her absence.

The secretary shall:

- Keep minutes and sign ins of meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Provide all notices in accordance with these bylaws.
- Keep a register of the names, email, addresses, and telephone numbers of each member of the council, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the first or second meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Reasons for Removal of Officers

Any officer may be removed from office by a quorum of the members. A member may be removed from office if three consecutive meetings are missed without reason given.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by placement of a properly elected alternate during the Fall election or by a special election of the council for the remaining portion of the term of office.

ARTICLE V

Committees

Section A: Sub-committees

The council may establish and abolish sub-committees of their own membership to perform duties as prescribed by the council. *At least one member representing teachers and one member representing parents shall make up the sub-committee.* No sub-committee may exercise the authority of the council.

Section B: Terms of Office

The council shall determine the terms of office for members of a committee.

Section C: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section D: Quorum

A majority (51% or greater) of the members of the committee shall constitute a quorum. The act of a majority of the members present shall be the act of the committee, provided a quorum is present. Members may attend via technology.

ARTICLE VI

Meetings of the Council

Section A: Meetings

The council shall meet according to the schedule to fulfill School Site Council requirement (at least 5 times per school year). Special meetings of the council may be called by the chairperson, by a majority vote of the council, or principal.

Section B: Place of Meetings

The council shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson, by a majority vote of the council, or principal.

Section C: Notice of Meetings

1. Written public notice (agenda) of all meetings shall be posted at appropriate location(s) accessible to the public at least 72 hours in advance of the meeting.
2. Changes in the established date, time, or location shall be given special notice.
3. All meetings shall be publicized in the following venues: Hagginwood website and public posting.
4. All required notices shall be delivered to council and committee members no less than 72 hours, in advance of the meeting, *via e-mail or via web posting.*

Section D: Quorum

The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established.

Section E: Conduct of Meetings

Meetings of the council shall be conducted in accordance with the rules of order established by California Education Code Section 35147 © and with *Robert's Rules of Order* or adaption thereof approved by the council.

Section F: Meetings Open to the Public

All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

ARTICLE VII

Amendments

An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least 72 hours prior to the meeting at which the amendment is to be considered for adoption.

Adopted: October 8, 2025

Legend:

>Ed. Code (blue highlighted)

>Recommended addition (green highlighted)

>Recommended removal (strikethrough-red highlighted)



Twin Rivers Union School District
Hagginwood Elementary School
Acuerdo para el Éxito Escolar

Estimados Padres,

Para brindar la mejor educación a sus hijos, es esencial que trabajemos cercas con usted. Usted es una parte muy importante de nuestro equipo y su apoyo y participación activos aseguran el éxito de sus hijos en la escuela. Los maestros, las familias y los estudiantes comparten las responsabilidades que llevamos a cabo como socios para lograr el éxito de los estudiantes en la escuela y en la vida. Los maestros han repasado estas responsabilidades con los estudiantes en clase. Por favor revíselos con su hijo/hijos.

Gracias por tu apoyo,
Personal de Hagginwood

Compromiso Escolar: Para asegurar una experiencia educativa óptima para cada niño, haré todo lo posible para:

- Proporcionar un currículo desafiante basado en estándares y tareas significativas para cada estudiante.
- Proporcionar ayuda, materiales y/o tareas a los padres para que puedan ayudar al estudiante a completar el trabajo escolar y la tarea (es decir, Google Classroom y/o folletos).
- Informar a los padres/tutores sobre el progreso y el comportamiento de los estudiantes con regularidad.
- Diseñar una instrucción efectiva que involucre al alumno.
- Participar en actividades de capacitación profesional que mejoren la enseñanza y el aprendizaje.
- Trabajar consistentemente con las familias y los colegas de la escuela para que la escuela sea accesible y acogedora para las familias y los estudiantes con oportunidades de voluntariado.
- Hacer cumplir las reglas de la escuela de manera consistente y justa.
- Enseñar, modelar y monitorear la seguridad, el respeto y la responsabilidad hacia todos y la propiedad.
- Demostrar conducta profesional y actitud positiva.

