THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT CHEROKEE POINT ELEMENTARY SCHOOL

2020-21

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
- ☒ Parent & Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Cherokee Point Elementary

SITE CONTACT PERSON: Quyen Corral, Principal

	DUE: October 5, 2020

PHONE: 619-641-3400 **FAX:** **E-MAIL ADDRESS: qnguyen@sandi.net**

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

☒ **Title 1 School wide Programs (SWP)** ☐ **CSI School**

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

1. The SSC is 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:

☒ English Learner Advisory Committee (ELAC)   Date of presentation: 9/25/20

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

☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

☒ Site Governance Team (SGT)   Date of presentation: 9/24/20

☐ 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: 9/28/20

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.

Quyen Corral	/Quyen Corral 10/5/20/
Type/Print Name of School Principal	Signature of School Principal / Date
Jacqueline Escobar	/Jacqueline Escobar 10/5/20/
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Anthony Salazar	/Anthony Salazar 10/5/20/
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date
Christina Casillas	*Christina Casillas* 10/09/20
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

Submit Document With Electronic Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements Title *I Schoolwide Program and Comprehensive Support and Improvement. The* staff at Cherokee Point Elementary works collaboratively with staff, community, and students to meet the needs of all students. School programs are developed based on school data to strategically address the needs of students and staff in teaching and learning. Cherokee Point Elementary is a Trauma Informed School and understands that each staff member works with each child to support their academic and social emotional growth as well. Cherokee Point works with different entities in the community to provide our students with the social emotional support they need in order to be successful at school. Cherokee Point is home to students where 94.8% are socioeconomically disadvantaged, 71.4% are English Learners, and 10% Students with Disabilities.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

For the 2020-2021 budget development, community and staff engagement included the following: SSC, SGT, and ELAC. These school governing bodies held meetings to identify LCFF goals. The meetings gathered input from all stakeholders regarding school site needs in order to improve student achievement.

- September 7, 2019: Parent Chat meeting to review Annual Title 1 Parent Meeting was held.
- January 24, 2020: Staff analyzed data and provided budget recommendations.
- January 28, 2020: Staff reconvened and continued to analyze data and provided budget recommendations.
- February 1, 2020: Family Friday parents reviewed and analyzed data and provided budget recommendations.
- February 1, 2020: ELAC reviewed and analyzed data and provided budget recommendations to support English Language Learners.
- February 4, 2020: SGT analyzed data and provided budget recommendations on LCFF funds.
- February 3, 2020: SSC met to discuss the projected budget for 2020-2021, reviewed the evaluation and assessment survey, and developed the School

Parent Compact and Parent Involvement Policy.
- February 6, 2020: SSC met and approved the 2020-2021 budget.
- September 24, 2020: SGT Meeting - SPSA Review 2020-2021
-September 25, 2020: Parent Chat meeting to review Annual Title 1 Parent Meeting was held.
- September 25, 2020: ELAC provided input regarding goals for English Language Learners.
-September 28, 2020: SSC developed and approved 2020-2021 SPSA.

RESOURCE INEQUITIES
Cherokee Point's root cause analysis involved examining our data from the California Dashboard, California Healthy Kid Survey, site data (report cards and formative assessments), and a review of the 2019-2020 SPSA. The analysis of the student groups (3rd - 5th) CAASPP results indicate overall growth in the area of ELA, Math, and overall EL performance. Cherokee Point's three year data analysis from 2016 - 2019 for ELA showed that students in grades 3-5 increased from 31.8% to 34.0% and Math increased from 27.5% to 34.0%. The small incremental growth in the past three years indicate that there needs to be continued work to improve student achievement in these two core subject areas.
Funds were spent last year to support struggling readers and support math instruction for multi-grade groups. A 1.0 FTE Resource Teacher was funded to work with underachieving students in the area of reading and English Learners. Based on our data, we need to continue our focus to improve student achievement and close the achievement gap specific to our English Learners and Students with Disabilities. Our staff shifted to strategic schedules to ensure that special education student services would not interfere with Core Tier 1 instruction. Master schedules were created to ensure that students with disabilities would not be missing instruction and that pull out sessions needed to be done when independent work is happening in the classroom. Education Specialists and Classroom teachers collaborate to ensure that students with IEPs receive their services during strategic times during their day and ensure that Tier 1 instruction is not interrupted.
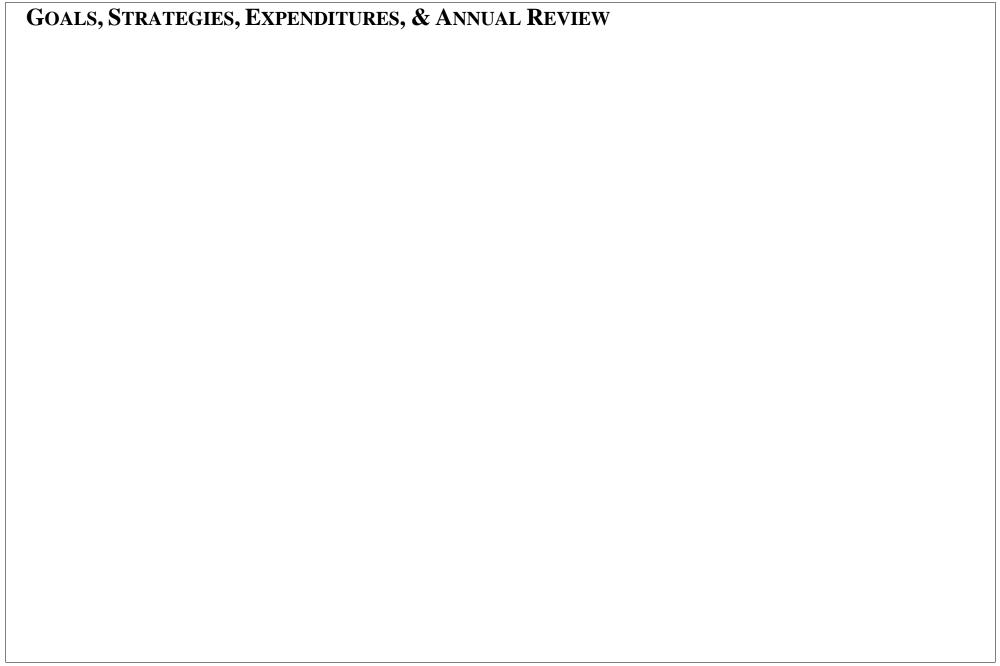Our Professional Development plan will include PLCs, school-wide learning, instructional walkthroughs, district support in the area of math and science. Teachers will continue to dedicate time to plan balanced literacy instruction. There is a need to dedicate PLC time on developing standards based assessment with ongoing monitoring. Tier II supports will focus on research-based strategies targeting reading and math skills.
Cherokee Point is a Trauma Informed School where staff have been trained to understand that creating a safe and welcoming environment is the most important component in establishing a relationship with students before learning can happen. We recognize the importance of a positive school environment where all students are safe, welcome and are successful. In examining our data, our attendance rate demonstrated a need to focus on chronic absenteeism at the school. In addition to working with United Way to support our efforts in keeping attendance a focus at the school, the school counselor position is maintained at .8 FTE, where the counselor works at the school for four days a week. Part of the counselor's work is to help create a welcoming environment, teach a social emotional curriculum, connecting with community resources, and supporting attendance schoolwide. We also want to strengthen our community engagement with all of our families at Cherokee Point. Currently we hold Family Fridays and parent trainings throughout the year in the area of Trauma Informed Practices, Community Resources, and Parenting Classes.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Hector Gonzalez	Teacher
Jacqueline Escobar	Teacher
Cindy Lopez	Teacher
Quyen Corral	Principal
Monica Grande	Other
Guadalupe Arenas	Parent
Adalberto Arenas	Parent
Lul Ahmed Adan	Parent
Sophianara Pum,	Parent
Marcelo Juarez	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Cherokee Point staff and community work together to create a warm and welcoming environment for staff and students. Parents are welcome on campus to volunteer and attend training on-site for parents to learn about Trauma-informed practices and are encouraged to have a strong connection and open communication with staff on campus to work together to create a powerful relationship. Trauma-Informed and Restorative Justice Practice trained staff work with students respectfully and lovingly manner. To continue to support the student's social-emotional development, the district counselor who is funded to be present at the school for an additional three days will continue to serve the same amount of days for the 2020-2021 school year. The character development program on our campus supports creating a welcoming environment for our students. The Second Step Program is a powerful program used by the District Counselor to support a welcoming environment as well. Cherokee Point has been an active participant with No Place for Hate where the students actively take a leadership role in cultivating a loving and warm school environment. After a review of LCCF and Title 1 goals, it is clear that the continued use of funds to have a district counselor on-site to support the character development of students directly correlates to the suspension rates at the school. The number of referrals to the counseling program onsite to support students in the Project Impact and Douglas Young Youth Services has increased in the past three years due to the support of the district counselor.

*Major Differences

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

Cherokee Point funded an additional district counselor for three days to support the social emotional learning on campus.

*Changes

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

Cherokee Point will continue to fund the District Counselor to continue the work of supporting building culture and teaching social emotional learning.

Cherokee Point Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	K-5	decrease chronic absenteeism	26.2	8.6%	Chronic Absenteeism	monthly
June 2021	K-5	Increase average parent involvement rate (strongly agree in each of the four indicators	46.5%	56.5%	CAL-SCHLS (CSPS)	annually

*Identified Need
According to District records, Cherokee Point's overall attendance maintained a rate of 26.2 % chronic absenteeism. The CAL-SCHLS (CSPS) had all four indicators under 53%.   .
41% of 5th graders expressed a strong connection to the school as reported in the California Healthy Kids Student Survey.   15% of 5th graders felt strongly that there was meaningful participation at school. 38% of the parents indicated that they were engaged in important decisions of the school.

*Online Learning Implications
-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
-SDUSD's on-site learning option offers students access to daily in-person instruction, designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules are purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
-Social-Emotional Learning and Restorative Justice Practices
-Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level
-Social and Emotional Learning (SEL) will be embedded into the instructional core instruction during online or onsite learning.
-Schools will continue wellness efforts via school wellness coordinators.
-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.
Attendance/Chronic Absenteeism related
-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

The district counselor, Project Impact Counseling Staff, and Douglas Young Youth Services work in collaboration with teaching staff to initiate, continue, and overlook social emotional needs of students while students engage in online learning. Counselor continues to meet with students and families online and have Zoom sessions to continue services in their homes.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Students with Disabilities	decrease chronic absenteeism	23.5%	12%	Attendance	Monthly
June 2021	K-5	Hispanic or Latino	decrease chronic absenteeism	27%	13%	Attendance	Monthly
June 2021	K-5	Socioeconomically Disadvantaged	decrease chronic absenteeism	26.6%	13%	Attendance	Monthly
June 2021	K-5	English Learner	decrease chronic absenteeism	22%	11%	Attendance	Monthly
June 2021	K-5	Black or African American	decrease chronic absenteeism	25%	12%	Attendance	Monthly

Attendance Team

*Students to be served by this Strategy/Activity

All students will be served by this strategy.

*Strategy/Activity - Description

To accomplish this goal, our team will communicate to students with 2 or more absences in a given week. An action plan will be developed to engage students at school and provide resources/supports. This communication will include dates of the absences and steps parents/guardians can take to improve their student's attendance. Office staff, administrators, support staff, or counselors will make contacts. A weekly log will record the contacts.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00621V	School Counselor	0.37500	$32,652.00	$47,078.79	0062-09800-00-	LCFF	English		Connect with students and family, support creating

				1210-3110-0000-01000-3104	Intervention Support	Learners, Foster Youth, Low-Income		a safe and welcoming environment, support decrease chronic absenteeism. , coordinate counseling services, and support decrease chronic absenteeism.
F00621W	School Counselor	0.22500	$19,591.20	$28,247.27	0062-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt			Connect with students and family, support creating a safe and welcoming environment, support decrease chronic absenteeism. , coordinate counseling services, and support decrease chronic absenteeism.

*Additional Supports for this Strategy/Activity

Attendance Team #2

*Students to be served by this Strategy/Activity

All students, English Learner, Hispanic or Latino, Asian, African American students, and Students with Disabilities.

