THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CHEROKEE POINT ELEMENTARY SCHOOL

2014-16

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: Higa, Godwin
Contact Person: Higa, Godwin
Position: Principal
Telephone Number: 858/455-0550   ;
Address: 3735 38th St., Cherokee Point Elementary, San Diego, CA, 92105,
E-mail Address: ghiga@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: June 23, 2015

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 Unified
SCHOOL DISTRICT

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Attachment 2
Modification of SPSA

ORIGINAL

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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Cherokee Point Elementary School

SITE CONTACT PERSON: Godwin Higa

DUE March 13, 2015

PHONE: 619-641-3400   **FAX:** 619-282-2665   **E-MAIL ADDRESS:** ghiga@sandi.net

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

☒ **Quality Education Investment Act (QEIA)**   ◎ **Title 1 School wide Programs (SWP)**   ☒ **Program Improvement (PI)**

☐ Y1 ☒ X Y2 ☐ Y3 ☐ Y4 ☐ Y5 ☐ Y5+

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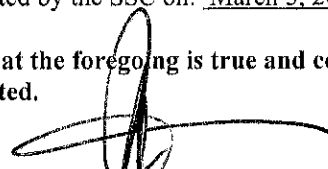
   CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

   ☒ English Learner Advisory Committee (ELAC)   Date of presentation: March 5, 2015

   ☒ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

   ☒ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: NA

   ☒ Site Governance Team (SGT) Representative of the GovT   Date of presentation: March 5, 2015

   ☒ 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: March 5, 2015

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.

Godwin Higa		March 13, 2015
Type/Print Name of School Principal	Signature of School Principal	Date
Mark McGuffey		March 13, 2015
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Fabiola Bagula		March 13, 2015
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date
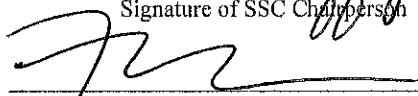
Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. 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 contents of this SPSA include the 2015-16 SSC approved categorical budget. The work toward approving the 2015-16 categorical budget was completed in the spring of 2015 in preparation for the 2015-16 school year. This document is contained in the appendix and will be updated to address the 2015-16 academic environment and academic goals as we work through our SPSA plans. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY
Teacher (ELST) and two In-School Resource Teachers for our English learners and students who are not meeting standards, are Far Below and Below Basics students based on the last CST results, to develop their Reading and Math skills. We will increase professional development for all teachers in the New CCSS Writer's Workshop and strategies learned by Doug Fisher and Diane Lapp on Close Reading, annotations, text complexity. We will focus on the new math strategies for this school year and SDAIE, and Focused ELD strategies for English learners.
This year our population has decreased from the expected 520 students to approximately 500 students including our growing Pre-K population of soon to be 50 students which equates to approximately 500 students.

CORE AND SUPPLEMENTAL SUPPORTS
The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.
TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
Grades K-3:   1:24
Grades K-3 with CSR: 1:22
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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities conducted with the ILT team members and the principal. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)
Our continued challenges at our school have led us to make several changes in the activities detailed in our SPSA. Generally, we are placing greater emphasis on the supports we have in place to build language and math skills for our emergent students. Specifically, we have changed the following activities:
The SSC approved to continue to provide two support teachers to help with lower grades to ensure students will be ready for the new Common Core State Standards test in 2015. The 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 prepare our students for the 2015 CCSS testing and beyond.
English Language Arts Tiers 2 & 3: We have expanded our tutoring program by continuing our two programs: Spring Academy, and Summer Academy to include more instructional time for our students that we are able to develop student-reading skills in small groups. (See Title 1, Basic Funds)
English Language Arts Tier 1: We will continue and will add more Parent Night/Saturday School each month to bring parents into our school to share strategies for activities for home learning and homework help. (See Title 1 Parent Involvement Funds.)
English Language Arts and Mathematics Tiers 2 & 3: We have increased student support by providing two In-School Resource Teachers in addition to continuing our full time English Language Support Teacher (ELST) to allow additional time to serve more students and provide professional development on best practices, for teaching reading and math to English learners.
Resource Teachers (3)
Resource teachers will be expected to fulfill the following: attend all district training sessions on CCSS - Common Core State Standards, train all staff at the site, have strong instructional ability in the FOCUS/Systematic ELD strategies. Multiple studies/research based practices to confirm that student learning is enhanced. Has the ability to teach in a small group instruction model. Has the ability to use Data Director to monitor student achievement and progress. Has the ability to share data with student, staff, parents and administration. Collaborate with a highly experienced staff to provide strong instruction for students. Provide early and effective intervention strategies to ensure success in the reading process and math concepts. Have good oral and written communication skills in English to students, staff, parents and administration.

