



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **CHEROKEE POINT ELEMENTARY** SCHOOL

2018-19

37-68338-0108282
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: Corral, Quyen

Contact Person: Corral, Quyen

Position: Principal

Telephone Number: 619-641-3400

Address: 3735 38th St., Cherokee Point Elementary, San Diego, CA, 92105,

E-mail Address: qnguyen@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Cherokee Point

DUE: May 15, 2018 (Year Round)

SITE CONTACT PERSON: Quyen Corral

PHONE: 619-641-3400 FAX: 619-282-2605 E-MAIL ADDRESS: quyen@csandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
 Title 1 Schoolwide Programs (SWP)

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>5/1/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>5/10/18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: May 1, 2018

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.

<u>Quyen Corral</u> Type/Print Name of School Principal	<u>Quyen Corral</u> Signature of School Principal	<u>6/5/18</u> Date
<u>Diana Stubblefield</u> Type/Print Name of SSC Chairperson	<u>Diana Stubblefield</u> Signature of SSC Chairperson	<u>6/5/18</u> Date
<u>S Freire</u> Type/Print Name of Area Superintendent	<u>S Freire</u> Signature of Area Superintendent	<u>6/6/18</u> Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Data Reports
 - B. Title I Parent Involvement Policy
 - C. Home/School Compact
 - D. Title I/MPP Budget Allocations Summary Grid
 - E. 2018-19 SPSA Assessment and Evaluation

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The work toward approving the 2018-19 categorical budget was completed in the spring of 2018 in preparation for the 2018-19 school year. This document is contained in the appendix and will be updated to address the 2018-19 academic environment and academic goals as we work through our SPSA plans. The rationales for each expense are identified in the budget.

Our Single Plan for Student Achievement fulfills this goal by providing a culturally relevant environment that emphasizes learning and high expectations for all students. The mission of Cherokee Point Elementary School is to educate all students in an integrated setting to become responsible, literate, thinking students who embrace learning. Cherokee Point Elementary has identified the development of reading and writing as two particular areas in which our Single Plan for Student Achievement focuses resources to produce results.

Our Single Plan for Student Achievement also places special emphasis on providing support to struggling students in the area of reading. The In-School Resource Teachers will focus on working with students in the area of reading as an intervention.

Dual Language Teachers will continue to meet and discuss ways to strengthen the Dual Language Program and continue to meet as a Dual Language PLC during the year as the school transitions from Illiteracy to Dual Language Immersion. The Dual Language Program will now invite non-Spanish speaking students into the program at the TK and K grade level. Students in the program will have a language allocation model of Spanish/English instruction that is TK/K: 80/20, Grade 1: 70/30, Grade 2: 60/40, Grade 3-5 50/50.

SCHOOL VISION AND REALITY

Cherokee Point is a Trauma Informed school and the first in San Diego County. We believe in teaching with compassion and providing all the supports including social-emotional support that a student needs as well as providing information and training for parents on Trauma Informed Practices and providing resources for the families. Last year, the school increased counseling services from .2FTE to .8FTE and the school community can see and feel the enormous impact of a consistent counselor on site. The counselor will remain the same at .8FTE for the 2018-2019 school year to continue supporting students, teachers, and parents.

A large majority of Cherokee Point students are English learners who are in need of reading support. In an effort to support the English Learners at the school, a full time In School Resource Teacher will work with intervention students who are struggling with reading. Professional Learning Communities will focus on the reading and writing connection by planning, teaching, and reflecting on teaching practices. PLCs will also look closer at ELD levels and plan and teach lessons that address student needs in designated and integrated ELD lessons. Our school site stakeholder group is

Cherokee Point Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

comprised of the principal, School Site Council (SSC) members and Instructional Leadership Team representatives, and Governance Team. The Cherokee Point Elementary School SSC will be solely responsible to monitor the working document to insure that funding is being used to directly improve student achievement for all students. The SSC will meet monthly to discuss and monitor the plans.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for Cherokee Point Elementary school and community of learners. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. Cherokee Point is an Elementary school that provides a Dual Language Immersion option to our community. The 2017-2018 school year was the first year that the school transitioned to Dual Language Immersion (available to non-native Spanish Speakers) from the Illiteracy Program (Native only Spanish Speakers).

The Dual Language Immersion Program uses Benchmark Adelante as their state adopted Literacy Curriculum. Some of the English only classes have the English only curriculum called Benchmark Advanced. Teachers are working with their grade level teams from all programs to understand, teach, reflect and revise their teaching as they are learning to use the new curriculum. The hope is to continue to purchase Benchmark Advance for more English only classes to support the literacy instruction and gain access to rigorous academic materials to use with the students.