*Strategy/Activity - Description

Review attendance data and implement a plan to decrease chronic absenteeism and increase attendance (SARB, parent connection, school/home communication). The resource teacher will also select a target group of English Learners who are struggling academically and try to improve attendance for those chronically absent through parent connection, student incentives, and working with the counselor.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00621X	Inschool Resource Tchr	0.95000	$90,332.65	$128,620.68	0062-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			Provide additional intervention to support English learners and students not meeting or exceeding ELA standards while supporting and encouraging students to attend daily to receive additional supports.
F00621Y	Inschool Resource Tchr	0.05000	$4,754.35	$6,769.52	0062-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Provide additional intervention to support English learners and students not meeting or exceeding ELA standards while supporting and encouraging students to attend daily to receive additional supports.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In reflecting upon our SPSA Goals from 2019-20, we need to tighten and strengthen our overall support for ELA. Resources were set aside to support underperforming students in grades K-3 in an intervention ELA pull out program that showed minimal results. Pullout intervention interfered with Tier 1 instruction and limited the effectiveness of the pull out intervention due to missed instruction. The scheduling of additional services for underperforming students were in conflict with other schedules. Student data was discussed monthly at PLCs and remediation plans for at-risk students were developed based on student need and academic progress. When comparing 2018-2019 CAASPP ELA results to 2019-2020 CAASPP ELA results, students in grades 3-5 showed an increase of 3.6%, with an increase from 30.3% proficient and advanced to 33.9% proficient and advanced. Although there was an increase in student achievement, we were looking for a minimum of a 5% increase.

*Major Differences

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

As stated above the strategy for intervention happened but not strategically and did not account for missed instruction with intervention happening outside of the classroom, resulting in loss of Tier 1 instruction.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal because of this analysis.

Identify where those changes can be found in the SPSA.
We will continue to have the resource teacher work with intervention groups but this year we will have push in support during independent work time while the general education teacher is pulling reading groups inside the classroom. Grade levels have worked on strategic schedules where they will teach the same subjects at the same time enabling other service providers to strategically select independent work time to deliver intervention. ELD instruction is on every schedule and mandated for a minimum of 35 minutes a day.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards	37.1%	47.1%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards	35.4%	35.4%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards	29.1%	39.1%	CAASPP ELA	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	33.9%	43.9%	CAASPP ELA	Annually

*Identified Need

Based on the results for the 2018-19 CAASPP, only 33.9% of students, grades 3-5 met or exceeded the standards. This represents a 3.6% increase from last year and an overall growth of 2.1% for the last three-year period.

*Online Learning Implications

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments

will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Hispanic or Latino	Meet or exceed standard	30	30	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Meet or exceed standard	40	60	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Meet or exceed standard	30	39	CAASPP ELA	Annually
June 2021	3-5	English Learner	Meet or exceed standard	30	39	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	show improvement on site assessments	NA	60%	Site Developed Common Assessments	monthly
June 2021	3-5	English Learner	show improvement on site assessments	NA	60%	Site Developed Common Assessments	monthly

Intervention Supports

*Students to be served by this Strategy/Activity

All students.

*Strategy/Activity - Description

Resource teacher will work with underperforming students in a literacy intervention push in program targeting students who are in of foundational skills. The general education teacher will pull the same group for additional intervention group. The strategic schedules will support all students, as they will not miss Tier 1 instruction as they receive intervention support. ELD will be taught every day for a minimum of 35 minutes. Teachers will attend conferences to enhance their professional learning in order to close the achievement gap. Software licenses will provide additional differentiated interventions to support closing the achievement gap.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N006211	Prof&Curriclm Dev Vist Tchr		$2,566.00	$3,137.96	0062-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Release time to analyze data, develop lessons, follow up assessments with additional emphasis on closing the equity gap in ELA.
N00625F	Software License		$2,248.32	$2,248.32	0062-30100-00-5841-1000-1110-01000-0000	Title I Basic Program			Tier 2 intervention for students not performing at grade level in ELA.
N006299	Software License		$2,300.00	$2,300.00	0062-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Tier 2 intervention for students not performing at grade level in ELA.
N00629D	Supplies		$1,627.05	$1,627.05	0062-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			Instructional materials to support Tier 1 and Tier 2 instruction.
N0062AS	Supplies		$2,498.14	$2,498.14	0062-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Instructional materials to support Tier 1 and Tier 2 instruction.
N0062CG	Interprogram Svcs/Paper		$1,500.00	$1,500.00	0062-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Instructional materials for Tier 1 and Tier 2 instruction - paper
N0062CH	Prof&Curriclm Dev Vist Tchr		$15,933.00	$19,484.47	0062-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Release time to analyze data, develop lessons, and follow up assessments, with additional emphasis on closing the equity gap in ELA.
	Inschool Resource Tchr - Salazar, Anthony				0062-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id	Tier 2 intervention for EL students not performing at grade level in ELA.

						: F00621X	
	Inschool Resource Tchr - Salazar, Anthony			0062-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F00621Y	Tier 2 intervention for EL students not performing at grade level in ELA.

***Additional Supports for this Strategy/Activity**	
Strategy/Activity 1	

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Over the last 3 years, students have increased performance by 6.5% in CAASPP math. The increase from last year was 6.4%. Students with Disabilities, English Learners, Hispanic, socio-economically disadvantaged students, and African American have not demonstrated the same gains and have shown a decline.

*Major Differences

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

Resource teacher supported classroom teachers with intervention groups and targeting students who were not meeting and exceeding standards with ELA and not math. In additional no additional funds were set aside for teacher hourly to support students or to hire a resource math teacher to support our staff with math professional development.

*Changes

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

We will concentrate additional time toward professional development for math in an effort to maintain and increase progress in this area. A math resource teacher will support our staff with professional development.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3-5	meet or exceed standards	33.9%	43.9%	CAASPP Math	Annually
June 2020	3-5	improve proficiency on site assessments	NA	60%	Site Developed Common Assessments	End of Unit Assessments

*Identified Need

The school's overall data show that students in grades 3-5 were meeting or exceeding math standards at a 33.9%. The 10% increase will a result of close monitoring of student achievement with End of unit assessments, exit slips, and small group instruction. Students made growth over the three period however the growth was minimal. With additional professional development from district math resource teacher, the school is expecting a drastic increase in the amount of students meeting or exceeding math standards.

*Online Learning Implications

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.

- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.

-Structures and digital tools to support student collaboration

-Flexibility for teachers to provide both whole group, small group and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-Professional development for educators

-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

-Standards-Based Grading

A math resource teacher will continue to work with Cherokee Staff to support staff and student learning in the area of math. The math resource teacher will support PD, side-by-side teaching, PLC and planning online during Staff PD on Zooms, PLCs on Zooms, and Zoom Class sessions online.

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	English Learner	meet or exceed standards	11.1%	21.1%	CAASPP Math	annually
June 2021	3-5	Black or African American	meet or exceed standards	45.5%	55.5%	CAASPP Math	annually
June 2021	3-5	Hispanic or Latino	meet or exceed standards	31.1%	41.1%	CAASPP Math	annually
June 2021	3-5	Students with Disabilities	meet or exceed standards	10.5%	20.5%	CAASPP Math	annually
June 2021	3-5	English Learner	meet or exceed standards	NA	60%	Site Developed Common Assessments	End of Unit Assessments
June 2021	3-5	Students with Disabilities	meet or exceed standards	NA	60%	Site Developed Common Assessments	End of Unit Assessments

Professional Development

*Students to be served by this Strategy/Activity
All students.

*Strategy/Activity - Description
Staff will receive professional development from district math resource teacher. Resource teacher will support in planning of math professional development with the leadership team. Visiting teachers will release teachers so they can receive professional development and planning time to improve Tier 1 Math instruction.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/Paper				0062-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts | Ref Id : N0062CG	Instructional materials to support Tier 1 and Tier 2 instruction.
	Prof&Curriclm Dev Vist Tchr				0062-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N006211	Release time to analyze data, develop lessons, follow up assessments with additional emphasis on closing the equity gap in math.
	Prof&Curriclm Dev Vist Tchr				0062-30106-00-1192-1000-1110-	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts | Ref Id	Release time to analyze data, develop lessons, and follow up assessments with

				01000-0000		: N0062CH	additional emphasis on closing the equity gap in math.
Supplies				0062-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	Goal 2 - English Language Arts | Ref Id : N00629D	Instructional materials to support Tier 1 and Tier 2 instruction.
Supplies				0062-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	Goal 2 - English Language Arts | Ref Id : N0062AS	Instructional materials to support Tier 1 and Tier 2 instruction.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Analysis of district reclassification indicates that Cherokee Point did not meet its goal to reclassify the potential reclassification students at an 85% rate. Analysis of the previous SPSA shows a lack of a defined monitoring plan showing growth to reclassification. PLCs around common assessments did not focus specifically on ELs the previous year and mandated ELD was not implemented schoolwide in previous years.

Attendance data also indicates that EL students have a high absence rate, and plans need to be developed to account for the missed learning of a student acquiring the English Language. Analysis of the previous SPSA shows a lack of a defined monitoring plan showing growth to reclassification. PLC meetings around common assessments did not focus specifically on ELs. Therefore, strategies developed may have supported at a limited level, but were not scaffolded to a level that is accessible for our English Learners. Attendance data also indicates that EL students have a high absence rate, and plans need to be developed to account for the missed learning of a student acquiring the English Language.

*Major Differences

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

The major difference in this plan is that concrete instructional practices will be utilized with direct connection to develop language. Administrators and Teachers will be monitoring development of EL students and specifically LTEL students. Administrators will be focused on the academic success and the language development of our LTEL students.

*Changes
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. Focusing on ELPAC growth and purposefully targeting language development in context (Mathematics). Spending FTE on a classroom teacher as opposed to a counselor. Goals are measurable following SMART goal development.
*Integrated English Language Development
English Learners are integrated into the core classes with support. Grade level PLC meetings are beginning to focus on language targets for the students within lessons in the area of ELA. This support in addition to daily ELD is a necessary step to provide targeted instruction and monitor student progress in acquiring the English language.   The PD plan, with collaborative input from ILT, will focus on common instructional practices to strengthen English language development.   An ELI-RT will provide coaching support this school year for professional development for teachers as they work with English Learners. Coaching will include classroom observations, feedback to support teachers, and administrative support.
*Designated English Language Development
English Learners are integrated into the core classes with support. Grade level PLC meetings are beginning to focus on language targets for the students within lessons in the area of ELA. This support in addition to daily ELD is a necessary step to provide targeted instruction and monitor student progress in acquiring the English language.   The PD plan, with collaborative input from ILT, will focus on common instructional practices to strengthen English language development.   An ELI-RT will provide coaching support this school year for professional development for teachers as they work with English Learners. Coaching will include classroom observations, feedback to support teachers and administrative support.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	meet or exceed standards	9.9%	19.9%	CAASPP ELA	annually
June 2021	3-5	RFEP	meet or exceed standards	61.2%	71.2%	CAASPP ELA	annually

*Identified Need
The English Learner population at Cherokee Point has one of the largest achievement gap among subgroups based on CAASPP data. There was a -0.3% decline in performance between 2018 and 2019 achievements data. English Learners have been meeting or exceeding standards at percentages under 12.7% for the past three years.
*Online Learning Implications
-District will provide students with targeted small group support through a push-in integrated model. -The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development. -Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language

learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
-Online professional development modules with iELD (integrated English Language)
-
The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
    -These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
    -Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and participation activities.
Formative assessment data will be collected, analyzed and feedback given to students.
Professional development will also be offered to teachers across the district serving this English Learner group
The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	100% of our ELs eligible for reclassification	95%	100%	Other (Describe in Objective)	annually
June 2021	3-5	LTEL	all LTEL will move their EL status by one level	varies per student	1 performance level increase	Summative ELPAC	annually

Professional Development

*Students to be served by this Strategy/Activity

English learners

*Strategy/Activity - Description

The new math professional development from district resource teacher in the area of number talk will allow EL students the opportunity to acquire English in the area of Mathematics. The number talks lesson design is supportive in that it provides each student with an entry point with sentence frames and content specific language to support their access to solving multi-step math problems. The number talk routines will support language development as well as all the math practices.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0062-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F00621X	Tier 2 intervention for EL students not performing at grade level in ELA.
	Inschool Resource Tchr				0062-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F00621Y	Tier 2 intervention for EL students not performing at grade level in ELA.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

General Education and Education Specialists will collaborate to analyze, plan, and consistently reflect on lessons and effectiveness of lessons for students with IEPs. Professional Learning Communities will include Special Education staff where teams will plan, modify, and consider modifications for students. Online programs, like Achieve 3000 was purchased and designed to work at the students' level to supplement and strengthen areas of support for all students.

*Major Differences

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

School staff will continue to collaborate during PLCs and use visiting teachers to relieve synchronous teaching time to once on campus to attend PLC meetings.