Compromiso del Estudiante: Mi educación es importante. Yo soy el responsable de mi propio éxito. Por lo tanto, yo voy a:

- Llegar todos los días a tiempo y listo para aprender.
- Completar y entregar todas las tareas asignadas a tiempo.
- Pasar tiempo en casa estudiando y leyendo.
- Seguir todas las reglas en la escuela; Ser seguro, respetuoso y responsable con todos y la propiedad.
- Dar lo mejor de mí y pedir ayuda cuando la necesite.
- Ser amable y comprensivo con los que me rodean.

Compromiso Padres/Tutor Legal: Para fomentar el aprendizaje y el éxito de mi hijo en la escuela, haré todo lo posible para:

- Asegurar que mi hijo esté en la escuela a tiempo todos los días, listo para aprender.
- Apoyar el comportamiento y las expectativas académicas de la escuela.
- Establecer un tiempo para la tarea y revisarla con regularidad.
- Supervisar regularmente el progreso de mi hijo en la escuela.
- Mantener una comunicación continua con los maestros y el personal de la escuela.
- Asegurar que mi hijo duerma al menos ocho horas todas las noches y reciba atención médica regular.
- Enseñar, modelar y monitorear la seguridad, el respeto y la responsabilidad hacia todos y la propiedad.
- Limitar y supervisar la televisión, la transmisión, las redes sociales y los juegos digitales.
- Participar en el gobierno escolar (SSC, ELAC).
- Apoyar el Programa de Participación de los Padres y Viernes de la Familia.
- Demostrar conducta profesional y actitud positiva.

Este pacto fue desarrollado conjuntamente con los padres y adoptado por el Consejo del Sitio Escolar de Hagginwood el 8 de octubre de 2025. La escuela distribuirá el Pacto a todas las familias anualmente como parte del programa Título 1.

Sr. Moorehead
Director de Hagginwood



Twin Rivers Union School District
Hagginwood Elementary School
Compact for School Success

Dear Parents,

In order to provide the best education for your children, it is essential that we work closely with you. You are a very important part of our team and your active support and involvement ensures your children's success in school. Teachers, families, and students share responsibilities that we as partners carry out to achieve student success in school and in life. Teachers have reviewed these responsibilities with students in class. Please review them with your child/children.

Thank you for your support,
Hagginwood Staff

School Pledge: To ensure an optimal educational experience for each child, we will make every effort to:

- Provide a challenging, standards-based curriculum and meaningful assignments to every student.
- Provide help, materials, and/or assignments to parents to enable them to assist the student to complete schoolwork and homework (ie: Google Classroom and/or handouts)
- Inform parents/guardians of student progress and behavior on a regular basis.
- Design effective instruction that will engage the learner.
- Participate in professional development activities that improve teaching and learning.
- Work consistently with families and school colleagues to make the school accessible and welcoming for families and students with volunteer opportunities.
- Enforce school rules consistently and fairly.
- Teach, model, and monitor Safety, Respectfulness, and Responsibility toward everyone and property.
- Demonstrate professional conduct and a positive attitude.

Student Pledge: My education is important. I am the one responsible for my own success. Therefore, I will:

- Arrive everyday on time and ready to learn.
- Complete and return all homework assignments on time.
- Spend time at home studying and reading.
- Follow all rules at school; Be Safe, Respectful, and Responsible toward everyone and property.
- Try my best and ask for help when I need it.
- Be kind and understanding to others around you.

Parent/Guardian Pledge: To encourage my child's learning and success in school, I will make every effort to:

- See that my child is at school on time every day, ready to learn.
- Support the school's behavior and academic expectations.
- Establish a time for homework and review it regularly.
- Regularly monitor my child's progress at school.
- Maintain ongoing communication with teachers and school personnel.
- Make sure my child gets at least eight hours of sleep every night and regular medical attention.
- Teach, model, and monitor Safety, Respectfulness, and Responsibility toward everyone and property.
- Limit and supervise TV, streaming, social media, and digital game playing.
- Participate in school governance (SSC, ELAC).
- Support the Parent Engagement and Family Friday's Involvement Program.
- Demonstrate professional conduct and a positive attitude.