All staff are teaching CCSS at each grade level using resources like Reader's and Writer's Workshop model by Lucy Calkins, Benchmark Adelante and Advance, and Houghton Mifflin to guide their teaching. Effective teaching requires effective professional learning to expand educators' knowledge, skills, practices and dispositions. Professional development time is provided within the structure of Professional Learning Communities by grade level leads who serve on the Instructional Leadership Team and whole staff Professional Development once a month. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups, parent teacher conferences, and School Site Councils (SSCs).

- PLC continues to look at data and use the results to drive instruction. We will continue to focus our discussions on literacy instruction through resources and curriculum such as Lucy Calkins Reading and Writing and Benchmark Adelante and Advance.
- Scoring Assessments –teachers will review assessments in both Writers and Readers Workshop and review next steps or areas of need.
- Reader's and Writer's Workshop - we will continue to review each units as we learn both programs (Lucy Calkins and Benchmark).
- Planning- time will be given to teachers to plan lessons using data from assessments. This is a vital part of teacher learning.
- The purpose of the release time for teachers to review data, plan lessons and review PD outcomes, and share with their PLC.

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA.

Each of the Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet AYP growth targets, unclassified student with more than 5 years in all upper grade levels. In order to achieve AYP in the classrooms and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

SGT meets monthly to discuss school related events and topics. The SGT/ advisory team is made up of teachers and parents who make shared decisions for the site. The SGT is a positive working group that always have the interest of children at mind. The LCFF funding was discussed and positions and spending was approved by the site Governance Team. LCFF funding for the 2018-2019 was primarily used to fund the counseling who will be on our campus four days a week to support student, parents, and teachers with social- emotional student support. The LCFF funding was discussed at Family Friday where parents completed a budget survey about school funds for the 2018-2019 school year. Cherokee Point Staff were also asked to complete a budget survey about their top priorities and how to spend LCFF funds.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Hector Gonzalez	Teacher
Diana Stubblefield	Other - Chair
Nancy Serna	Parent
Miguel Miramontes	Parent
Anabel Barajas	Parent
Diana Cordova	Parent
Marina Bahena	Parent
Amy Abbott	Teacher
Quylen Corral	Principal
Monica Grande	Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT**Area 1: English/Language Arts****English/Language Arts SMART Goal:**

By June 2019, 26% (approx. 18 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 39% (approx. 26 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 21% (approx. 15 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 29% (approx. 19 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 26% (approx. 18 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 37% (approx. 25 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 25% (approx. 17 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 38% (approx. 25 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Writing: - Lucy Calkins writing rubrics

Reading - Benchmark Adelante/Advance: End of Unit Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level to analyze reading data and plan shared reading and guided reading in response to the monthly data. During PLC, teachers will also analyze writing data from rubrics and plan accordingly to address next steps for students. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 36% (approx. 25 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 33% (approx. 22 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 31% (approx. 21 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 26% (approx. 17 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 32% (approx. 22 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 32% (approx. 21 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 29% (approx. 20 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 33% (approx. 22 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Formative and summative assessments will be used at end of units and when needed. Students and teachers are working diligently in math using CCSS standards and when planning lessons.

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level during PLC to analyze end of unit assessments multiple times during the school year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of my site’s English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

ELDPI Writing test are the same dates as the benchmarks. Quarterly monitoring of ELD
Classroom teacher assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Empty space for additional information or notes.

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 26% (approx. 18 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 39% (approx. 26 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):

Subgroup: English Learners students

By June 2019, at least 21 % (approx. 15 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 29 % (approx. 19 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least 26 % (approx. 18 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 37 % (approx. 25 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 25% (approx. 17 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 38 % (approx. 25 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

PLC will plan and discuss ELD instruction for designated and integrated ELD instruction. Teachers will bring anecdotal notes and student work samples to see the effectiveness of ELD instruction in the classroom. Classroom teacher assessments in reading and writing using the Lucy Calkins program and Benchmark Adelante/Advance ELD component will also support next steps. Student's ability to listen, speak, read, and write will be closely monitored by teachers. Teachers will take on QTEL (Quality Teaching for English Learners) strategies to help engage students in the curriculum and provide more opportunities for students to practice all four domains.

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will meet in PLCs to analyze data and plan for next steps. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100 % (approx. 400 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 30% (approx. 120 families) will attend Family Fridays (PowerSchool, etc.) to increase the milestones necessary for meaningful graduation.