*Changes

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

no changes

*Goal 5- Students with Disabilities						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	5.3%	15.3%	Other (Describe in Objective)	annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	10.5%	20.5%	Other (Describe in Objective)	annually

*Identified Need
Analyzing CAASPP scores in ELA and Math indicate a loss of 0.3% in ELA and decrease of 0.6% in math over the last year.

*Online Learning Implications
-Implementation of IEP Services in Online Learning Setting -Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.). -All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes -The integrated team will consist of general education teachers, educational specialists, related services providers and para educators. -All staff will be working as a team to support all students to accelerate their learning. SPED PLCs, Education Specialist and Teacher Collaboration time to review data on student achievement with IEPs will help support and oversee academic achievement online during Zoom meetings. Administrator will oversee this process and collaborate with staff to ensure that structures are put into place to monitor student achievement.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3-5	English Learner	Review students who are identified with disabilities and English Learners	0	100%	Progress Reports on IEP Goals	quarterly
June 2020	3-5	Hispanic or Latino	Review students who are identified with disabilities and Hispanic or Latino	0	100%	Progress Reports on IEP Goals	quarterly
June 2020	3-5	Black or African American	Review students who are identified with disabilities identified Black or African American	0	100%	Progress Reports on IEP Goals	quarterly

Professional Learning Communities/Student Support

*Students to be served by this Strategy/Activity

Students with disabilities.

*Strategy/Activity - Description

Education Specialist will regularly attend PLCs to evaluate student data and plan with general education teachers. They will also attend math PDs with general education teachers.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0062-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N006211	Provide release time for Education Specialist to collaborate with General Education Teachers to plan and teach students with disabilities.
	Prof&Curriclm Dev Vist Tchr				0062-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts | Ref Id : N0062CH	Provide release time for Education Specialist to collaborate with General Education Teachers to plan and teach students with disabilities.

	Software License				0062-30100-00-5841-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts | Ref Id : N00625F	Software supports student at their point of need and reinforces skills in the area of ELA
	Software License				0062-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts | Ref Id : N006299	Software supports student at their point of need and reinforces skills in the area of ELA
	Supplies				0062-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement		Goal 2 - English Language Arts | Ref Id : N00629D	student and teaching materials
	Supplies				0062-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts | Ref Id : N0062AS	student and teaching materials

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5 ELA	Black youth	Decrease the percentage of students scoring 1 and 2 on report card in ELA	58%	29%	Grades	Trimester
June 2021	TK -5 Math	Black youth	Decrease the percentage of students scoring 1 and 2 on report card in Math	35%	18%	Grades	Trimester

*Goal 6 Supporting Black Youth - Additional Goals

✓ 1. Beginning in the Fall of 2020, Cherokee Point site selection/hiring panel will complete anti-bias training before conducting any interviews.

✓ 2. In 2020-21 school year, Cherokee Point will develop and implement a site-specific system for tracking classroom referrals.

✓ 3. Cherokee Point will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.

✓ 4. Cherokee Point will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.

✓ 5. In the 2020-21 school year, Cherokee Point will develop and implement a site-specific system for tracking school police detainments.

✓ 6. The staff diversity goal at Cherokee Point is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement. Currently 58% of Black Youth at Cherokee point are scoring 1 and 2 on the report card in the area of ELA. The goal is to reduce that by half to 28% by June 2021. Currently 35% of Black Youth are Cherokee point are scoring 1 and 2 on the report card in the area of Math. The goal is to reduce that by half to 18% by June 2021.

*Online Learning Implications
-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts. -Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. -Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level

SEL Program & Instructional Support

*Students to be served by this Strategy/Activity
Students who identify as Black Youth

*Strategy/Activity - Description
Counselor will implement social-emotional curriculum for identified student groups including black youth. The I-School Resource teacher will be working with groups of students to support interventions in Math.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr - Salazar, Anthony				0062-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F00621X	Tier 2 support for ELA and Math
	Inschool Resource Tchr - Salazar, Anthony				0062-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F00621Y	Tier 2 support for ELA and Math
	School Counselor - Conner, Julia				0062-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F00621V	Social emotional curriculum to support African American students
	School Counselor - Conner, Julia				0062-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F00621W	Social emotional curriculum to support African American students

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In order for parents to be involved, parents need to feel welcome and it needs to be easy for them to attend. Food and drinks are very welcoming to our families and they enjoy the light refreshments while they attend various functions at our school. Childcare often happens in the same space since many of them do not like leaving their young children with other adults. This allows our parents to receive training so they can directly support their children at home and at school.

*Major Differences

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

Childcare was provided for parent trainings and meetings but many did not take advantage of this service. Many chose to take care of their child while attending. We will continue to provide the service and communicate the service in advance by flyers and phone calls to promote parents attending our events. The community appreciated light refreshments so our school will continue to provide these items to encourage attendance.

*Changes

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

Continue to provide childcare for parent trainings/meetings. In addition, we will hold volunteer meetings to encourage new parents to join in a welcoming environment. We will plan and facilitate events that will increase parent involvement with their input as to what events they would like to continue, start, or discontinue. Classroom teachers and staff will directly connect with families to invite and encourage them to attend trainings and meetings. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.

*Goal 7- Family Engagement					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2020	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	46.5%	56.5%	CAL - SCHLS (CSPS)
June 2020	Other (Describe in Objective)	increase number of parent participation on the CAL-SCHLS (CSPS)	234	350	CAL - SCHLS (CSPS)

*Identified Need

According to the 2019 California School Parent Survey (CSPS), the average parent involvement rate is at 46.5% (see indicators below). *Note: The percentages only include the response of "Strongly Agree." 234 parents completed the survey in a student population of 408 students. Cherokee Point would like to see these numbers increase by getting more parents involved who will feel like they are a true partner in their child's education by adding their ideas to school groups and decision making entities.

Parent Involvement (indicators) that include only "Strongly Agree" responses:

-School allows input and welcomes parents' contributions=50%

-School encourages me to be an active partner with the school in educating my child=45%

-School actively seeks the input of parents before making important decisions=38%

-Parents feel welcome to participate at this school=53%

Parent Involvement (indicators) that include both "<u>Strongly Agree</u>" and "<u>Agree</u>" responses:

-School allows input and welcomes parents' contributions (50% 44%=94%)

-School encourages me to be an active partner with the school in educating my child (45% 47%=92%)

-School actively seeks the input of parents before making important decisions (38% 50%=88%)

-Parents feel welcome to participate at this school (53% 42%=95%)

*Online Learning Implications

Cherokee Point Staff will work with families during Parent Chats twice a month to provide support, collaborate, and offer trainings to families to educate our families about online education and help create a welcoming and inviting school environment online.

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

District is also supplying families with training on SEL, Wellness, Health and Safety.

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers-Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School allows input and welcomes parents' contributions from all parent groups as measured by CA Parent Survey.	50%	60%	Other - Describe in Objective
June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	45%	55%	Other - Describe in Objective

June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent Survey.	38%	48%	Other - Describe in Objective
June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	53%	63%	Other - Describe in Objective
June 2020	Other (Describe in Objective)	Increase the amount of volunteers on campus	22%	60%	Meeting Attendance

Parent Support

*Families to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Allocate funds for in-service supplies and services for parent meetings and workshops.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0062AF	Counselor Hrly		$13,234.62	$16,184.62	0062-09800-00-1260-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Counselor to connect with families regarding social emotional needs in the home and attendance.
N0062AN	Other Support Prsnl PARAS Hrly		$500.00	$663.95	0062-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement			Provide childcare for trainings

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Cherokee Point has had achievement averages in grades 3-5 with the Smarter Balanced Summative Assessments for the past three years with the average of 31.6% in the area of ELA. Similarly, the three average for Smarter Balanced Summative Assessments for math in grades 3-5 for the past three years is 29.6%. Overall, students need support with reading and math. Resources were dedicated last year towards the resource teacher serving as a reading intervention teacher. Teachers looked closely at assessment for both ELA and math to have a clear understanding of what the students understood from each lesson. Teachers need more time to analyze work along the way instead of a summative assessment at the end of each unit. This did not allow teachers to modify their teaching based on current academic information.

*Major Differences

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

We did not have enough targeted resources available to implement a consistent monitoring program that allowed us to meet with students and plan interventions.

*Changes

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

This year we will have additional PLC time in order for teachers to analyze reading and math data so they can better plan and monitor future instruction.

Principal will conduct monthly monitoring of target students in the area of reading, the new Achieve 3000 program will monitor student reading progress, and teachers will meet consistently to plan with a clear focus on learning objectives, learning targets, and language targets for both ELA and math instruction.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grade 3	Increase the percentage of students reading at or above grade level as measured by the DRA2.	53.5%	63.5%	Grade 3 ELA Reading	annually
June 2021	Grade 5	Increase the percentage of students reading at or above grade level as measured by the DRA2.	78.8%	88.8%	Grade 5 ELA Reading	annually

*Identified Need

Analysis came from CAL-SCHLS student survey and Smarter Balanced Summative Assessments. Students need to feel welcome and safe at school in order to increase student achievements.

*Online Learning Implications

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation. The counselor will support all students including Black Youth weekly in small group Social Emotional Learning online.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	43%	53%	Grade 3 ELA Reading	annually
June 2021	3	Students with	Increase the	25%	35%	Grade 3 ELA	annually

			Disabilities	percentage of students reading at or above grade level as measured by the DRA2.			Reading	
June 2021	5		English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	39%	49%	Grade 5 ELA Reading	annually
June 2021	5		Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	21%	31%	Grade 5 ELA Reading	annually

Reading Intervention

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

*Strategy/Activity - Description

Funding has been allocated for an Inschool Resource Teacher to support reading intervention support with EL students and students not preforming at grade level. Funding was also allocated for a counselor to support a social emotional curriculum in support of a safe and welcoming school. In addition, funding was also allocated to purchase license and fees for software and/or online reading resources. Achieve 3000 and Smarty Ants were purchased this year to support TK-5 students. Data will be collected school wide with an emphasis on Grades 3-5.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0062-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F00621X	Reading intervention support with EL students and Tier 2 instruction.
	Inschool Resource Tchr				0062-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F00621Y	Reading intervention support with EL students and Tier 2 instruction.
	School Counselor				0062-09800-00-1210-3110-0000-01000-	LCFF Intervention Support	English Learners, Foster Youth, Low-	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id :	Counselor to support social emotional curriculum.

			3104		Income	F00621V
School Counselor			0062-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F00621W	Counselor to support social emotional curriculum.
Counselor Hrly			0062-09800-00-1260-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 7 - Family Engagement | Ref Id : N0062AF	Counselor to support social emotional curriculum.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to affect their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Cherokee Point is developing a STEAM initiative and will continue a math focus. A focus on math will integrate strategic thinking as students engage in solving problems.

School Leadership Actions
Leadership Practice
The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.
Leading, Implementing, Monitoring, and Actualizing a Coherent Plan
In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Cherokee Point Elementary to meet or exceed the SPSA goals. Principal role for monitoring work year round: -A guaranteed and viable curriculum in every classroom. -All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning. -Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice. -Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning. -All staff knows students' learning needs and can recognize if instruction is influencing learning. **Monitoring Student Learning and Providing Support** The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support: -Develop and fine-tune a comprehensive assessment system. -Monitor the use and effectiveness of new software Achieve 3000 and Smarty Ants. -Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs. -Ensure that reteach and reassessment opportunities are provided to students. -Ensure that all students have access to rigorous and standards based lessons. **Targeted Professional Learning and Implementation** The site administrator and staff will continue to focus on creating a collaborative risk-taking environment for teachers and students; and leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at the school:

-Data from classroom observations and common assessments will be used to inform professional learning opportunities.
-Identify teacher's practices, develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
-The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

Interpersonal Skills
-Model positive and productive relationships with staff, students, parents and community.
-Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
-Value mutual respect, multiple cultural perspectives, and experiences.
-Views work through an appreciative lens and focus on what is working at the school.

Organizational Leadership
-Develop and maintain clear systems to organize and maximize resources and operations.
-Establish clear lines of communication.
-Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Parents/ Community
-Cultivate positive relationships with parents and community.
-Implement systems and structures that engage, teach, support parents/community.
-Have clear and open communication with parents/community.
-Help parents understand their child's learning successes and needs.
-Provide resources to support parents.

Leading for Second Order Change
-Strengthen and fine-tune current instructional practices.
-Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies.
-Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social Emotional learning (safe, supportive, and collaborative school culture).
-Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.
-Reflect on our work as educators and equity for ALL STUDENTS.
-Be comfortable with Being Uncomfortable
-Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Outcomes:
Professional Learning Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding by:
-Strong knowledge of the standards.
-Deeper understanding of the vertical alignment of critical concepts between grade levels.