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 API and AYP growth targets. In order to achieve the SMART goals 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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Mark McGuffey	Teacher
Gina Pettinelli	Teacher
Anthony Salazar	Other - ELST
Godwin Higa	Principal
Lorena Valencia	Parent
Enrique Aguilar	Parent
Marcella Arellano	Teacher
Martha Bravo	Parent
Jose Granados	Parent
Sandra Mazariegos	Parent

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

English/Language Arts SMART Goal:
* By 07/21/2016, 50 % of Cherokee Point Elementary Students will meet common core grade level standards in ELA as identified on the common formative assessment

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Formative and summative assessments will be used at end of units and when needed. Writer's workshop rubrics will be used in all grade levels to assess progress in writing. Students will perform at the average score of 2.0 – 3.0 by the end of the year.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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).

Title 1 Arts Grant (Award Sites ONLY):

Cherokee Point Elementary will use the Art Grant to engage students in (ELA and/ or Math) programs by providing additional learning experiences such as field trips and art consultants in the classroom that will be monitored by increasing student proficiency rate using the site developed assessments from the baseline date of March 2015 to the conclusion of the program July 2017. Evaluations will be done semi-annually to revise the implementation of the program based on individual student achievement.

Area 2: Mathematics

Mathematics SMART Goal:
* By 07/21/2016, 58 % of Cherokee Point Elementary Students will meet common core grade level standards in Math as measured on the common formative assessment

Closing the Gap SMART Goal:
* By 07/21/2016, 53 % of Cherokee Point Elementary Special Education, Students will meet common core grade level standards in Math as measured on the common formative assessment

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API   ☐ AYP   ☐ CAHSEE   ☒ CELDT   ☒ Other   ☒ Interim Assessments   ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Formative and summative assessments will be used at end of units and when needed. Currently approximately 50% of all students' grades 2-5 are meeting mastery in math. Only 1 interim assessment is complete. 2nd interim will be complete when SPSA is due. We are unable to clarify a rate of growth over time for students at this point to be able to articulate something we know is reasonable. Students and teachers are working diligently in math using CCSS standards and when planning lessons.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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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).

Title 1 Arts Grant (Award Sites ONLY):

Cherokee Point Elementary will use the Art Grant to engage students in (ELA and/ or Math) programs by providing additional learning experiences such as field trips and art consultants in the classroom that will be monitored by increasing student proficiency rate using the site developed assessments from the baseline date of March 2015 to the conclusion of the program July 2017. Evaluations will be done semi-annually to revise the implementation of the program based on individual student achievement.

Cherokee Point Elementary will use the Art Grant to engage students in (ELA and/ or Math) programs by providing additional learning experiences such as field trips and art consultants in the classroom that will be monitored by increasing student proficiency rate using the site developed assessments from the baseline date of March 2015 to the conclusion of the program July 2017. Evaluations will be done semi-annually to revise the implementation of the program based on individual student achievement..

Area 3: English Learner

English Learner SMART Goal:
* By 07/21/2016, 45 % of Cherokee Point Elementary English Learner will meet common core grade level standards in ELA as measured on the common formative assessment

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

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:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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).