This Compact was jointly developed with parents and adopted by Hagginwood School Site Council on 10.8.2025
The school will distribute the Compact to all families on an annual basis as part of the Title 1 program.

Mr. Moorehead
Hagginwood Principal



TÍTULO I POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS

Escuela Primaria Hagginwood

La escuela primaria Hagginwood ha desarrollado una política escrita de participación de los padres de Título I con el aporte de los padres de Título I. Esta política fue desarrollada con la representación del grupo de padres y el personal. La política se distribuye a los padres en *AERIES Communicator*, se envía a casa con los estudiantes y se publica en nuestra página web de la escuela. La política describe los medios para llevar a cabo los requisitos de participación de los padres del Título I [20 USC 6318 Section 1118(a)-(f) inclusive].

PARTICIPACIÓN DE LOS PADRES EN EL PROGRAMA TÍTULO I:

Para involucrar a los padres en el programa Título I de la escuela primaria Hagginwood, se han establecido las siguientes prácticas:

- **La escuela convoca una reunión anual para informar a los padres de los alumnos del Título I sobre los requisitos de este Título I y sobre el derecho de los padres a participar en el programa.**
> Los padres de la escuela primaria Hagginwood son informados sobre los requisitos del Título I de la escuela y sobre el derecho a participar en el programa en nuestra Noche Anual de Regreso a la Escuela. El director revisa los derechos y requisitos a través de una presentación en Power Point.
- **La escuela ofrece un número flexible de juntas para los padres del Título I, como juntas por la mañana o por la tarde.**
> Se ofrecen reuniones flexibles para padres durante los eventos mensuales de participación de padres y familias. Algunos padres del Título I forman parte del Consejo Escolar y del Comité Asesor de Padres de Aprendices de Inglés.
- **La escuela involucra a los padres de los estudiantes del Título I de una manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I de la escuela y la política de participación de los padres del Título I.**
> Se recaban las aportaciones de los padres en las reuniones sobre las necesidades de los alumnos del Título I. Los padres son una parte integral del desarrollo del Plan Único para el Logro Estudiantil (SPSA). El SSC y el Comité ELAC llevan a cabo evaluaciones formales de las necesidades durante cada ciclo escolar, y estas se utilizan para desarrollar las metas y estrategias incluidas en el SPSA.
- **La escuela proporciona a los padres de los estudiantes del Título I información oportuna sobre los programas del Título I.**
> Se informa a los padres sobre los programas del Título I en las juntas, las noches familiares y la correspondencia escrita enviada a casa con los estudiantes y a través del Comunicador AERIES.
- **La escuela proporciona a los padres de los alumnos del Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los alumnos.**
> Los padres son informados acerca del currículo/plan de estudios, las evaluaciones, el progreso de los estudiantes y la competencia en las Noches de Regreso a la Escuela, informes del progreso de mitad de trimestre, conferencias de padres, boletines de calificaciones y Open House. También se celebran reuniones del Equipo de Apoyo al Estudiante SST y las juntas de los IEP para los estudiantes en situación de riesgo y con necesidades especiales.
- **Si lo solicitan los padres de los alumnos del Título I, la escuela ofrece oportunidades para celebrar reuniones periódicas que permitan a los padres participar en las decisiones relacionadas con la educación de sus hijos.**
> Los padres pueden contribuir a las decisiones relacionadas con la educación de sus hijos en las reuniones de padres y maestros, reuniones con el director, el subdirector, el equipo de apoyo a los estudiantes y/o reuniones con el maestro del equipo de apoyo al estudiante, cuando sea posible.