-Application of teaching practices that impact student achievement.

Teaching Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding, building upon learning from previous year, as evidenced by:

-Daily monitoring of student progress towards a learning goal as well as specific targets.

-Lifting or shifting instruction in the moment based on what students are controlling and approximating

-Team analysis of student work and next steps on a biweekly basis (PLC).

Planning Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding by:

-Starting with student assessment and critical concept (standards) and Benchmark Adelante and Advance and making decisions around how to use both resources in a balanced literacy approach.

-Planning learning goals based on critical concepts and breaking them down into smaller targets (kid friendly, replicable, measurable) to meet the goal.

Professional Development Plan and Progression of Learning:

Progression of Learning

- Vertical alignment of critical concepts.

- Starting with student assessment and critical concept to make decisions about units using balanced literacy.

- Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts.

- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why) .

- Monitoring/analyzing and responding lessonly, daily, weekly (common/PLCs).

- Developing systems for monitoring.

Professional Development Goals

- Build Understanding of Vertical Alignment of Standards.

- Set learning goals and targets (standards).

- Use qualitative and quantitative data to make instructional decisions (revisit targets).

Professional Development Structures:

PLC (bi weekly per grade level)

PLC Guiding Questions:

- What do we want students to learn (target)?

- How will we know they have learned it (common exit slip)?

- What will we do if they don't learn it?

- What will we do if they do learn it?

PLC Process:

- Bring common current exit slip.

- Analyze exit slips (calibrate).

- Reflect on student progress towards target based on data.
- Design next common exit slip.

Lesson Study
Focus:
- Instructional Practices/Balanced Literacy
- Lift and shift - planning for and responding to evidence of understanding in the moment.
Process:
- Plan a lesson as a team
- Teach
- Debrief
- Teach again
- Debrief
- Reflect

Focused Observations/ Feedback
Lift and Shift:
- What is the learning target?
- What are students doing in relation to the targets?
- How are students responding?
Guiding Questions:
- What opportunity was provided in the moment for students to demonstrate understanding?
- What are students saying about meaning? About strategy work?
- What was lifted? (meaning? strategy?)
- What was shifted? (meaning? strategy?)
- How did the teacher lift/shift (teacher response)? (voice over, summary, reread with a focus...)

1. How will you integrate the priorities and strategies you outlined in your SPSA?
Priorities and strategies will be shared with community and staff during Family Fridays, Parent Chats, shared electronically on platforms such as Class Dojo, School Website, and Facebook. Other meetings include parent trainings and staff meetings.

2. What specific leadership actions will you take to meet or exceed your SPSA goals?
The principal will meet with ILT to plan for academic success. In addition, principal and teachers will work together during PLC to discuss data, plan for instruction, principal will work with resource teacher to analyze EL data, and work with staff to address targeted teaching with lessons for ELD,

principal will work with SPED team and offer PLC time for teams to collaborate and plan for effective instruction.

3. -----ONLINE LEARNING:-----
What system does your site have for pupil outreach and re-engagement?
Counselor, support staff and teachers are collaborating and creating structures like Lunch Bunch Group, counseling sessions through Project Impact and Douglass Young, and support staff and teachers are reaching out to families to inquire about absences and creating a plan of action for those who need re-engagement.

How are staff being trained to engage students? Relationship building via online learning?
Staff have attending district wide professional development and on site professional development for Restorative Justice Practices, staff have been provided an opportunity to attend Doug Fisher's Professional Development on engagement online, counselor hold sessions with students to connect social emotionally and supports students with Second Step lessons. Staff are continuing to use community circles where teachers are connecting with students on a personal level.

How will the School ensure equity and consistency from classroom to classroom when taking attendance in combined settings?
Staff will ensure equity and consistency across the school when taking attendance by welcoming students to the Zoom Room, welcoming each child into the classroom, and submitting the attendance information by a certain time daily.

Consider how the School will ensure that processes are accessible to all parents and families (distribution method, internet accessibility, various languages)?
What specific leadership action will you take to meet SPSA during online learning?
The principal will communicate parent supports available during online learning through Parent Chats every two weeks, use platforms to inform parents of trainings and informative meetings on Class Dojo and Facebook, hold distribution dates, and have support staff connect with families who are having a difficult time with getting various online resources and provide the resources in various languages.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Cherokee Point Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 133,160.00
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 260,360.77

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$ 66,401.37
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 66,401.37

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$60,799.40
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 60,799.40
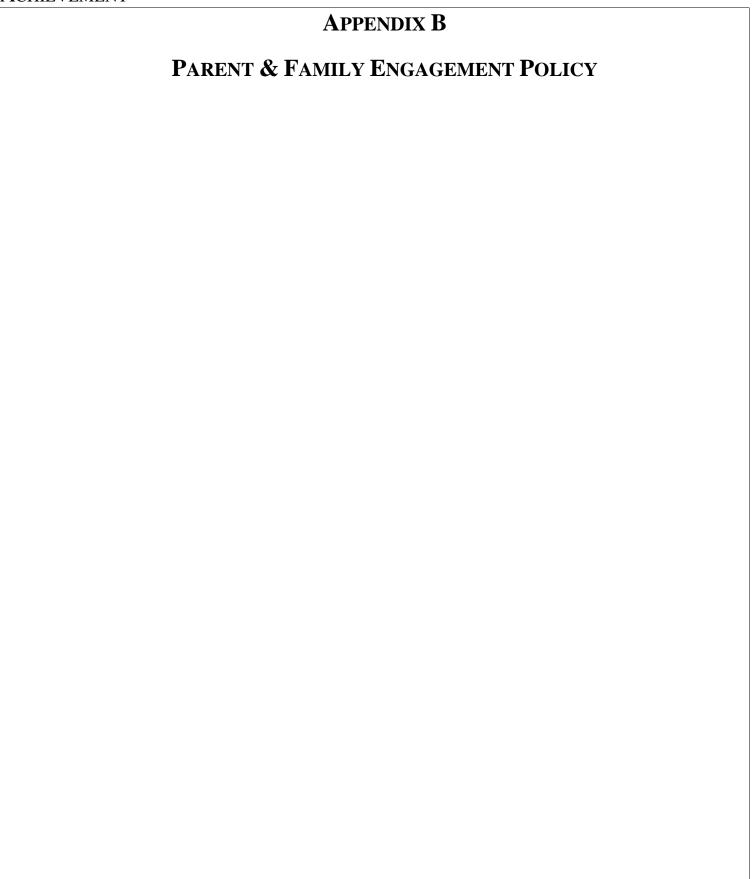
Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $260,360.77

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Cherokee Point Elementary	**09800 LCFF Intervention Support**	Inschool Resource Tchr	**1109**	Pull/Out Push In		$ -
		Inschool Resource Tchr	**3000**			$ -
		School Counselor	**1210**	Counselor	0.3750	$ 32,652.00
		School Counselor	**3000**			$ 14,426.79
			1192	Prof&Curriclm Dev Vist Tchr		$ 2,566.00
			1260	Counselor Hrly		$ 13,234.62
			3000			$ 3,521.96
			4301	Supplies		$ -
			5733	Interprogram Svcs/Paper		$ -
			5841	Software License		$ -
	09800 LCFF Intervention Support Total				**0.3750**	**$ 66,401.37**
	30100 Title I Basic Program	Inschool Resource Tchr	**1109**	Pull/Out Push In	0.9500	$ 90,332.65
		Inschool Resource Tchr	**3000**			$ 38,288.03
			1192	Prof&Curriclm Dev Vist Tchr		$ -
			4301	Supplies		$ -
			5207	Travel Conference		$ -
			5841	Software License		$ 2,248.32
	30100 Title I Basic Program Total				**0.9500**	**$ 130,869.00**
	30103 Title I Parent Involvement		**2281**	Other Support Prsnl PARAS Hrly		$ 500.00
			3000			$ 163.95
			4301	Supplies		$ 1,627.05
			4304	Inservice supplies		$ -
			5721	Interprogram Svcs/Duplicating		$ -
	30103 Title I Parent Involvement Total					**$ 2,291.00**
	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	**1109**	Pull/Out Push In	0.0500	$ 4,754.35
		Inschool Resource Tchr	**3000**			$ 2,015.17
		School Counselor	**1210**	Counselor	0.2250	$ 19,591.20
		School Counselor	**3000**			$ 8,656.07
			1157	Classroom Teacher Hrly		$ -
			1192	Prof&Curriclm Dev Vist Tchr		$ 15,933.00
			3000			$ 3,551.47
			4301	Supplies		$ 2,498.14
			5733	Interprogram Svcs/Paper		$ 1,500.00
			5841	Software License		$ 2,300.00
	30106 Title I Supplmnt Prog Imprvmnt Total				**0.2750**	**$ 60,799.40**
Grand Total					**1.6000**	**$ 260,360.77**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

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TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

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 School has developed a written Title I parent & family engagement policy with input from Title I parents. School Site Council members review, give input, and approve the Title I parent & family engagement policy.

The policy is distributed the policy to parents of Title I students in October in both English and Spanish. Copies of the policy are available at the office and posted on the school website.
This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

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

- The School Site Council reviews, gives input, and approves the Parent and Family Engagement Policy prior to distribution
- The annual Title I parent meeting will be held in the fall (October)
- A copy of the Parent and Family Engagement Policy will be provided electronically in October in English and Spanish.
- Copies are always available in the office.
- The policy is updated annually with approval from School Site Council.

To involve parents in the Title I, Part A programs, the following practices have been established:
- The school offers a flexible number of parent classes and/or meetings and may provide, with funds provided under this part, translation, child care, and refreshments for these meetings.
- Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.
- Provide parents of participating students with timely information about Title I programs.
- Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.
- Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

- The annual Title I meeting is held in the month of October. It is presented in English and Spanish.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:
- Volunteer Opportunities for Parents/families
- Monthly Family Fridays

- Awards Assemblies
- Individual classroom activities as planned by individual classes/teachers
- Back To School Night in October
- Winter Parent/Teacher Conferences in November
- Spring Parent/Teacher Conferences in March
- Spring Open House in June
- Parents have access to teachers each school day before and after school, and by email.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?
- School Site Council meetings
- English Learner Advisory Council meetings
- Family Fridays

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4)[A]). How does the school provide the information?
- Annual Title I meeting
- Flyers and phone calls sent home in both English and Spanish
- Bilingual staff available to assist and answer questions
- Quarterly Standards Based Report Card Report in both English and Spanish
- All meetings and assemblies conducted in both English and Spanish
- Teacher communication with parents

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?
- Family Fridays
- Parent Conferences
- Back to School Night
- Parent Classes focused on these topics (e.g. yearly review of ELPAC and SBAC)

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?
- School Site Council meetings
- English Learner Advisory Committee meetings
- Family Fridays (monthly)

This policy was adopted by Cherokee Point Elementary and will be in effect for the period of school year 2020-21.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 5, 2020.

POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS DE TITLE I DE 2020-21

En el otoño, se realizará una junta anual para compartir con los padres una descripción del programa Title I y sus requisitos.

La escuela Cherokee Point ha redactado una política para la participación de padres y familias de Title I con la aportación de padres de Title I. Los miembros del Consejo del Sitio Escolar revisan, dan su opinión y aprueban la política de participación de padres y familias del Título I.

La política se distribuye a los padres de los estudiantes de Título I en octubre en inglés y español. Las copias de la política están disponibles en la oficina y se publican en el sitio web de la escuela.

Esta política describe los medios para llevar a cabo los requisitos designados para la participación de padres y familiares del Título I, Parte A de conformidad con la Sección 1116 (c) de la ESSA.

Cada escuela que recibe servicios bajo esta sección debe desarrollar en colaboración con, y distribuir a, los padres y familiares de niños participantes una política de participación de padres y familias, en la que acuerdan dichos padres, y la cual describirá las maneras de realizar los requisitos de las subsecciones (c) a (f). ¿Cómo se notifica a los padres sobre la política en un formato comprensible y uniforme, y hasta dónde sea práctico, en un idioma que los padres puedan comprender? ¿Cómo se difunde la información a la comunidad local? ¿Cómo y cuándo se actualiza periódicamente la política para atender las necesidades cambiantes de los padres de la escuela (Sección 1116[b][1]) de ESSA)?