Title 1 Arts Grant (Award Sites ONLY):

Cherokee Point Elementary will use the Art Grant to engage students in (ELA and/ or Math) programs by providing additional learning experiences such as field trips and art consultants in the classroom that will be monitored by increasing student proficiency rate using the site developed assessments from the baseline date of March 2015 to the conclusion of the program July 2017. Evaluations will be done semi-annually to revise the implementation of the program based on individual student achievement.

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 07/21/2016, 45 % of Cherokee Point Elementary Grade 03, Students will meet common core grade level standards in ELA as measured on the common formative assessment.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

ELDPI - Writing test will be administered in lined with the District Benchmarks throughout the year.
Classroom teacher assessments
DRA 2

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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).

Title 1 Arts Grant (Award Sites ONLY):

Cherokee Point Elementary will use the Art Grant to engage students in (ELA and/ or Math) programs by providing additional learning experiences such as field trips and art consultants in the classroom that will be monitored by increasing student proficiency rate using the site developed assessments from the baseline date of March 2015 to the conclusion of the program July 2017. Evaluations will be done semi-annually to revise the implementation of the program based on individual student achievement.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: * By 07/21/2016, 80 % of Cherokee Point Elementary Parents/Guardians will attend at least 8 of 10 monthly principal meetings as measured Attendance
Targeted Population: All Students, parents and community members of Cherokee Point neighborhood.   **What data did you use to form these goals?**:
Progress and Growth Monitoring:
Title 1 Arts Grant (Award Sites ONLY):   (The School) will use the Art Grant to (determine additional strategies and supports to) engage students in (ELA and/ or Math) programs (in the following way BE SPECIFIC) that will be monitored by increasing student proficiency rate using the (name tool) from the baseline (start date) to the conclusion of the program (end date). Evaluations will be done (interval) to revise the implementation of the program based on individual student achievement.

BUDGET: Resources Aligned to Area Goals

Core Program: **Universal Access to Strong Core Instructional Program (Tier 1)**
All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
Every English Learner will receive 30 minutes of SELD instruction four times a week 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 daily guided 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.
Teachers will use graphic organizers and Thinking Maps to support student understanding.
All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies. Using "project impact" counselors, focusing on Trauma Informed practices.
Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs. Focusing on Trauma Informed practices.
Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
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 literac/math 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.
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.
Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
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.
Incorporate the support of Full Inclusion 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 and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr,	1.0000	$80,272.00	0062-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Literacy support teacher to provide RtI support for students performing below grade level (Tier 2).
Position Inschool Resource Tchr,	0.0965	$7,746.25	0062-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 03, 04	Literacy support teacher to provide RtI support for students performing below grade level (Tier 2).
Position Inschool Resource Tchr,	0.2675	$21,472.76	0062-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Literacy support teacher to provide RtI support for students performing below grade level (Tier 2).
Supplies	-	$20.41	0062-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies supplement core learning and provide students with enhanced opportunities to access content. Supplies include paper, pencils, crayons, journals, etc.
Prof&Curriclm Dev Vist Tchr	-	$16,000.00	0062-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Professional development opportunities for teachers can consist of participating in PLCs, district and non-district conferences. All activities provide enhanced opportunties to analyze data and develop responsive instruction.
Supplies	-	$2,338.00	0062-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04	Instructional supplies supplement core learning and provide students with enhanced opportunities to access content. Supplies include paper, pencils, crayons, journals, etc.
Postage Expense	-	$100.00	0062-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Additional postage provides opportunities for written home/school communication regarding academic and family engagement activities.
Supplies	-	$25.43	0062-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Instructional supplies supplement core learning and provide students with enhanced opportunities to access content. Supplies include paper, pencils, crayons, journals, etc.

Local Control Funding Formula Goals

Goal 1: Intervention Supports

Intervention Support Goal:
The goal is monitor all students who are not meeting grade level standards will show progress throughout the year based on common assessments and multiple measures in reading, writing and math. .

Identified Need:
All students who are not meeting grade level standards in Reading, Writing and math.