Targeted Population:

We will be targeting all students, parents and community members of Cherokee Point neighborhood. We are a trauma informed school where all students are treated with the utmost respect and parents are trained to practice trauma informed care for their children. We continue to work with the community and offer trainings to support parents in working with their child at home. The parent center, "The Gathering Place" at CPE is thriving and gaining the attention of our community. We will continue to advertise the supports available and increase attendance at the trainings and at the Family Fridays to train and support parents throughout the year. Monthly parent newsletters, "Cheetah News" and weekly phone calls "Cheetah Calls" are also ways the school advertises trainings and opportunities to get involved with the school.

What data did you use to form these goals?

Data used for this goal are sign in sheets from all Family Fridays and training with parents at the parent center "the Gathering Place". There are many training opportunities in various topics.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

The Leadership Team at the school which is comprised of the counselor, the in school resource teacher, the PTA president, TICS (Trauma Informed Community Schools) representative and the ESA will analyze the attendance of the parent trainings and Family Fridays and will plan next steps to increase attendance at school related functions.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use district adopted curriculum such as Lucy Calkins Reading, Lucy Calkins Writing, and Benchmark Advance/Benchmark Adelante to plan and teach common core state standards.
- Every English Learner will receive SELD instruction based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including read aloud, shared reading, guided reading and independent reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards. Using the CCSS Lucy Calkin's Writer's workshop model/program and Benchmark Advance/Adelante Writing Resources.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning, retelling, and collaborative conversations.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies. Onsite counseling services currently include Project Impact and Douglas Young Youth and Family Counseling Services counselors, focusing on Trauma Informed practices.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs focusing on Trauma Informed practices to help students feel welcomed at school so that attendance increases as well.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly.
- Teachers will participate in on site and district professional development to strengthen reading/writing/ELD and other content area instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis. An after school intervention program will be offered during the school year to help close the gap as funding permits.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students focusing on Trauma Informed practices.
- Attendance team will provide monthly check in with families of at risk students focusing on Trauma Informed practices.
- Support by Support staff to address literacy needs of students who are two or more years below proficiency. Students will be selected by grade level to participate in an intervention session with the In-school Resource Teacher.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

To address the needs of our most struggling students we will provide an after school program to support struggling readers and writers. The In-school Resource Teacher will work closely with students to provide intensive intervention support for reading in specific grades. Supplies will be purchased to support instructional supplies.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$3,866.00	\$3,866.00	0062-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies for English, math, and intervention such as pencils, journals, batteries, etc.
Interprogram Svcs/Paper		\$2,000.00	\$2,000.00	0062-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Copy paper will be used to support student access to curriculum and practice work necessary to address CCSS.

How will you monitor these strategies/activities?

Pre and post data will be collected before and after to show progress.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

To address the needs of our most struggling students we will be hiring an In-School Resource teacher to support students in all grade levels. The ISRT will be providing pull out and working closely with the teachers in identifying students with the most difficult needs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	1.0000	\$88,938.00	\$125,592.44	0062-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Resource teacher will work closely with struggling students in the area of English Language Arts and English Learners.
Classroom Teacher Hrly		\$1,474.76	\$1,775.46	0062-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 04	After school reading intervention program to support struggling students and English Learners.

How will you monitor these strategies/activities?

Monitoring includes progress on end of unit assessments in Literacy, math, and ELD.

Cherokee Point Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Teachers will continue to receive training, planning time and time to revise lessons in ELA, math, and ELD. The district will be offering PD for teachers and the funds will be used to allow teachers to attend frequent PLC meetings throughout the year to analyze data.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$6,800.00	\$8,186.52	0062-30100-00-1192-1000-1110- 01000-0000	Title I Basic Program	01, 03, 04	PD will cover reading, writing, and English Learner professional development

How will you monitor these strategies/activities?

Notes and agendas from each PLC or professional learning. Data to reflect the effectiveness of planning.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

School has dedicated funds through LCFF for three additional days. Julie Conner, the counselor, will support social/emotional goals for the students at Cherokee Point. Counselor will work closely with onsite counseling agencies. Counselor will meet with small groups of high profile students to support friendship groups, appropriate interactions, and attendance.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician	0.1000	\$3,411.80	\$6,585.20	0062-30100-00-2236-3140-0000- 01000-0000	Title I Basic Program	04	Ensure students are healthy and ready to learn, improve school attendance rate.

How will you monitor these strategies/activities?