- El Consejo del Sitio Escolar revisa, da su opinión y aprueba la Política de participación de los padres y la familia antes de la distribución
- La reunión anual de padres de Título I se llevará a cabo en el otoño (octubre)
- Una copia de la Política de participación de los padres y la familia se envía a casa en octubre en inglés y español.
- Siempre hay copias disponibles en la oficina y en el internet.
- La política se actualiza anualmente con la aprobación del Consejo del Sitio Escolar.

Para incorporar a los padres en los programas de Title I, Parte A, se han establecido las siguientes prácticas:

- Cherokee Point ofrece un número flexible de clases y / o reuniones para padres y puede proporcionar, con los fondos provistos en esta parte, traducción, cuidado de niños y refrigerios para estas reuniones.
- Involucre a los padres de los estudiantes participantes, de manera organizada, continua y oportuna, en la revisión de la planificación y la mejora de sus programas del Título I y la política de participación de los padres.
- Proporcionar a los padres de los estudiantes participantes información oportuna sobre los programas del Título I.
- Proporcionar a los padres de los estudiantes participantes una explicación del plan de estudios, la evaluación académica y los niveles de competencia que se espera que los estudiantes alcancen.
- Brindar a los padres de los estudiantes participantes, si se solicita, oportunidades para reuniones regulares para participar en las decisiones relacionadas con la educación de sus hijos.

La escuela convoca a una junta anual para informar a los padres sobre los requisitos de Title I, Parte A, y sobre el derecho de los padres de participar en el programa Title I Parte A (Sección 1116[c][1] de ESSA):

- La reunión anual del Título I se lleva a cabo en el mes de octubre. Se presenta en inglés y español.

La escuela ofrece un número flexible de juntas para los padres de Title I, Parte A, como juntas en la mañana o en la tarde (Sección 1116[c][2] de ESSA).

- Oportunidades de voluntariado para padres / familias
- Viernes familiares mensuales
- Asambleas de premios
- Actividades individuales en el aula según lo planeado por clases individuales / maestros
- Noche de regreso a la escuela en octubre
- Conferencias de padres / maestros de invierno en noviembre
- Conferencias de primavera para padres / maestros en marzo
- Spring Open House en junio
- Los padres tienen acceso a los maestros cada día escolar antes y después de la escuela.
- Noches familiares (por ejemplo, Noche familiar de arte o Noche de ciencia)

La escuela incorpora a los padres de estudiantes de Title I, Parte A, de manera organizada, continua y oportuna en la planificación, el repaso y la mejora de los programas escolares de Title I, Parte A, y la política de participación de padres de Title I, Parte A (Sección 1116[c][3] de ESSA). ¿Cómo involucra la escuela a los padres de familia?

- Reuniones del Consejo Escolar
- Reuniones del Consejo Asesor de Estudiantes de Inglés
- Viernes familiares

La escuela ofrece a los padres de estudiantes de Title I Parte A, información oportuna sobre los programas de Title I, Parte A (Sección 1116[c][4][A] de ESSA). ¿Cómo ofrece la escuela esta información?

- Reunión anual de Título I
- Volantes y llamadas telefónicas enviadas a casa en inglés y español.
- Personal bilingüe disponible para ayudar y responder preguntas
- Informe trimestral del boletín de calificaciones basado en estándares en inglés y español
- Todas las reuniones y asambleas realizadas en inglés y español.
- Comunicación del maestro con los padres.

La escuela ofrece a los padres de estudiantes de Title I, Parte A, una explicación del currículo usado en la escuela, las evaluaciones utilizadas para medir el progreso estudiantil y las expectativas de niveles de competencia que los estudiantes deben alcanzar (Sección 1116[c][4][B] de ESSA). ¿Cómo ofrece la escuela esta información?

- Viernes familiares
- Conferencias de padres
- Noche de regreso a la escuela
- Las clases para padres se centraron en estos temas (por ejemplo, revisión anual de ELPAC y SBAC)

Si los padres de Title I, Parte A, lo solicitan, la escuela proporciona oportunidades para tener juntas regulares que les permitan a los padres participar en decisiones relacionadas con la educación de sus hijos (Sección 1116[c][4][C] de ESSA). ¿Cómo ofrece la escuela estas oportunidades?

- Reuniones del Consejo Escolar
- Reuniones del Comité Asesor de Estudiantes de Inglés
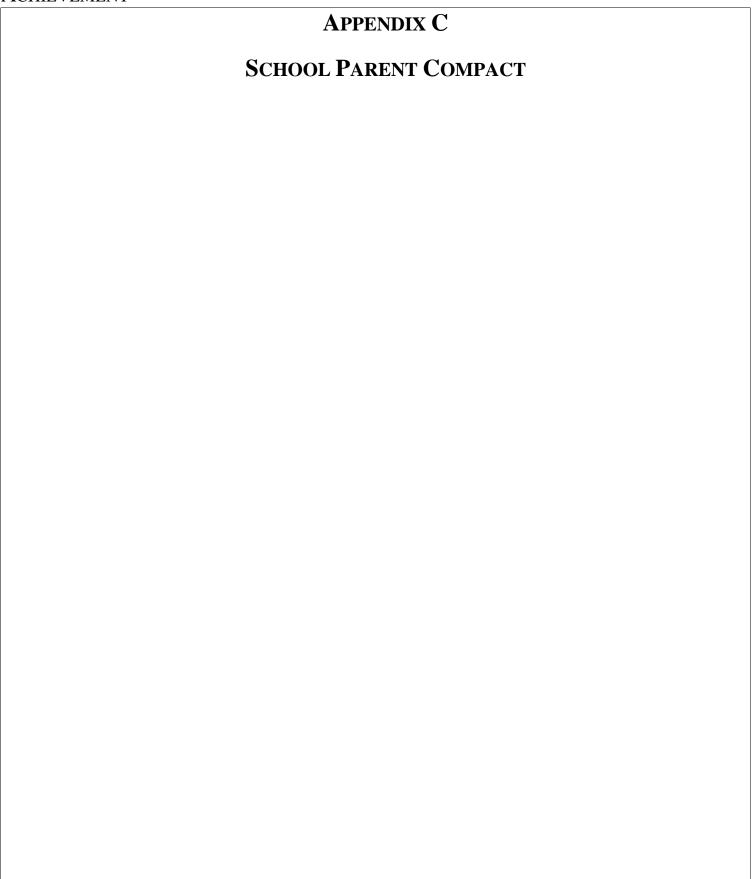- Viernes familiares (mensualmente)

Esta política fue adoptada por la Cherokee Point y estará vigente por un periodo de el año escolar 2020-2021.
La escuela distribuirá la política a todos los padres de los alumnos participando en el programa de Title I, Parte A en o antes de: 5 octubre, 2020

APPENDIX C

SCHOOL PARENT COMPACT

2020-21 Title I School-Parent Compact

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

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Teachers and staff improve their practice, assessment, and instructional techniques by engaging in regular professional development in the content areas.
- Teachers formally collaborate by grade level on a regular basis to examine student progress and plan instruction based on student needs.
- Parent teacher conferences - November and March.
- Standards Based Report Cards - November 2020, March 2021 and June 2020.
- Back To School Night – October
- Spring Open House – June
- Parent Notification of child's SBAC (Gr. 3-5) and ELPAC (English Learners Gr. K-5) scores
- Parents have access to teachers each school day before and after school.
- Teachers share emails with parents, send home a welcome letter at onset of school year and when children newly enroll or connect with parents on Class Dojo.
- Volunteer Opportunities for Parent Volunteers
- Monthly Family Fridays
- Academic and Social Emotional recognition events (monthly, trimester, end of year)
- Individual classroom activities as planned by individual classes/teachers
- IEP/SST meetings

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

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- During Back to School Night and at Parent Conferences
- Principal addresses standards and state assessments at least once a year
- Parent Class focused on understanding standards and state assessments (ELPAC and SBAC) at least once per year
- ELAC meetings
- School Site Council

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Principal addresses standards and state assessments at least once per year at Family Friday
- Parent Class focused on understanding standards and state assessments at least once per year
- ELAC meetings
- School Site Council
- Monthly newsletters focused on strategies for parents to help children succeed in school.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Professional development on the topic of maintaining good communication and relationships with families as well as understanding the specific needs of our community.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- School Site Council
- ELAC meetings
- Family Fridays
- Academic recognition assemblies
- Family Nights (e.g. Arts or Science Night)

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Informational flyers and phone calls are sent home in English and Spanish
- All office personnel speak English and Spanish as well as the majority of other certificated personnel.
- Monthly newsletter and calendar are in English and Spanish.

- Translators are brought in for Family Friday, School Site Council, ELAC meetings, IEP's, and any other times as necessary and appropriate.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?
- Yearly ELAC parent survey
- School Site Council

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Informational flyers and phone calls are sent home in English and Spanish
- All office personnel speak English and Spanish as well as the majority of other certificated personnel.
- Monthly newsletter and calendar are in English and Spanish.
- Translators are brought in for Family Friday, School Site Council, ELAC meetings, IEP's, and any other times as necessary and appropriate.

This Compact was adopted by Cherokee Point Elementary and will be in effect for the period of 2020-2021

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: October 5, 2020.

San Diego Unified SCHOOL DISTRICT

CONTRATO ENTRE LA ESCUELA Y LOS PADRES DE TITLE I

Este Contrato entre la Escuela y los Padres estará en vigor durante el ciclo escolar 2020-2021.

La escuela Edison distribuye a los padres y familiares del programa Title I Parte A un contrato entre escuela y padres (Contrato). Este Contrato, que ha sido desarrollado junto con los padres de familia, delinea cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de un mejor rendimiento académico estudiantil. Este Contrato describe métodos específicos de colaboración entre la escuela y las familias para ayudar a los niños a lograr los altos estándares académicos estatales. Este Contrato aborda los siguientes temas legalmente requeridos, además de otros temas sugeridos por los padres y miembro de la familia de los estudiantes de Title I, Parte A:

ESTIPULACIONES OBLIGATORIAS PARA EL CONTRATO ENTRE LA ESCUELA Y LOS PADRES

- La responsabilidad de la escuela de proporcionar un currículo e instrucción de alta calidad. Las maneras en que los padres y familiares serán responsables de ayudar con el aprendizaje de sus hijos (Sección 1116[d][1] de ESSA).
- La importancia de la comunicación continua entre padres y familiares con los maestros por medio de las conferencias de padres y maestros anuales, como mínimo; informes frecuentes sobre el progreso estudiantil; acceso al personal escolar; oportunidades para los padres y familiares de ser voluntarios y participar en la clase de su hijo y oportunidades de observar las actividades de la clase. (Sección 1116[d][1] de ESSA).
- Conferencias de padres y maestros en las escuelas primarias, por mínimo anualmente, durante las cuales se hablará del Contrato en relación con el aprovechamiento individual del estudiante (Sección 1116 [d][2][A] de ESSA).
- Informes frecuentes a los padres y familiares sobre el progreso de sus hijos (Sección 1116[d][2][B] de ESSA).
- Acceso razonable al personal, oportunidades para los padres y familiares de trabajar como voluntarios y participar en la clase de sus hijos y observar las actividades de la clase (Sección 1116[d][2][C] de ESSA).