Target Group:
All students that are not meeting grade level standards

Monitoring:
Teachers will provide balanced literacy instruction including daily guided 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.
Teachers will use graphic organizers and Thinking Maps to support student understanding.
All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum

Personnel Responsible:
The principal will have monthly monitoring system to monitor all students by classroom. Meeting with teachers monthly to review process of targeted students. Support staff – Resource teachers will be expected to fulfill the following: attend all district training sessions on CCSS - Common Core State Standards, train all staff at the site, have strong instructional ability in the FOCUS/Systematic ELD strategies. Multiple studies/research based practices to confirm that student learning is enhanced. Has the ability to teach in a small group instruction model. Has the ability to use Data Director to monitor student achievement and progress. Has the ability to share data with student, staff, parents and administration. Collaborate with a highly experienced staff to provide strong instruction for students. Provide early and effective intervention strategies to ensure success in the reading process and math concepts. Have good oral and written communication skills in English to students, staff, parents and administration

Goal 2: Classroom Supports

Classroom Support Goal:
To increase access to grade level curriculum/standards and improved learning through the provision of supplemental academic supplies.
Monitor all targeted student. 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.
Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and
site   analysis. Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

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.
Identifying all students who do not meet grade level standards in Reading, writing and Math.

Target Group:
Identifying all student who do not meet grade level standards in Reading, writing and Math

Monitoring:
Classroom Teacher 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:
Classroom Teacher and principal

Goal 3: Professional Development

Professional Development Goal:

Focusing on the new California Common Core State Standards, Professional Development will be provided by the experts of reading strategies that work to all CPE teachers and administration. Trained teachers attended the Lucy Calkin's CCSS Writer's Workshop on strategies in writing will impact student achievement in the new Common Core State Standards. 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 Writing is the focus of the year. Student will be working diligently on the CCSS writing process

Target Group::

All students not meeting grade level standards.

Monitoring::

Classroom teachers will attend professional development

Personnel Responsible::

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

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr,	0.5600	$44,952.32	0062-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Literacy support teacher to provide RtI support for students performing below grade level (Tier 2).
Position Health Technician,	0.1000	$3,344.50	0062-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1	Support above the district allocation for students who would otherwise be unable to access curriculum due to medical and first aid needs.
Supplies	-	$85.71	0062-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Instructional supplies supplement core learning and provide students with enhanced opportunities to access content. Supplies include paper, pencils, crayons, journals, etc.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

D. 2014-15 SPSA Addendum

E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

TITLE I PARENT INVOLVEMENT POLICY
and HOME SCHOOL COMPACT

CHEROKEE POINT ELEMENTARY
2014-2015

TITLE I PARENT INVOLVEMENT POLICY

In the fall (**November 19th, 2014**), an annual meeting will be held to share with parents a description of the Title I program and its requirements.

- Cherokee Point Elementary will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:

  - Improving communication between the school and home.
  - Discussing current student assessment data and student progress
  - Providing information about school and district resources for student academic improvement.
  - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in the Title I activities.
  - Conferencing with teachers.
  - Providing training programs to help parents support and work with their children at home and at school.
  - Advocating for teachers and parents.
  - Valuing diversity.

- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

- The schoolwide parent newsletter is sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in the language. The parent center is used to advertise parent meetings and training sessions offered at *Cherokee Point Elementary*, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with the parents in their primary language.

- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

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

HOME/SCHOOL COMPACT
2014-2015

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 2014-2015.

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 newly adopted 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 2014 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 winter December 2-5 and three in spring May 6-8, 2014

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, CELDT 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 December 2 –5 and May 6 – 8.