Records reflecting improvement in student attendance. Data from results of intervention supports.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Parent engagement will be supported by Family Fridays, communication to families through the newsletter, weekly phone calls, and special school events.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$2,431.00	\$2,431.00	0062-30103-00-4301-2495-0000- 01000-0000	Title I Parent Involvement	05	Supplies and refreshments for parent meetings

How will you monitor these strategies/activities?

Monitoring will be done by sign in sheets at Family Fridays, parent trainings, and family events.

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

This is a trauma informed school and students need support when needed. The counselor will assist in helping the students in dealing with trauma and also helping the parent dealing with the trauma. Parents leaders will also assist with helping parents cope with and learn more about how to parent with compassion and gain knowledge on trauma informed care. Counselor will support Restorative Justice Practices inside classroom and support parent training.

Identified Need::

Students at Cherokee Point need a consistent counselor supporting their social-emotional needs so that they are prepared to perform academic tasks daily. There was a great need to have a counselor on site for more than just one day as provided by the district. Both parents and staff agreed that a more consistent counselor is needed at the school. The school increased the counselor time by .6FTE, adding an additional three days for a total of four days at Cherokee Point.

Target Group::

The classroom teacher as well as the counselor will monitor the student's progress throughout the year. Students who are not meeting the standards and not making adequate progress will be referred to the Response to Intervention Team where the counselor will assess the need for additional intervention support for social emotional on-site therapy. Teachers will create goals based on student needs, teach, monitor, and revise goals as needed. Teachers will collaborate with Ed. Specialists, Counselor, School Psychologist, Speech, and other specialists on site to support the children in the classroom.

Monitoring::

Teachers will collaborate with support staff including the counselor in addressing the social-emotional needs of the children they serve.

- Counselor will support, collaborate with teachers, provide lessons inside the classrooms using Second Step and other character programs, refer students to on-site therapy, collaborate with Project Impact and Douglas Young Youth Services, serve on the Response to Intervention team to address social-emotional needs, and serve on the attendance team for chronically absent students.

Personnel Responsible::

The principal will have monitoring system to monitor all students by classroom each trimester and monitoring students who are not making progress. Teachers will have a close lens on targeted students during PLC meetings. Teachers will collaborate with a highly experienced staff to provide strong support for students, and provide early and effective intervention strategies to insure success. Continued PD will be provided on Restorative Justice Practices.

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Classroom support goals are to increase access to grade level curriculum/standards and improved learning through the provision of supplemental academic supplies.

Monitor all targeted students in reading and writing through Lucy Calkin and Benchmark Adelante. Targeted additional small flexible group instruction will be used to address specific needs in literacy.

- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need and attend all PD on Writing and Reading by Lucy Calkins.

- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher. Teachers will continue with their work in PLC and the ILT leaders work with the new writing and reading programs by Lucy Calkins and Benchmark Adelante/Advance.

- All 5th grade students will participate in the 5th grade exhibitions at the end of the school year defending a topic by researching, writing, using up to date data and facts to form an opinion and present the research in front of a panel by the community, teachers on and off site, students etc...

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Identified Need::

Instruction in core classes (where the emphasis for expenditures will be made) is improved through the thoughtful procurement and application of classroom supports such as supplemental supplies.

Staff will identify all students who do not meet grade level standards in reading, writing and math. The funding will be used to support an IRST to provide support to students who are not meeting standards. The IRST will provide support to teachers in Math and Reading, ELPAC, new comers in both areas of need and support the school programs.

Target Group::

Identifying all students who do not meet grade level standards in reading, writing and math in grade 1 and 3.

Monitoring::

Classroom teachers will monitor student progress throughout the year. Teacher will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Personnel Responsible::

Teacher, principal, student, parent and support staff will all be responsible to collaborate with all team members and create a plan of action for every child not performing at their ability level.

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Professional Development will be provided by the principal, support staff, or district personnel. Professional Development will cover ELA in both PLC meetings and whole staff meetings once a month. The training will take place at the school site throughout the year and all teachers and staff will be attending. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly.

Identified Need::

CCSS reading and writing is the focus for 2018-2019 school year. Students will be working diligently on the CCSS writing process. We are also piloting the Reading program by Lucy Calkins where we will start monitoring students as well. In addition, teachers will have access to the Benchmark Adelante and Advance where they will taking on new curriculum in reading and writing. These resources will help support struggling students in need of additional help in ELA and writing.

Target Group::

All students not meeting grade level standards.