CREAR CAPACIDAD DE PARTICIPACIÓN:

La escuela primaria Hagginwood involucra a los padres del Título I en interacciones significativas con la escuela. Apoya una alianza entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estas metas, la escuela ha establecido las siguientes prácticas:

- **La escuela proporciona a los padres del Título I asistencia para comprender los estándares de contenido académico del Estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**
> Los estándares de contenido académico del Estado y las evaluaciones son explicadas a los padres por el maestro del salón de clase en la Noche de Regreso a la Escuela y en las conferencias de padres y en las noches familiares. Con la ayuda del maestro los padres reciben asistencia en cómo supervisar y mejorar el logro de sus hijos. Los maestros proporcionan a los padres información continua sobre la evaluación y el rendimiento de los estudiantes a través del Comunicador AERIES, en los informes del progreso de mitad de trimestre y en las boletas de calificaciones. La supervisión, el seguimiento y la mejora de los logros de los estudiantes también se comentan en las reuniones del Equipo de Apoyo al Estudiante, las reuniones del IEP y en la Comunidad de Aprendizaje Profesional quincenal.
- **La escuela proporciona a los padres del Título I materiales y formación para ayudarles a trabajar con sus hijos para mejorar el rendimiento de estos.**
> Los padres del Título I reciben formación y materiales para trabajar con sus estudiantes en las Noches de Regreso a la Escuela, noches familiares, así como conferencia de padres y maestros, reuniones del Equipo de Apoyo al Estudiante y reuniones informales de padres con el maestro.
- **Con la asistencia de los padres del Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres, y cómo trabajar con los padres como aliados igualitarios.**
> La participación de los padres es un enfoque del personal y los maestros del salón para involucrar a los padres en la educación de sus hijos. El director y el personal anima a los padres a participar como voluntarios.
- **La escuela coordina e integra el programa de participación de los padres del Título I con otros programas y lleva a cabo otras actividades, como los centros de recursos para padres, para animar y apoyar a los padres a participar más plenamente en la educación de sus hijos.**
> Los padres de los estudiantes del Título I son algunos de los mismos padres que forman parte del Consejo Escolar y del Comité de Padres Asesores de Aprendices de Inglés. La mayoría de las actividades escolares, eventos, recursos y apoyos son para todos los padres de los estudiantes en la escuela.
- **La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones y otras actividades a los padres del Título I en un formato y lenguaje que los padres entienden.**
> La información para los padres se distribuye en términos cotidianos de lenguaje común. Los acrónimos se deletrean y el lenguaje académico y vernáculo educativo se utilizan esporádicamente. Los folletos y la correspondencia escrita se traducen a los padres que hablan una lengua distinta al inglés, si este es el idioma dominante en el plantel escolar.
- **La escuela proporciona apoyo a las actividades de participación de los padres solicitadas por ellos mismos es decir padres del Título I.**
> La escuela ofrece muchas actividades de participación de los padres solicitadas por el Título I, Consejo Escolar, Comité Asesor de Padres de Aprendices de Inglés, tales como reuniones de participación de padres y familias, noche de lectura familiar, noche de película familiar, celebración multicultural, festival de la cosecha, excursiones y asambleas de estudiantes durante el día que los padres están invitados a asistir.

ACCESIBILIDAD

La escuela primaria Hagginwood provee oportunidades para la participación de todos los padres del Título I, incluyendo padres con dominio limitado de inglés, padres con discapacidades y padres de estudiantes migrantes la información y los informes escolares son provistos en un formato y lenguaje que los padres entiendan.

>Todos los padres tienen la oportunidad de participar en nuestros numerosos eventos por las tardes, noches familiares y actividades en el salón de clase, excursiones y festivales. Muchos de los padres tienen estudiantes que son Título I, estudiantes aprendices de inglés, y/o con discapacidades. Hay servicios de traducción e interpretación disponible para ayudar a los padres a comunicarse con el personal de la escuela, los maestros y el director. La oficina del distrito proporciona intérpretes cuando se solicitan. Nuestra oficina y la oficina del distrito también está disponible para traducir cualquier formulario o folleto para mejorar la comunicación entre la escuela y el hogar. Todos los folletos se envían a casa tanto en inglés como en español. Hagginwood es una escuela familiar, donde la participación de los padres, sus opiniones, aportes y el acceso son altamente valorados.