¿Cómo aborda esto la escuela?
- Los maestros y el personal mejoran su práctica, evaluación y técnicas de instrucción al participar en el desarrollo profesional regular en las áreas de contenido.
- Los maestros colaboran formalmente por nivel de grado de manera regular para examinar el progreso del alumno y planificar la instrucción según las necesidades del alumno.
- Conferencias de padres y maestros: noviembre y marzo.
- Boletas de calificaciones basadas en estándares: noviembre de 2020, marzo de 2021 y junio de 2021.
- Noche de regreso a la escuela - octubre
- Open House de primavera - junio
- Notificación a los padres de los puntajes SBAC (Gr. 3-5) y ELPAC (Aprendices de inglés Gr. K-5) del niño
- Los padres tienen acceso a los maestros cada día escolar antes y después de la escuela.
- Los maestros comparten correos electrónicos con los padres, envían a casa una carta de bienvenida al comienzo del año escolar y cuando los niños recién se inscriben.
- Oportunidades de voluntariado para padres voluntarios
- Viernes familiares mensuales
- Eventos de reconocimiento académico (mensual, trimestral, fin de año)
- Actividades individuales en el aula según lo planeado por las clases individuales / maestros

- Reuniones IEP / SST
- Noche familiar de artes y/o ciencia
- El director se reúne con las familias de los nuevos estudiantes

La escuela involucra a los padres y familiares del programa Title I Parte A para mejorar el rendimiento de sus hijos en interacciones significativas con el personal escolar. Este contrato apoya la colaboración entre el personal escolar, los padres y familiares y la comunidad para mejorar el rendimiento académico estudiantil. Para ayudar a alcanzar estas metas, la escuela ha establecido las siguientes prácticas:

¿De qué manera le ofrece la escuela a los padres y familiares de Title I, Parte A, ayuda para comprender los estándares estatales para el contenido académico, las evaluaciones y cómo supervisar y mejorar el aprovechamiento de sus hijos. (Sección 1116[e][1] de ESSA)?
- Durante la noche de regreso a clases y en las conferencias de padres
- La directora aborda los estándares y evaluaciones estatales al menos una vez al año en Family Friday
- Se ofrece una clase para padres con enfoque en comprender los estándares y las evaluaciones estatales al menos una vez al año.
- Reuniones de ELAC
- Comite consultivo del plantel

¿De qué maneras le ofrece la escuela a los padres y familiares de Title I, Parte A, materiales y capacitación para ayudarlos a mejorar el rendimiento de sus hijos (Sección 1116[e][2] de ESSA)?
- La directora aborda los estándares y evaluaciones estatales al menos una vez al año en Family Friday
- Se ofrece una clase para padres con enfoque en comprender los estándares y las evaluaciones estatales al menos una vez al año.
- Reuniones de ELAC
- Comite consultivo del plantel
- Boletines mensuales enfocados en estrategias para que los padres ayuden a los niños a tener

¿De qué manera capacita la escuela al personal escolar, con la ayuda de los padres y familiares de Title I, Parte A, sobre el valor de las contribuciones de los padres y familiares y sobre cómo trabajar con los padres y familiares como socios equitativos (Sección 1116[e][3] de ESSA)?
- Desarrollo profesional sobre el tema de mantener una buena comunicación y relaciones con las familias, así como comprender las necesidades específicas de nuestra comunidad.

¿De qué manera coordina e integra la escuela el programa de participación de padres de Title I Parte A con otros programas y realiza otras actividades, tales como centros de recursos, con el fin de motivar y apoyar a los padres para que participen plenamente en la educación de sus hijos
(Sección 1116[e][4] ESSA?
- Comite consultivo del plantel
- Reuniones de ELAC
- Viernes familiares
- Asambleas de reconocimiento académico.
- Noches familiares (por ejemplo, noche de arte o ciencia)

¿De qué manera distribuye la escuela a los padres y familiares de Title I Parte A información relacionada a los programas escolares y para los padres, las juntas y otras actividades en un formato e idioma que los padres y familiares pueden comprender (Sección 1116[e][5] ESSA?
- Se envían volantes informativos y llamadas telefónicas a casa en inglés y español
- Todo el personal de la oficina habla inglés y español, así como la mayoría del personal certificado.

- El boletín mensual y el calendario están en inglés y español.
- Tenemos traductores para el Viernes Familiar, el Comite consultivo del plantel, las reuniones de ELAC, el IEP y cualquier otro momento que sea necesario y apropiado.

¿De qué manera ofrece la escuela apoyo a las actividades de participación de padres y familiares solicitadas por los padres y familiares de Title I Parte A (Sección 1116[e][4] ESSA?
- Encuesta anual de padres de ELAC
- Comite consultivo del plantel

¿De qué manera ofrece la escuela a todos los padres y familiares del programa Title I Parte A oportunidades de participación, incluyendo a aquellos padres de estudiantes con un dominio limitado del inglés, discapacidades y migrantes? y ¿de qué manera proporcionan la información y los informes escolares en un formato e idioma que los padres y familiares puedan comprender (Sección 1116[f] ESSA?
- Se envían volantes informativos y llamadas telefónicas a casa en inglés y español
- Todo el personal de la oficina habla inglés y español, así como la mayoría del personal certificado.
- El boletín mensual y el calendario están en inglés y español.
- Tenemos traductores para el Viernes Familiar, el Comite consultivo del plantel
- , las reuniones de ELAC, el IEP y cualquier otro momento que sea necesario y apropiado.

Este Contrato fue adoptado por la escuela y estará vigente por un periodo del año escolar 2020-21.

El personal escolar distribuirá el contrato a todos los padres y familiares de los estudiantes participantes a más tardar en la fecha de: 5 octubre, 2020.

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school
- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

  Reclassification data results can be requested from the school site.

  Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Cherokee Point Elementary

Explore the performance of Cherokee Point Elementary under California's Accountability System.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Red	Blue	No Performance Color	Orange

Mathematics
Yellow

School Details

NAME
Cherokee Point Elementary

ADDRESS
3735 38th Street
San Diego, CA 92105-2414

WEBSITE
http://new.sandi.net/sch...

GRADES SERVED
K-5

Student Population

Explore information about this school's student population.

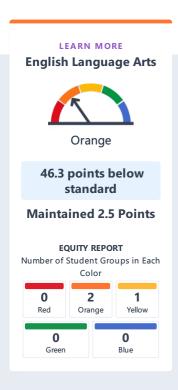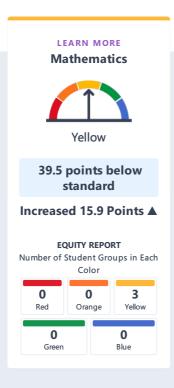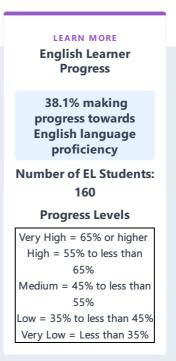| Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
378	96.3%	65.6%	0.3%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Orange

46.3 points below standard

Maintained 2.5 Points

EQUITY REPORT
Number of Student Groups in Each Color

0	2	1
Red	Orange	Yellow

0	0
Green	Blue

LEARN MORE

Mathematics

Yellow

39.5 points below standard

Increased 15.9 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	0	3
Red	Orange	Yellow

0	0
Green	Blue

LEARN MORE

English Learner Progress

38.1% making progress towards English language proficiency

Number of EL Students: 160

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
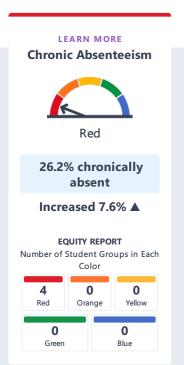Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

CHEROKEE POINT ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

Red

26.2% chronically absent

Increased 7.6% ▲

EQUITY REPORT
Number of Student Groups in Each Color

4	0	0
Red	Orange	Yellow

0	0
Green	Blue

LEARN MORE

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Declined 0.6% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	**0**	**0**
Red	Orange	Yellow

0	**5**
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Orange

46.3 points below standard

Maintained 2.5 Points

Number of Students: 155

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

Hispanic

Socioeconomically Disadvantaged

Yellow

English Learners

Green

No Students

Blue

No Students

No Performance Color
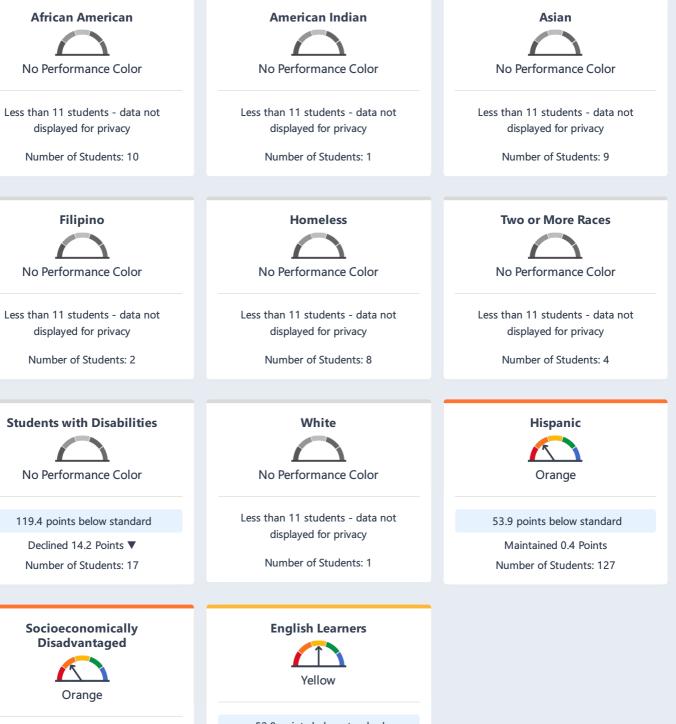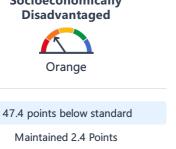
African American

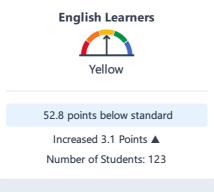American Indian

Asian

Filipino

Homeless

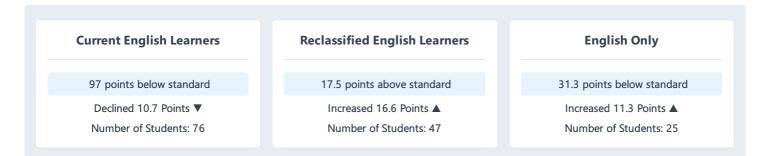Two or More Races

Students with Disabilities

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Students with Disabilities

No Performance Color

119.4 points below standard

Declined 14.2 Points ▼

Number of Students: 17

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

Orange

53.9 points below standard

Maintained 0.4 Points

Number of Students: 127

Socioeconomically Disadvantaged

Orange

47.4 points below standard

Maintained 2.4 Points

Number of Students: 153

English Learners

Yellow

52.8 points below standard

Increased 3.1 Points ▲

Number of Students: 123

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	51.6 points below standard	48.8 points below standard	46.3 points below standard

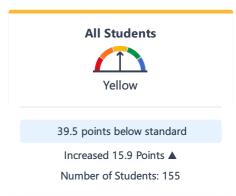## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

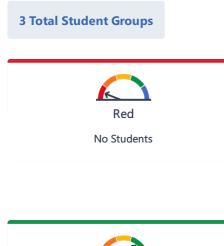| Current English Learners	Reclassified English Learners	English Only
97 points below standard	17.5 points above standard	31.3 points below standard
Declined 10.7 Points ▼	Increased 16.6 Points ▲	Increased 11.3 Points ▲
Number of Students: 76	Number of Students: 47	Number of Students: 25

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Yellow

39.5 points below standard

Increased 15.9 Points ▲

Number of Students: 155

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged

Green

No Students

Blue

No Students

No Performance Color

African American

American Indian

Asian

○ ○ ● ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Students with Disabilities

No Performance Color

90.3 points below standard

Declined 4.5 Points ▼

Number of Students: 17

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners

Yellow

45.6 points below standard

Increased 14.8 Points ▲

Number of Students: 123

Hispanic

Yellow

48.8 points below standard

Increased 9.1 Points ▲

Number of Students: 127

Socioeconomically Disadvantaged

Yellow

40.4 points below standard

Increased 16.2 Points ▲

Number of Students: 153

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

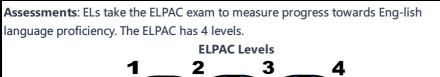|	2017	2018	2019
All Students	45.7 points below standard	55.4 points below standard	39.5 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
87.1 points below standard	20 points above standard	28.2 points below standard
Declined 9 Points ▼	Increased 47.5 Points ▲	Increased 25.1 Points ▲
Number of Students: 76	Number of Students: 47	Number of Students: 25

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE
English Learner Progress

38.1% making progress towards English language proficiency

Number of EL Students: 160

Performance Level

Low

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

ELPAC Levels

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

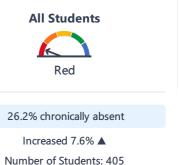|	
ELs Who Decreased at Least One ELPI Level	18.1%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	43.7%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	38.1%

ELs Who Decreased at Least One ELPI Level	18.1%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	43.7%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	38.1%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students