Monitoring::

The principal will follow up with teachers after each professional development to observe how new strategies are being implemented. This data will be shared at PLCs where revisions to our practice and next steps will be developed.

Personnel Responsible::

Principal and ISRT focusing on the yearly PD plans and site vision.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor -	0.6000	\$47,658.60	\$68,426.29	0062-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	Counselor is providing social emotional support for students so that they are ready to learn, coordinating onsite counseling support for therapy services on site with Project Impact and Douglas Young.
Supplies		\$267.51	\$267.51	0062-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Place holder for projected salary cost counselor. Surplus funds for supplies will be used for such as paper, pencil, composition books, etc.
Prof&Curriclm Dev Vist Tch		\$6,000.00	\$7,223.40	0062-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Place holder for projected salary cost counselor. Surplus funds for Professional Dev. Visiting Teacher will be used to cover the cost of PLC visiting teachers for Professional Development.

Cherokee Point Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Classroom Teacher Hrly		\$2,000.00	\$2,407.80	0062-09800-00- 1157-1000-1110- 01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Place holder for projected salary cost counselor. Surplus funds for Classroom teacher hourly will be used to pay for an after school intervention reading program to support struggling readers and professional development to support struggling student.
Interprogram Svcs/Paper		\$2,000.00	\$2,000.00	0062-09800-00- 5733-1000-1110- 01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 2	Paper is used for instructional purposes for reading, writing, and math.

ACHIEVEMENT**APPENDICES**

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

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

ACHIEVEMENT

APPENDIX A**DATA REPORTS**

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* 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.



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cherokee Point
All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	222	26.1	191	31.4	173	31.8	5.7	0.4	221	20.4	195	25.1	182	27.5	7.1	2.4
Female	106	34.9	95	40.0	79	32.9	-2.0	-7.1	106	19.8	96	17.7	86	20.9	1.1	3.2
Male	116	18.1	96	22.9	94	30.9	12.8	8.0	115	20.9	99	32.3	96	33.3	12.4	1.0
African American	12	16.7	7	-	6	-	-	-	11	9.1	8	-	8	-	-	-
Asian	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Filipino	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Hispanic	192	27.6	169	29.6	148	31.1	3.5	1.5	192	21.4	171	24.6	152	25.0	3.6	0.4
Indochinese	9	-	6	-	4	-	-	-	9	-	6	-	6	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	3	-	2	-	6	-	-	-	3	-	3	-	7	-	-	-
Multiracial	5	-	5	-	6	-	-	-	5	-	5	-	6	-	-	-
English Learner	123	8.9	102	12.7	91	7.7	-1.2	-5.0	122	12.3	105	19.0	99	12.1	-0.2	-6.9
English-Speaking	99	47.5	89	52.8	82	58.5	11.0	5.7	99	30.3	90	32.2	83	45.8	15.5	13.6
Reclassified†	59	59.3	51	54.9	48	70.8	11.5	15.9	59	35.6	51	33.3	49	49.0	13.4	15.7
Initially Eng. Speaking	40	30.0	38	50.0	34	41.2	11.2	-8.8	40	22.5	39	30.8	34	41.2	18.7	10.4
Econ. Disadv.*	222	26.1	186	31.7	167	31.1	5.0	-0.6	221	20.4	190	25.3	174	27.0	6.6	1.7
Non-Econ. Disadv.	0	-	5	-	6	-	-	-	0	-	5	-	8	-	-	-
Gifted	49	49.0	43	58.1	35	65.7	16.7	7.6	49	42.9	43	48.8	35	48.6	5.7	-0.2
Not Gifted	173	19.7	148	23.6	138	23.2	3.5	-0.4	172	14.0	152	18.4	147	22.4	8.4	4.0
With Disabilities	30	3.3	10	10.0	16	6.3	3.0	-3.7	29	0.0	0	-	16	6.3	6.3	-
WO Disabilities	192	29.7	181	32.6	157	34.4	4.7	1.8	192	23.4	185	26.5	166	29.5	6.1	3.0
Homeless	20	40.0	10	50.0	6	-	-	-	20	30.0	11	18.2	6	-	-	-
Foster	8	-	3	-	0	-	-	-	8	-	0	-	4	-	-	-
Military	2	-	4	-	3	-	-	-	2	-	4	-	3	-	-	-