   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
   WRPP – RAA – Residence Advisory Alliance – parent input and participation
   Bi-monthly food distribution throughout the year
   Participate in the organization of the Mid-City school Hoover Collaborative

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

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		$155,959.00		$2,438.00		$10,494.00
		$155,958.99		$2,438.00		$10,494.00
		$0.01		$0.00		$0.00
Certificated Salaries / Monthly	**1.2675**	**$101,744.76**	**0.0000**	**$0.00**	**0.0965**	**$7,746.25**
2040 Inschool Resource Tchr	1.2675	$101,744.76	0.0000	$0.00	0.0965	$7,746.25
Certificated Salaries		**$16,000.00**		**$0.00**		**$0.00**
1192 Prof&Curriclm Dev Vist Tchr		$16,000.00		$0.00		$0.00
Employee Benefits		**$38,193.82**		**$0.00**		**$2,722.32**
Books and Supplies		**$20.41**		**$2,338.00**		**$25.43**
4301 Supplies		$20.41		$2,338.00		$25.43
Services and Other Operating		**$0.00**		**$100.00**		**$0.00**
5920 Postage Expense		$0.00		$100.00		$0.00

APPENDIX D

2014-15 SPSA ADDENDUM

Cherokee Point Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By July 21, 2015 45% of Cherokee Point students will meet or exceed proficiency in Common Core State Standards as measure in English Language Arts interim assessments.
Mathematics	By July 21, 2015 48% of Cherokee Point students will meet or exceed proficiency in Common Core State Standards as measure in Mathematics interim assessments.
English Language Development	By July 21, 2015 40% of Cherokee Point students will meet or exceed proficiency in Common Core State Standards as measure in English Language Arts interim assessments.
Graduation/Promotion Rate	By July 21, 2015 40% of Cherokee Point students in third grade will meet or exceed proficiency in Common Core State Standards as measure in English Language Arts interim assessments.
Parent Involvement and Community Engagement	By July 21, 2015 80% of Cherokee Point parents/guardians will participate in at least 8 out of 10 parent involvement activities.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages.

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL 163,162.00	FTE	TOTAL 2,179.00	FTE	TOTAL 10,884.00	
2040 Inschool Resource Tchr	0.90	72,243.90	-	-	-	-	The in school resource teacher provides CCSS professional development, small group instruction, identifying students who are below proficiency and working one on one with them.
1157 Classroom Teacher Hrly		40,000.00		-		-	Spring and Winter Academies provide additional instructional opportunities for struggling students. Additional push in instructional opportunties are offered throughout the regular school year as well.

1170 Prof&Curriclm DevHrlyClsrmTchr	-	-	1,080.00	Professional development opportunities for teachers can consist of participating in PLCs, district and non-district conferences. All activities provide enhanced opportunties to analyze data and develop responsive instruction.
1192 Prof&Curriclm Dev Vist Tchr	16,300.00	-	-	Professional development opportunities for teachers can consist of participating in PLCs, district and non-district conferences. All activities provide enhanced opportunties to analyze data and develop responsive instruction.
Employee Benefits	**30,114.95**	**-**	**136.08**	
4301 Supplies	4,503.15	2,179.00	9,668.00	Instructional supplies supplement core learning and provide students with enhanced opportunities to access content. Supplies include paper, pencils, crayons, journals, etc.

TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
Grades K-3:   1:24
Grades K-3 with CSR: 1:22
Grade 4-5:   01:32.1

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	0.2
494-726	1.5	0.3
727-960	2	0.4

961-1,195	2.5	0.5
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

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

San Diego Unified
SCHOOL DISTRICT

School Name: Cherokee Point Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	$155,959.00
Enter Total Allocation: Resource 30106	$10,494.00
Sum or Resources 30100 & 30106	$166,453.00
10% allocation needed for PD	$16,645.30

Please check one: ☐ Watch List ☐ Year 1 ☐ Year 2 ☑ Year 3 ☐ Year 4 ☐ Year 5 ☐ Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
☑ 30100 ☐ 30106	1192	Professional development opportunities for teachers can consist of participating in PLCs, district and non-district conferences. All activities provide enhanced opportunties to analyze data and develop responsive instruction.	$16,000.00
☐ 30100 ☐ 30106		This service plus benefits meets the 10% PD Requiremetn for Title I.	$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$16,000.00
		10 % allocation has been met	**YES**