Red

26.2% chronically absent

Increased 7.6% ▲

Number of Students: 405

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged

Orange

No Students

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

9.5% chronically absent

Declined 8.7% ▼

Number of Students: 21

African American

No Performance Color

25% chronically absent

Increased 6.5% ▲

Number of Students: 24

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

51.9% chronically absent

Increased 9% ▲

Number of Students: 27

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

30.4% chronically absent

Increased 9% ▲

Number of Students: 23

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Students with Disabilities

Red

28.1% chronically absent

Increased 4.5% ▲

Number of Students: 57

English Learners

Red

22% chronically absent

Increased 7.4% ▲

Number of Students: 286

Hispanic

Red

27.2% chronically absent

Increased 8.5% ▲

Number of Students: 324

Socioeconomically Disadvantaged

Red

26.6% chronically absent

Increased 7.6% ▲

Number of Students: 395

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students

Blue

0.2% suspended at least once

Declined 0.6% ▼

Number of Students: 510

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

No Students

Blue

African American

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

○ ○ ○ ○ ● ○

American Indian

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 2

Asian

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 24

Filipino

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 1

Homeless

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 34

Two or More Races

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 27

Pacific Islander

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 1

White

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 12

African American

Blue

0% suspended at least once

Maintained 0%

Number of Students: 31

English Learners

Blue

0.3% suspended at least once

Declined 0.5% ▼

Number of Students: 342

Hispanic

Blue

0.2% suspended at least once

Declined 0.7% ▼

Number of Students: 409

Socioeconomically
Disadvantaged

Blue

0.2% suspended at least once

Declined 0.6% ▼

Number of Students: 498

Students with Disabilities

Blue

0% suspended at least once

Declined 4.7% ▼

Number of Students: 67

2015-2019 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 2015 N	%	2016 N	%	2017 N	%	2018 N	%	2019 N	%	Chg From 2015 %	2018 %	Mathematics 2015 N	%	2016 N	%	2017 N	%	2018 N	%	2019 N	%	Chg From 2015 %	2018 %
Total	222	26.1	191	31.4	173	31.8	175	30.3	165	33.9	7.8	3.6	221	20.4	195	25.1	182	27.5	178	27.5	165	33.9	13.5	6.4
Female	106	34.9	95	40.0	79	32.9	74	36.5	72	43.1	8.2	6.6	106	19.8	96	17.7	86	20.9	75	25.3	72	34.7	14.9	9.4
Male	116	18.1	96	22.9	94	30.9	101	25.7	93	26.9	8.8	1.2	115	20.9	99	32.3	96	33.3	103	29.1	93	33.3	12.4	4.2
African American	12	16.7	7	-	6	-	12	25.0	9	-	-	-	11	9.1	8	-	8	-	12	33.3	9	-	-	-
Asian**	1	-	1	-	1	-	1	-	9	-	-	-	1	-	1	-	1	-	1	-	9	-	-	-
Filipino	0	-	0	-	2	-	2	-	2	-	-	-	0	-	0	-	2	-	2	-	2	-	-	-
Hispanic	192	27.6	169	29.6	148	31.1	145	29.0	135	30.4	2.8	1.4	192	21.4	171	24.6	152	25.0	147	26.5	135	31.1	9.7	4.6
Indochinese**	9	-	6	-	4	-	4	-	-	-	-	-	9	-	6	-	6	-	4	-	-	-	-	-
Native American	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	3	-	2	-	6	-	4	-	1	-	-	-	3	-	3	-	7	-	5	-	1	-	-	-
Multiracial	5	-	5	-	6	-	7	-	7	-	-	-	5	-	5	-	6	-	7	-	7	-	-	-
English Learner	123	8.9	102	12.7	91	7.7	88	10.2	81	9.9	1.0	-0.3	122	12.3	105	19.0	99	12.1	91	20.9	81	11.1	-1.2	-9.8
English-Speaking	99	47.5	89	52.8	82	58.5	87	50.6	84	57.1	9.6	6.5	99	30.3	90	32.2	83	45.8	87	34.5	84	56.0	25.7	21.5
Reclassified†	59	59.3	51	54.9	48	70.8	48	60.4	49	61.2	1.9	0.8	59	35.6	51	33.3	49	49.0	48	35.4	49	67.3	31.7	31.9
Initially Eng. Speaking	40	30.0	38	50.0	34	41.2	39	38.5	35	51.4	21.4	12.9	40	22.5	39	30.8	34	41.2	39	33.3	35	40.0	17.5	6.7
Econ. Disadv.*	222	26.1	186	31.7	167	31.1	166	29.5	161	32.9	6.8	3.4	221	20.4	190	25.3	174	27.0	168	26.8	161	32.9	12.5	6.1
Non-Econ. Disadv.	0	-	5	-	6	-	9	-	4	-	-	-	0	-	5	-	8	-	10	40.0	4	-	-	-
Gifted	49	49.0	43	58.1	35	65.7	15	40.0	8	-	-	-	49	42.9	43	48.8	35	48.6	15	46.7	8	-	-	-
Not Gifted	173	19.7	148	23.6	138	23.2	160	29.4	157	31.8	12.1	2.4	172	14.0	152	18.4	147	22.4	163	25.8	157	31.8	17.8	6.0
With Disabilities	30	3.3	10	10.0	16	6.3	18	5.6	19	5.3	2.0	-0.3	29	0.0	10	0.0	16	6.3	18	11.1	19	10.5	10.5	-0.6
WO Disabilities	192	29.7	181	32.6	157	34.4	157	33.1	146	37.7	8.0	4.6	192	23.4	185	26.5	166	29.5	160	29.4	146	37.0	13.6	7.6
Homeless	20	40.0	10	50.0	6	-	10	40.0	12	41.7	1.7	1.7	20	30.0	11	18.2	6	-	10	60.0	12	33.3	3.3	-26.7
Foster	8	-	3	-	0	-	0	-	0	-	-	-	8	-	3	-	4	-	0	-	0	-	-	-
Military	2	-	4	-	3	-	4	-	1	-	-	-	2	-	4	-	3	-	4	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	68	33.8	59	32.2	62	21.0	50	34.0	62	37.1	3.3	3.1	67	40.3	61	36.1	64	31.3	52	46.2	62	45.2	4.9	-1.0
Female	33	39.4	29	37.9	27	25.9	18	55.6	28	42.9	3.5	-12.7	33	39.4	30	20.0	29	34.5	20	45.0	28	39.3	-0.1	-5.7
Male	35	28.6	30	26.7	35	17.1	32	21.9	34	32.4	3.8	10.5	34	41.2	31	51.6	35	28.6	32	46.9	34	50.0	8.8	3.1
African American	5	-	3	-	2	-	5	-	4	-	-	-	4	-	3	-	3	-	5	-	4	-	-	-
Asian**	0	-	1	-	0	-	0	-	5	-	-	-	0	-	1	-	0	-	0	-	5	-	-	-
Filipino	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Hispanic	59	35.6	48	31.3	51	21.6	40	35.0	49	34.7	-0.9	-0.3	59	42.4	49	36.7	51	27.5	41	46.3	49	42.9	0.5	-3.4
Indochinese**	3	-	2	-	1	-	2	-	-	-	-	-	3	-	2	-	1	-	2	-	-	-	-	-
Native American	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	1	-	1	-	3	-	0	-	0	-	-	-	1	-	2	-	4	-	1	-	0	-	-	-
Multiracial	0	-	3	-	4	-	3	-	1	-	-	-	0	-	3	-	4	-	3	-	1	-	-	-
English Learner	47	17.0	37	16.2	40	5.0	30	16.7	24	8.3	-8.7	-8.4	46	28.3	38	28.9	42	14.3	32	40.6	24	12.5	-15.8	-28.1
English-Speaking	21	71.4	22	59.1	22	50.0	20	60.0	38	55.3	-16.1	-4.7	21	66.7	23	47.8	22	63.6	20	55.0	38	65.8	-0.9	10.8
Reclassified†	8	-	6	-	8	-	7	-	23	56.5	-	-	8	-	6	-	8	-	7	-	23	78.3	-	-
Initially Eng. Speaking	13	53.8	16	50.0	14	35.7	13	46.2	15	53.3	-0.5	7.1	13	53.8	17	35.3	14	50.0	13	38.5	15	46.7	-7.1	8.2
Econ. Disadv.*	68	33.8	58	32.8	60	20.0	47	34.0	62	37.1	3.3	3.1	67	40.3	60	35.0	62	29.0	49	46.9	62	45.2	4.9	-1.7
Non-Econ. Disadv.	0	-	5	-	2	-	3	-	4	-	-	-	0	-	1	-	2	-	3	-	4	-	-	-
Gifted	22	50.0	8	-	7	-	1	-	3	-	-	-	22	50.0	8	-	7	-	1	-	3	-	-	-
Not Gifted	46	26.1	51	27.5	55	16.4	49	32.7	59	35.6	9.5	2.9	45	35.6	53	30.2	57	29.8	51	45.1	59	42.4	6.8	-2.7
With Disabilities	7	-	1	-	9	-	5	-	8	-	-	-	6	-	1	-	9	-	5	-	8	-	-	-
WO Disabilities	61	36.1	58	31.0	53	22.6	45	35.6	54	42.6	6.5	7.0	61	44.3	60	36.7	55	34.5	47	48.9	54	48.1	3.8	-0.8
Homeless	7	-	10	50.0	2	-	3	-	7	-	-	-	7	-	1	-	2	-	3	-	7	-	-	-
Foster	3	-	0	-	0	-	0	-	0	-	-	-	3	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	3	-	0	-	1	-	0	-	-	-	1	-	3	-	0	-	1	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
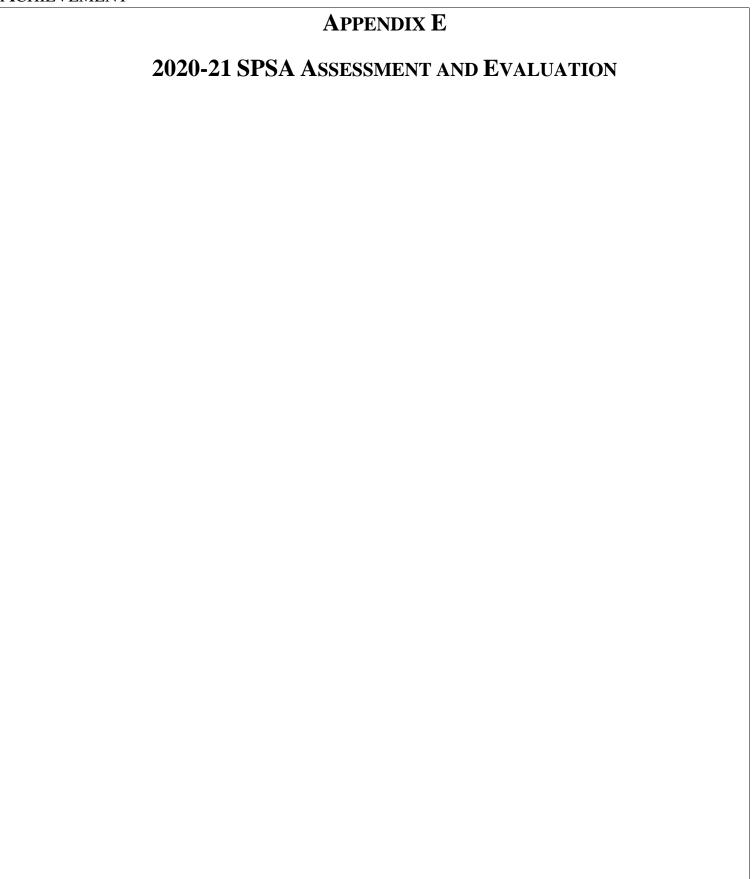
† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	80	16.3	58	39.7	55	34.5	62	21.0	48	35.4	19.1	14.4	80	11.3	60	36.7	56	28.6	63	23.8	48	35.4	24.1	11.6
Female	41	24.4	27	51.9	26	26.9	29	27.6	18	61.1	36.7	33.5	41	12.2	27	33.3	26	7.7	29	27.6	18	38.9	26.7	11.3
Male	39	7.7	31	29.0	29	41.4	33	15.2	30	20.0	12.3	4.8	39	10.3	33	39.4	30	46.7	34	20.6	30	33.3	23.0	12.7
African American	5	-	1	-	2	-	3	-	3	-	-	-	5	-	2	-	2	-	3	-	3	-	-	-
Asian**	0	-	0	-	1	-	0	-	2	-	-	-	0	-	0	-	1	-	0	-	2	-	-	-
Filipino	0	-	0	-	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Hispanic	71	15.5	54	37.0	46	32.6	51	19.6	38	36.8	21.3	17.2	71	12.7	55	34.5	47	27.7	52	23.1	38	36.8	24.1	13.7
Indochinese**	1	-	2	-	1	-	1	-	-	-	-	-	1	-	2	-	1	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	1	-	2	-	3	-	1	-	-	-	1	-	1	-	2	-	3	-	1	-	-	-
Multiracial	2	-	0	-	2	-	3	-	4	-	-	-	2	-	0	-	2	-	3	-	4	-	-	-
English Learner	49	4.1	36	19.4	29	13.8	37	5.4	25	16.0	11.9	10.6	49	4.1	38	21.1	29	20.7	38	7.9	25	20.0	15.9	12.1
English-Speaking	31	35.5	22	72.7	26	57.7	25	44.0	23	56.5	21.0	12.5	31	22.6	22	63.6	27	37.0	25	48.0	23	52.2	29.6	4.2
Reclassified†	16	50.0	13	76.9	15	73.3	11	54.5	11	63.6	13.6	9.1	16	37.5	13	61.5	16	50.0	11	54.5	11	81.8	44.3	27.3
Initially Eng. Speaking	15	20.0	9	-	11	36.4	14	35.7	12	50.0	30.0	14.3	15	6.7	9	-	11	18.2	14	42.9	12	25.0	18.3	-17.9
Econ. Disadv.*	80	16.3	58	39.7	53	34.0	57	19.3	46	34.8	18.5	15.5	80	11.3	60	36.7	54	29.6	58	22.4	46	34.8	23.5	12.4
Non-Econ. Disadv.	0	-	5	-	2	-	5	-	2	-	-	-	0	-	0	-	8	-	5	-	2	-	-	-
Gifted	13	38.5	22	63.6	7	-	5	-	1	-	-	-	13	30.8	22	50.0	7	-	5	-	1	-	-	-
Not Gifted	67	11.9	36	25.0	48	29.2	57	21.1	47	34.0	22.1	12.9	67	7.5	38	28.9	49	22.4	58	24.1	47	34.0	26.5	9.9
With Disabilities	8	-	10	10.0	16	6.3	8	-	4	-	-	-	8	-	4	-	16	6.3	8	-	4	-	-	-
WO Disabilities	72	18.1	54	42.6	52	36.5	54	24.1	44	38.6	20.5	14.5	72	12.5	56	39.3	53	30.2	55	25.5	44	38.6	26.1	13.1
Homeless	7	-	6	-	1	-	4	-	2	-	-	-	7	-	6	-	1	-	4	-	2	-	-	-
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	2	-	1	-	1	-	-	-	0	-	1	-	0	-	1	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 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		2018		2019		2015	2018			2015		2016		2017		2018		2019		2015	2018		
	N	%	N	%	N	%	N	%	N	%	%	%			N	%	N	%	N	%	N	%	N	%	%	%		
Total	74	29.7	74	24.3	56	41.1	63	36.5	55	29.1	-0.6	-7.4			74	12.2	74	6.8	62	22.6	63	15.9	55	20.0	7.8	4.1		
Female	32	43.8	39	33.3	26	46.2	27	33.3	26	30.8	-13.0	-2.5			32	9.4	39	5.1	31	19.4	26	7.7	26	26.9	17.5	19.2		
Male	42	19.0	35	14.3	30	36.7	36	38.9	29	27.6	8.6	-11.3			42	14.3	35	8.6	31	25.8	37	21.6	29	13.8	-0.5	-7.8		
African American	2	-	3	-	2	-	4	-	2	-	-	-			2	-	3	-	3	-	4	-	2	-	-	-		
Asian**	1	-	0	-	0	-	1	-	2	-	-	-			1	-	0	-	0	-	1	-	2	-	-	-		
Filipino	0	-	0	-	0	-	1	-	1	-	-	-			0	-	0	-	0	-	1	-	1	-	-	-		
Hispanic	62	33.9	67	22.4	51	39.2	54	33.3	48	20.8	-13.1	-12.5			62	11.3	67	7.5	54	20.4	54	14.8	48	14.6	3.3	-0.2		
Indochinese**	5	-	2	-	2	-	1	-	-	-	-	-			5	-	2	-	4	-	1	-	-	-	-	-		
Native American	0	-	0	-	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-		
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-		
White	1	-	0	-	1	-	1	-	0	-	-	-			1	-	0	-	1	-	1	-	0	-	-	-		
Multiracial	3	-	2	-	0	-	1	-	2	-	-	-			3	-	2	-	0	-	1	-	2	-	-	-		
English Learner	27	3.7	29	0.0	22	4.5	21	9.5	32	6.3	2.6	-3.2			27	0.0	29	3.4	28	0.0	21	14.3	32	3.1	3.1	-11.2		
English-Speaking	47	44.7	45	40.0	34	64.7	42	50.0	23	60.9	16.2	10.9			47	19.1	45	8.9	34	41.2	42	16.7	23	43.5	24.4	26.8		
Reclassified†	35	54.3	32	40.6	25	68.0	30	56.7	15	66.7	12.4	10.0			35	22.9	32	12.5	25	36.0	30	16.7	15	40.0	17.1	23.3		
Initially Eng. Speaking	12	16.7	13	38.5	9	-	12	33.3	8	-	-	-			12	8.3	13	0.0	9	-	12	16.7	8	-	-	-		
Econ. Disadv.*	74	29.7	70	24.3	54	40.7	62	35.5	53	26.4	-3.3	-9.1			74	12.2	70	7.1	58	22.4	61	14.8	53	17.0	4.8	2.2		
Non-Econ. Disadv.	0	-	4	-	2	-	1	-	2	-	-	-			0	-	4	-	4	-	2	-	2	-	-	-		
Gifted	14	57.1	13	46.2	21	66.7	9	-	4	-	-	-			14	42.9	13	30.8	21	42.9	9	-	4	-	-	-		
Not Gifted	60	23.3	61	19.7	35	25.7	54	35.2	51	25.5	2.2	-9.7			60	5.0	61	1.6	41	12.2	54	9.3	51	17.6	12.6	8.3		
With Disabilities	15	0.0	10	10.0	16	6.3	5	-	7	-	-	-			15	0.0	5	-	16	6.3	5	-	7	-	-	-		
WO Disabilities	59	37.3	69	26.1	52	44.2	58	39.7	48	31.3	-6.0	-8.4			59	15.3	69	7.2	58	24.1	58	17.2	48	22.9	7.6	5.7		
Homeless	6	-	4	-	3	-	3	-	3	-	-	-			6	-	4	-	3	-	3	-	3	-	-	-		
Foster	3	-	0	-	0	-	0	-	0	-	-	-			3	-	0	-	0	-	0	-	0	-	-	-		
Military	1	-	0	-	1	-	2	-	0	-	-	-			1	-	0	-	1	-	2	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: CHEROKEE POINT ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