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

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cherokee Point
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	68	33.8	59	32.2	62	21.0	-12.8	-11.2	67	40.3	61	36.1	64	31.3	-9.0	-4.8
Female	33	39.4	29	37.9	27	25.9	-13.5	-12.0	33	39.4	30	20.0	29	34.5	-4.9	14.5
Male	35	28.6	30	26.7	35	17.1	-11.5	-9.6	34	41.2	31	51.6	35	28.6	-12.6	-23.0
African American	5	-	3	-	2	-	-	-	4	-	3	-	3	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	59	35.6	48	31.3	51	21.6	-14.0	-9.7	59	42.4	49	36.7	51	27.5	-14.9	-9.2
Indochinese	3	-	2	-	1	-	-	-	3	-	2	-	1	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	1	-	3	-	-	-	1	-	2	-	4	-	-	-
Multiracial	0	-	3	-	4	-	-	-	0	-	3	-	4	-	-	-
English Learner	47	17.0	37	16.2	40	5.0	-12.0	-11.2	46	28.3	38	28.9	42	14.3	-14.0	-14.6
English-Speaking	21	71.4	22	59.1	22	50.0	-21.4	-9.1	21	66.7	23	47.8	22	63.6	-3.1	15.8
Reclassified†	8	-	6	-	8	-	-	-	8	-	6	-	8	-	-	-
Initially Eng. Speaking	13	53.8	16	50.0	14	35.7	-18.1	-14.3	13	53.8	17	35.3	14	50.0	-3.8	14.7
Econ. Disadv.*	68	33.8	58	32.8	60	20.0	-13.8	-12.8	67	40.3	60	35.0	62	29.0	-11.3	-6.0
Non-Econ. Disadv.	0	-	5	-	2	-	-	-	0	-	1	-	2	-	-	-
Gifted	22	50.0	8	-	7	-	-	-	22	50.0	8	-	7	-	-	-
Not Gifted	46	26.1	51	27.5	55	16.4	-9.7	-11.1	45	35.6	53	30.2	57	29.8	-5.8	-0.4
With Disabilities	7	-	1	-	9	-	-	-	6	-	0	-	9	-	-	-
WO Disabilities	61	36.1	58	31.0	53	22.6	-13.5	-8.4	61	44.3	60	36.7	55	34.5	-9.8	-2.2
Homeless	7	-	10	50.0	2	-	-	-	7	-	11	18.2	2	-	-	-
Foster	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
Military	1	-	3	-	0	-	-	-	1	-	3	-	0	-	-	-

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cherokee Point
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	80	16.3	58	39.7	55	34.5	18.2	-5.2	80	11.3	60	36.7	56	28.6	17.3	-8.1
Female	41	24.4	27	51.9	26	26.9	2.5	-25.0	41	12.2	27	33.3	26	7.7	-4.5	-25.6
Male	39	7.7	31	29.0	29	41.4	33.7	12.4	39	10.3	33	39.4	30	46.7	36.4	7.3
African American	5	-	1	-	2	-	-	-	5	-	2	-	2	-	-	-
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	71	15.5	54	37.0	46	32.6	17.1	-4.4	71	12.7	55	34.5	47	27.7	15.0	-6.8
Indochinese	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Multiracial	2	-	0	-	2	-	-	-	2	-	0	-	2	-	-	-
English Learner	49	4.1	36	19.4	29	13.8	9.7	-5.6	49	4.1	38	21.1	29	20.7	16.6	-0.4
English-Speaking	31	35.5	22	72.7	26	57.7	22.2	-15.0	31	22.6	22	63.6	27	37.0	14.4	-26.6
Reclassified†	16	50.0	13	76.9	15	73.3	23.3	-3.6	16	37.5	13	61.5	16	50.0	12.5	-11.5
Initially Eng. Speaking	15	20.0	9	-	11	36.4	16.4	-	15	6.7	9	-	11	18.2	11.5	-
Econ. Disadv.*	80	16.3	58	39.7	53	34.0	17.7	-5.7	80	11.3	60	36.7	54	29.6	18.3	-7.1
Non-Econ. Disadv.	0	-	5	-	2	-	-	-	0	-	5	-	8	-	-	-
Gifted	13	38.5	22	63.6	7	-	-	-	13	30.8	22	50.0	7	-	-	-
Not Gifted	67	11.9	36	25.0	48	29.2	17.3	4.2	67	7.5	38	28.9	49	22.4	14.9	-6.5
With Disabilities	8	-	10	10.0	16	6.3	-	-3.7	8	-	0	-	16	6.3	-	-
WO Disabilities	72	18.1	54	42.6	52	36.5	18.4	-6.1	72	12.5	56	39.3	53	30.2	17.7	-9.1
Homeless	7	-	6	-	1	-	-	-	7	-	6	-	1	-	-	-
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	0	-	1	-	2	-	-	-	0	-	1	-	0	-	-	-