Esta Política de participación de los padres del Título 1 se desarrolló conjuntamente con los padres y fue adoptada por el Consejo del sitio escolar de Hagginwood el 8 de octubre de 2025. La escuela distribuirá la política a todas las familias anualmente como parte del programa Título I.

Mr. Moorehead
Director de la escuela Hagginwood



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Hagginwood Elementary School

Hagginwood Elementary has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parent body and staff representation. The policy is distributed to parents in AERIES Communicator, sent home with students, and is posted to our school website. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at Hagginwood Elementary, the following practices have been established:

- **The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.**
>The parents at Hagginwood Elementary are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night. The principal reviews the rights and requirements via a PowerPoint presentation.
- **The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.**
>Flexible parent meetings are offered during monthly Parent & Family Engagement events. Some Title I parents are a part of the School Site Council and English Learner Advisory Committee.
- **The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.**
>Information is gathered at parent input meetings regarding the needs of the Title I students. Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.
- **The school provides parents of Title I students with timely information about Title I programs.**
>Parents are informed about Title I programs at meetings, Family Nights, and written correspondence sent home with students and through AERIES communicator.
- **The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.**
>Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Parent Conferences, Report Cards, and Open House. Student Study Team and IEP Meetings are also held for at-risk and special needs students.
- **If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.**
>Parents can contribute to decisions related to the education of their child at parent-teacher conference, meetings with the Principal, Vice Principal, Student Study Team, and or meetings with the Student Support Teacher, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 >The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and Parent Conferences and at Family Nights. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES Communicator, Mid-Trimester Progress Reports and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community bi-weekly collaboration meetings
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.**
 >Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Family Nights, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners.**
 >Parent Involvement is a focus of the staff and classroom teachers to engage and involve parents in their child's education. Parents are encouraged by the principal and the staff to volunteer.
- The school coordinates and integrates the Title I 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.**
 >Parents of Title I students are some of the same parents that are part of the School Site Council and English Language Advisory Committee. Most of the school activities, events, resources and support is for all parents of students on campus.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.**
 >Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.
- The school provides support for parental involvement activities requested by Title I parents.**
 >The school provides many parent involvement activities requested by Title I, School Site Council, English Language Advisory Committee parents, such as Parent & Family Engagement meetings, Family Reading Night, Family Movie Night, Multicultural Celebration, Harvest Festival, field trips, and daytime student assemblies that parents are invited to attend.

ACCESSIBILITY

Hagginwood Elementary provides opportunities for the participation of all Title I 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.

>All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals. Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist parents communicate with school staff, teachers, and principal. The district office provides translators upon request. Our office and the district office is also available to translate any forms or booklets to enhance school home communications. All flyers are sent home in both English and Spanish. Hagginwood Elementary is a family-friendly school, where parent involvement, input and access is highly valued.

This Title 1 Parent Involvement Policy was jointly developed with parents and adopted by Hagginwood School Site Council on 10.8.2025. The school will distribute the Policy to all families on an annual basis as part of the Title 1 program.

Mr. Moorehead
Hagginwood Principal



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hagginwood Elementary	34765056033385	5.21.25	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Hagginwood Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Academic Achievement & Decrease Disproportionalities

English/Language Arts: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of 10% school wide.

Mathematics: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of 10% school wide.

English Language Learners: By Spring 2026, Hagginwood proficiency rates for ELPAC will increase over the 2023-24 rates by a minimum of 10% school wide.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to California School Dashboard, which utilized the 2024 CAASPP results:

English Language Arts is ranked (Orange) 73.1 points below standard (increased 6.6 points)

Math is ranked (Yellow) 87.4 points below standard (increased 8.6 points)

English Learner progress is ranked (Orange) 35.1%, making progress (declined 8.7%)

According to our Local Twin Rivers Benchmark Assessments for Trimester 2 of the 2024-25 school year:

English Language Benchmark is scoring 37.4% proficient (2nd-6th) (decrease of 3.6%) & 31.7% proficient (3rd-6th) (increase of 8.4%)