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cherokee Point
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	74	29.7	74	24.3	56	41.1	11.4	16.8	74	12.2	74	6.8	62	22.6	10.4	15.8
Female	32	43.8	39	33.3	26	46.2	2.4	12.9	32	9.4	39	5.1	31	19.4	10.0	14.3
Male	42	19.0	35	14.3	30	36.7	17.7	22.4	42	14.3	35	8.6	31	25.8	11.5	17.2
African American	2	-	3	-	2	-	-	-	2	-	3	-	3	-	-	-
Asian	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	62	33.9	67	22.4	51	39.2	5.3	16.8	62	11.3	67	7.5	54	20.4	9.1	12.9
Indochinese	5	-	2	-	2	-	-	-	5	-	2	-	4	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Multiracial	3	-	2	-	0	-	-	-	3	-	2	-	0	-	-	-
English Learner	27	3.7	29	0.0	22	4.5	0.8	4.5	27	0.0	29	3.4	28	0.0	0.0	-3.4
English-Speaking	47	44.7	45	40.0	34	64.7	20.0	24.7	47	19.1	45	8.9	34	41.2	22.1	32.3
Reclassified†	35	54.3	32	40.6	25	68.0	13.7	27.4	35	22.9	32	12.5	25	36.0	13.1	23.5
Initially Eng. Speaking	12	16.7	13	38.5	9	-	-	-	12	8.3	0	-	9	-	-	-
Econ. Disadv.*	74	29.7	70	24.3	54	40.7	11.0	16.4	74	12.2	70	7.1	58	22.4	10.2	15.3
Non-Econ. Disadv.	0	-	4	-	2	-	-	-	0	-	5	-	4	-	-	-
Gifted	14	57.1	13	46.2	21	66.7	9.6	20.5	14	42.9	13	30.8	21	42.9	0.0	12.1
Not Gifted	60	23.3	61	19.7	35	25.7	2.4	6.0	60	5.0	61	1.6	41	12.2	7.2	10.6
With Disabilities	15	0.0	10	10.0	16	6.3	6.3	-3.7	15	0.0	0	-	16	6.3	6.3	-
WO Disabilities	59	37.3	69	26.1	52	44.2	6.9	18.1	59	15.3	69	7.2	58	24.1	8.8	16.9
Homeless	6	-	4	-	3	-	-	-	6	-	11	18.2	3	-	-	-
Foster	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
Military	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-

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

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

ACHIEVEMENT

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



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

Cherokee Point Elementary
TITLE I PARENT INVOLVEMENT POLICY
FOR THE SCHOOL YEAR 2018-2019

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

Cherokee Point Elementary has developed a written Title I parental involvement policy with input from Title I parents. SSC met with teacher and parent representatives to develop the involvement plan. It has distributed the policy to parents of Title I students. ***The plan is handed out at the Principal Chat and is available in the office, online and the Parent Center.***

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 **Cherokee Point**, 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.
 - Annual Title I meeting in September
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Monthly Principal Chats
 - Back to School Nights
- 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. **The SSC meets monthly with the principal, teacher and parent representatives to review and modify the parent involvement policy. ****
- The school provides parents of Title I students with timely information about Title I programs. ***Title I information is available in the office, in the Parent Center and online. Parents are informed of the policy at the annual Title I meeting, Principal Chats and Open House.***
- 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. ***Families are informed at Back to School Night, Principal Chats and Parent/Teacher Conferences.***
- 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. **Families participate in Back to School Nights, Family Nights, Parent/Teacher Conferences and Principal Chats.**

- **The Annual Site Plan for Student Achievement is made available at the Title I meeting and is available in the office.**
- * *It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).*
- ***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children.*
[20 USC 6318 Section 1118(c) (3)]

Home School-Parent Compact:

Cherokee Point Elementary distributes to parents of Title I students a school-parent compact. The 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. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement:

Cherokee Point 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 school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- 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.
- 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.
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Cherokee Point 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.

ACHIEVEMENT**APPENDIX C****HOME/SCHOOL COMPACT**



San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

HOME/SCHOOL COMPACT
2018-2019

CHEROKEE POINT ELEMENTARY

Cherokee Point Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-2019.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS
(This is provided only as an example.)

SCHOOL RESPONSIBILITIES

The Cherokee Point Elementary School will:

1. 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 as follows:
(Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.)