Math Benchmark is scoring 47.6% proficient (K-6th) (decrease of 2.4%) & 33.0% proficient (3rd-6th) (increase of 2.5%)

In English Language Arts (Orange), there is a performance gap for English Learners (Red) and Students with Disabilities (Red)

In Mathematics (Yellow), there is a performance gap for English Learners (Red), Homeless (Orange), and Students with Disabilities (Orange)

Our 24-25 goal is also to increase passing/proficiency rates with CA and local assessments for ELA, Math, and English Learners by 10% annually, according to the California Dashboard indicator.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome			Expected Outcome
SBAC ELA will show minimum increase of 10%	16.84% (2021-22) 18.69% (2022-23) 25.26% (2023-24)			35.26% (25-26)
SBAC Math will show minimum increase of 10%	10.9% (2021-22) 14.55% (2022-23) 17.17% (2023-24)			27.17% (25-26)
Trimester 1 District ELA Benchmark	Grades 2-6 25.6% (2021-22) 34.0% (2022-23) 37.3% (2023-24) 25.7% (2024-25)	Grade 3-6 18.1% 25.5% 25.5% 22.5%	35.7% (25-26)	
Trimester 2 District ELA Benchmark	Grades 2-6 31.5% (2021-22) 46.2% (2022-23) 41.0% (2023-24) 37.4% (2024-25)	Grade 3-6 16.3% 28.7% 23.3% 31.7%	47.4% (25-26)	
Trimester 1 District Math Benchmark	Grades K-6 37.9% (2021-22) 44.7% (2022-23) 55.9% (2023-24) 50.2% (2024-25)	Grade 3-6 19.7% 26.0% 37.3% 35.1%	60.2% (25-26)	
Trimester 2 District Math Benchmark	Grades K-6 39.3% (2021-22) 41.1% (2022-23) 50.0% (2023-24) 47.6% (2024-25)	Grade 3-6 17.4% 20.5% 30.5% 33.0%	57.6% (25-26)	
ELPAC performance levels (3 & 4) for English Language Learners will show minimum increase of 10%	ELPAC 3-4 Combined (2021-2022) 27.31% (2022-2023) 28.67% (2023-2024) 30.40%	Level 3 21.43% 22.79% 24.80%	Level 4 8.16% 5.88% 5.60%	40.40% (25-26)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide interventions with a Student Support Teacher (Title 1 Basic)	All Students. Schoolwide	43532 Title I Basic

	<p>>Continue schoolwide WIN Intervention (What I Need)</p> <p>>Intervention will be provided with targeted outreach to English learners and students reading below grade level to ensure academic success.</p> <p>>Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST).</p>		<p>1000-1999: Certificated Personnel Salaries</p> <p>1.1 - Salary for Position Control - SST</p> <p>11463</p> <p>Title I Basic</p> <p>3000-3999: Employee Benefits</p> <p>1.1 - Benefits for Position Control - SST</p>
1.2	<p>Provide interventions with a Student Support Teacher (ELL -Equity Multiplier)</p> <p>>Continue schoolwide WIN Intervention (What I Need)</p> <p>>Intervention will be provided with targeted outreach to English learners reading below grade level to ensure academic success.</p> <p>>Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST).</p> <p>>Position Control: Additional funding to use with Equity Multiplier funding</p>	All Students. Schoolwide	<p>7256</p> <p>Title I Basic</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1.2 - Salary for Position Control - SST-EL</p> <p>1631</p> <p>Title I Basic</p> <p>3000-3999: Employee Benefits</p> <p>1.2 - Benefits for Position Control - SST-EL</p>
1.3	<p>Provide teacher release time for additional PLC work, professional development, Tier 1 and Tier 2 support, and data analysis</p> <p>>Utilize substitute/contractor for direct classroom release (SSP / COST)</p>	All Students. Schoolwide	<p>2931</p> <p>Title I Basic</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1.2 -Substitute</p> <p>99</p> <p>Title I Basic</p> <p>3000-3999: Employee Benefits</p> <p>1.2 -Substitute benefits</p>
1.4	<p>Provide technology, software, hardware, and accessories that will support student engagement, student learning, and improve academic achievement as well as enhance the quality of instruction delivered by teachers.</p> <p>>IXL Math</p>	All Students. Schoolwide	<p>3975</p> <p>Title I Basic</p> <p>5000-5999: Operating Expenditures</p> <p>1.4 -Software / Hardware</p>
1.5	<p>Provide supplies and materials to support classroom instruction and intervention above and beyond basic necessities.</p> <p>>WIN</p>	All Students. Schoolwide	<p>2059</p> <p>Title I Basic</p> <p>4000-4999: Materials and Supplies</p> <p>1.5 -Supplies</p> <p>2000</p> <p>Title I Basic</p> <p>5000-5999: Operating Expenditures</p> <p>1.5 - Materials/Printshop</p>
1.6	<p>Provide access to staff professional development to build teaching practices to enhance student thinking, collaboration, and achievement. Areas of need include but not limited to: Mathematics, Language Arts, Lesson Design, Teacher Clarity, PLC, and planning.</p> <p>>Registration costs</p> <p>>Sub Release costs</p> <p>>Teacher extra-duty</p>	All Students. Schoolwide	<p>6800</p> <p>Title I Basic</p> <p>5000-5999: Operating Expenditures</p> <p>1.6 Professional Development</p> <p>13024</p> <p>Title I Basic</p> <p>1000-1999: Certificated Personnel Salaries</p>