There will be monthly ILT (Instructional Leadership Team) meetings with leaders of each grade level. The ILT will then meet with their PLC (Professional Learning Communities) where all teachers will review most current data and decide how to address improvement of lessons, create new lessons, and create strategies as a group to address the specific needs of their students.

Teachers will continue training and implementing instruction geared towards the Common Core State Standards that were implemented in 2013-14.

Two existing resource teachers will split their time working with students and teachers by attending and participating in the new CCSS training provided by the district and will become experts on the CCSS to train teachers on site to have students prepared for the CCSS testing and beyond.

Lead teachers will attend CCSS trainings and go back to the site and share information with grade level colleagues.

2. 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.
(Describe when the parent-teacher conferences will be held.)

There will be four conference days in fall, November 13-16 and five in spring, March 18-22.

3. Provide parents with frequent reports on their child's progress.
(Describe when and how the school will provide reports to parents.)

Student progress is monitored with quarterly benchmark assessments, start of the school year assessments in all grade levels, ELPAC scores in early November after the October assessments, and other summative and formative assessments throughout the year.

4. Provide parents reasonable access to staff.
(Describe when, where, and how staff will be available for consultation with parents.)

Teachers are available during the conference dates: November 13-16 and March 18 – 22.

Staff will be available with parents by e-mail, telephone, before and after school or by appointment in or out of the classroom.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
(Describe when and how parents may volunteer, participate, and observe classroom activities.)

Always welcome to volunteer in the classroom and observe teaching instruction

PTA – Parent Teacher Association

TICS – Trauma Informed Community School training

Bi-monthly food distribution throughout the year

Participate monthly in the Mid-City school Hoover Cluster

Family Friday

6. Make this document, The Home/School Compact, available to parents: on the school website, during Open House, in the front office, at Principal Chat meetings, and in the Parent Community Room.

PARENT RESPONSIBILITIES

We, as parents, will support our child's learning by:

(Describe the ways in which parents will support their children's learning.)

- Monitoring attendance and tardiness
- Making sure that homework is completed
- Monitoring amount of television my child watches
- Monitoring amount of Internet and video games
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

Optional additional provisions (This is provided only as an example)

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:

(Describe the ways in which students will support their academic achievement.)

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare, all notices and information received by me from the school every day.
- Get between 10-12 hours of sleep each night

ACHIEVEMENT

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Cherokee Point Elementary	09800	1157	Classroom Teacher Hrly			\$ 2,000.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 6,000.00
		1210	Counselor	School Counselor	0.6000	\$ 47,658.60
		3000	Employee Benefits			\$ 22,398.89
		4301	Supplies			\$ 267.51
		5733	Interprogram Svcs/Paper			\$ 2,000.00
		09800 Total			0.6000	\$ 80,325.00
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	1.0000	\$ 88,938.00
		1157	Classroom Teacher Hrly			\$ 1,474.76
		1192	Prof&Curriclm Dev Vist Tchr			\$ 6,800.00
2236		Health Prsnl PARAS	Health Technician	0.1000	\$ 3,411.80	
3000		Employee Benefits			\$ 41,515.06	
4301		Supplies			\$ 3,866.00	
	5733	Interprogram Svcs/Paper			\$ 2,000.00	
	30100 Total			1.1000	\$ 148,005.62	
	30103	4301	Supplies		\$ 2,431.00	
	30103 Total				\$ 2,431.00	

ACHIEVEMENT

APPENDIX E**2018-19 SPSA ASSESSMENT AND EVALUATION**



APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Cherokee Point Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Based on the returned surveys, the school is maximizing instructional time by utilizing a pacing guide, assessments, and discussing student progress regularly. ELA still continues to be an area of need.
CLOSING THE ACHIEVEMENT GAP	The schools plan to close the achievement gap is to focus on reading instruction with the support of the In school resource teacher. English Learners and students with disabilities continue to be subgroups who needs support.
PROFESSIONAL DEVELOPMENT	The plan for staff development is clear with a focus on reading and writing. Supports include dedicated time for staff to meet at PLC Monthly meetings to look at student data/work to make decisions about instruction.
GRADUATION/PROMOTION	The school is working together to ensure that students are reading at grade level to prepare for middle school. PLCs and staff development support the graduation/promotion goal. Parents are informed through Family Fridays, newsletters and weekly calls about school updates.
PARENT ENGAGEMENT	We are working hard to inform the community and get them more involved with groups like SGT and SSC. Family Friday attendance has increased with the hope to continue to build on parent engagement.