			1.6 Salary 684 Title I Basic 3000-3999: Employee Benefits 1.6 Benefits
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Goal 1: The strategies and actions listed in the 2024-25 SPSA were implemented. The Student Support Teacher (.6FTE) position provided small group instruction using SIPPS, students will show growth in ELA based off of pre/post assessment data. Funding was reallocated to promote access to literary and reference materials within the classroom and library. Additionally, the WIN (ELA intervention) program aquired additional support materials/resources: SIPPS, Haggerty, ReadyReaders in order to address the identified needs in early literacy, vocabulary, and comprehension.

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

No major differences. Funding for technology was not necessary and therefore funding was shifted to support access to literacy through classroom and library supplemental and reference materials.

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

The goal remains unchanged. The strategies/activities will add math/ELA software to address supplemental needs, funding to support Equity Multiplier grant will be added, and Funding for Professional Development will increase.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve Culture and Climate through Increased Student Engagement

Hagginwood will ensure a school environment that is safe, clean, and conducive to learning. The school climate and culture should contribute to a positive, student-centered environment. PBIS (Positive Behavior Interventions and Supports) will be used as our school-wide expectation system to define and encourage appropriate student behaviors.

Conditions & Climate: By Spring 2026, Hagginwood's suspension rate will decrease to a rate of less than 4%

Academic Engagement: By Spring 2026, Hagginwood's chronic absenteeism will decrease by 10%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 – Improve Culture and Climate through Increased Student Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to California School Dashboard, Hagginwood Elementary's 2024 results are:

Conditions & Climate is ranked (Red) 6.5% suspended at least one day (increase 0.6%)

Academic Engagement is ranked (Yellow) 33.8%, Chronically Absent (declined 10.4%)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Suspension data	4.8% (2021-22) 6.0% (2022-23) 6.5% (2023-24)	4.0% (25-26)
Dashboard Chronic Absence data	53.3% (2021-22) 44.2% (2022-23) 33.8% (2023-24)	23.8% (25-26)
Behavior - Kelvin Data	24-25 Screener (April 2025 vs. 2024) 1-2: 86% Favorable (0% change) 3-6: 77% Favorable (+2% change)	25-26 Screener (April 2026) 1-2: 87% Favorable 3-6: 78% Favorable

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Purchase materials, supplies, subscriptions, or other services to support PBIS program, character education, SEL, attendance, and/or restorative practices >positivity project	All Student. Schoolwide	4000 Title I Basic 5000-5999: Operating Expenditures 3.1-PBIS, Character Ed & Attendance
3.2	3.2 Provide assemblies related to student interest and need, such as arts, science, literacy, math, SEL, PBIS, Attendance, Academics, character education, in order to encourage attendance and decrease negative behaviors.	All Students. Schoolwide	350 Title I Basic 5000-5999: Operating Expenditures 3.2 Assemblies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Goal 3: The strategies and actions listed in the 2024-25 SPSA were implemented. Our Chronic Absenteeism declined by 10.4%. Our Suspension rate increased by 0.6%.

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

No major differences. Additional funding for assemblies was provided through non-Title 1 funds.

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

The goal remains unchanged. The strategies/activities will include funding for character education.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Parent Engagement

Parent/guardian involvement contributes to higher success for students and communities, therefore, Hagginwood will ensure parent/guardian involvement with our students' education, and the educational program will be strengthened.

Parent/guardian involvement: By Spring 2026, Hagginwood parent/guardian involvement will increase in one or more events as measured by attendance rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Hagginwood Elementary would like to increase parent engagement by increasing the number of parents who attend the following events: Back to School Night, Open House Night, Parent-Teacher Conferences, Parent & Family Engagement, and ELAC

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night and Open House attendance will increase 5%	Back to School Night: 42% (2023-24) 38% (2024-25) Open House Night: 33% (2023-24) 43% (2024-25)	25-26 Back to School Night: 43% Open House Night: 48%
Parent / Teacher Conference attendance will increase by 5%	Parent / Teacher Conference: 60% (2023-24) 71% (2024-25)	25-26 Parent / Teacher Conference: 76%
Parent & Family Engagement and ELAC attendance will increase	Parent & Family Engagement: ELAC (average parent attendance): 8	25-26 ELAC (average parent attendance): 12

	Reading Night: 40	Reading Night: 45
Behavior - Kelvin Data	24-25 Screener Families: (2023-24) 83% Favorable (2024-25) 93% Favorable	25-26 Screener (April 2026) Families: 94% Favorable

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Develop and/or provide classes for families to access educational or other resources.	All Students. Schoolwide.	1050 Title I Parent and Family Engagement 1000-1999: Certificated Personnel Salaries 4.1 - Extra Duty Salary 237 Title I Parent and Family Engagement 3000-3999: Employee Benefits 4.1 - Extra Duty Benefits
4.2	<p>Provide parents with reference materials and resources.</p> <p>Provide parents with communication regarding involvement opportunities and student attendance.</p> <p>Provide light refreshments to families attending meetings</p> <p>Additional strategies, actions, and/or services include but not limited to:</p> <p>>Provide resources to improve communication between home and school</p> <p>>Provide communication for trainings, workshops, classes via flyers, Aeries communication, and marquee</p>	All Students. Schoolwide.	1443 Title I Parent and Family Engagement 4000-4999: Materials and Supplies 4.2 -Materials and resources

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Goal 4: All strategies and actions listed in the 2024-25 SPSA were implemented. Parent/family meetings and events were held on a regular basis throughout the school year and resources provided through Hagginwood, Twin Rivers, and /or outside community resources/centers.

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

No major differences

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

No changes are being made to this goal

Academic Program Metrics -SBAC

<u>ELA</u>	2024-25	1 yr. Change
TRUSD (All 3-6)	36.3	2.9
TRUSD (Elem 3-6)	31.8	.6
HWE	30.7	5.4
<u>Math</u>		
TRUSD (All 3-6)	29.9	1.4
TRUSD (Elem 3-6)	27.1	.8
HWE	24.7	7.5

Combined Results - ELA + Math

	20-21	22-23	23-24	24-25	1 yr. Change	3 yr. Change
TRUSD (Elem 3-6)	49.8%	52.5%	57.5%	58.9%	1.4%	9.1%
HWE	27.5%	33.3%	42.%	55.4%	12.9% (2nd)	27.9% (2nd)
HWE Ranking vs. TR Elem only (21 schools)	20	16	15	11		
HWE Ranking vs. Neighborhood (8 schools)	8	5	4	2		