To accomplish this goal, our team will communicate to students with 4 or more absences in a given month. An action plan will be developed to engage students at school and provide resources/supports. This communication will include dates of the absences and steps parents/guardians can take to improve their student's attendance. Contacts will be made by office staff, administrators, support staff, or counselors. A monthly log will record the contacts.

*Proposed Expenditures for this Strategy/Activity

Analysis:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Description:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - Conner, Julia	0.20000	$23,890.10	30100-1210	Connect with students and family, support creating a safe and welcoming environment, support decrease chronic absenteeism. , coordinate counseling services, and support decrease	Julie takes groups of students during lunch time for social emotional support, coordinates No Place for Hate and promotes ways to be kind through lessons and student leadership, Second Step Lessons in grades TK-5, coordinates on site	The ratio of student social emotional needs compared the amount of days she can support the school is lacking and if funding allows, one more day should be added to the budget so that she can serve the	Principal will work new 2020-2021 budget to see if additional days can be added to support the students consistently throughout the week.

				chronic absenteeism.	counseling services for DYSS and Project Impact. All these services are effective because the preventive curriculum and immediate response for high profile students is imperative at Cherokee Point.	students five days a week.	

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

Resource teacher will work with underperforming students in a literacy intervention push in program targeting students who are in of foundational skills. The general education teacher will pull the same group for additional intervention group. The strategic schedules will support all students as they will not miss Tier 1 instruction as they receive intervention support. ELD will be taught every day for a minimum of 35 minutes. Teachers will attend conferences to enhance their professional learning in order to close the achievement gap. Software licenses will provide additional differentiated interventions to support closing the achievement gap.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Salazar, Anthony	0.70000	$92,248.46	30100-1109	Provide additional intervention to support English learners and students not meeting or exceeding ELA standards.	Mr. Salazar provides intervention to the students and a Tier II intervention. Our most vulnerable readers are receiving additional reading intervention multiple times a week. He services multiple grade levels. In addition, he works with EL students and newcomers to the	Mr. Salazar is often pulled in many directions where it interferes with his intervention schedule. The staff is working on a better schedule where it allows him to solely concentrate on working with students for intervention so they can receive the maximum support.	Keeping this position consistent for the upcoming year is important as it will continue to provide students with Tier II intervention to support closing the gap for EL learners. The new schedule created will maximize his time with the students for intervention.

					country with language.		
Inschool Resource Tchr - Salazar, Anthony	0.20000	$26,356.69	30106-1109	Provide additional intervention to support English learners and students not meeting or exceeding ELA standards.	Mr. Salazar provides intervention to the students and a Tier II intervention. Our most vulnerable readers are receiving additional reading intervention multiple times a week. He services multiple grade levels. In addition, he works with EL students and newcomers to the country with language.	Mr. Salazar is often pulled in many directions where it interferes with his intervention schedule. The staff is working on a better schedule where it allows him to solely concentrate on working with students for intervention so they can receive the maximum support.	Keeping this position consistent for the upcoming year is important as it will continue to provide students with Tier II intervention to support closing the gap for EL learners. The new schedule created will maximize his time with the students for intervention.
Travel Conference		$1,000.00	30100-5207	Professional Development for staff provided organizations that require a fee.			
Software License		$4,000.00	30100-5841	Reading intervention, Tier 2 intervention support for struggling readers.			
Supplies		$30,000.00	30106-4301	Instructional materials to support Tier 1 and Tier 2 instruction.	Supplies support student learning in the classroom.	Everything is working well.	No modification is needed.

Software License		$3,662.51	30106-5841	Reading intervention support for Tier 2 intervention.			

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description
Staff will receive professional development from district math resource teacher. Resource teacher will support in planning of math professional development with the leadership team. Teachers will be released by visiting teachers so they can receive professional development and planning time to improve Tier 1 Math instruction.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		$21,963.60	30100-1192	Release time to analyze data, develop lessons, follow up assessments with additional emphasis on closing the equity gap in math.	Teachers have opportunity to collaborate with team members to plan and analyze data.	Visiting teachers dropping jobs the day of the meeting which doesn't allow several teachers in the team to meet.	Planning PLC on Tuesdays, Wednesdays and Thursdays since Mondays and Fridays are difficult to get visiting teachers.
Classroom Teacher Hrly		$4,880.80	30106-1157	Funds will support district resource teacher to support after hour planning with staff, analyzing data, and model lessons.	Teachers had time to plan with district staff to plan.	Scheduling needs to be specific to ensure that all members can take part in the planning.	Continue to provide opportunities to plan outside of work hours to provide for additional support.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

*Strategy/Activity - Description

The new math professional development from district resource teacher in the area of number talk will allow EL students the opportunity to acquire English in the area of Mathematics. The number talks lesson design is supportive in that it provides each student with an entry point with sentence frames and content specific language to support their access to solving multi-step math problems. The number talk routines will support langauge developement as well as all the math practices.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$4,805.84	30100-4301	student and teaching materials	Supplies support student learning in the classroom.	Everything is working well.	No modification is needed.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

*Strategy/Activity - Description

Education Specialist will regularly attend PLCs to evaluate student data and plan with general education teachers. They will also attend math PDs with general education teachers.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Special Education Staff are included in staff release time for PLC meetings and PD regarding math.	Teachers have opportunity to collaborate with team members to plan and analyze data.	Visiting teachers dropping jobs the day of the meeting which doesn't allow several teachers in the team to meet.	Planning PLC on Tuesdays, Wednesdays and Thursdays since Mondays and Fridays are difficult to get visiting teachers.

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

Allocate funds for inservice supplies and services for parent meetings and workshops.

*Proposed Expenditures for this Strategy/Activity

Analysis:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Description:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Support Prsnl PARAS Hrly		$261.58	30103-2281	Provide childcare for meetings so that parents can participate without caring for their child.	Childcare helps parents attend trainings without being interrupted	More parents need to attend the meeting and some parents not comfortable leaving very young ones with a caregiver and prefer to keep the child with them.	Continue to provide for those who want to take advantage of the service.
Supplies		$300.21	30103-4301	Print flyers and make posters to encourage attendance at school events and meetings.	Supplies support student learning in the classroom.	Everything is working well.	No modification is needed.
Inservice supplies		$1,500.00	30103-4304	Light refreshments for the parents to encourage them to attend meetings and provide a	The amount of paper used at the school site is appropriate.	More needs paper needs to be ordered in advance so that we are never running low.	Order more in advance.

				warm, welcoming environment.			
Interprogram Svcs/Duplicating		$307.21	30103-5721	Make copies for parents during a training or meeting so they can replicate strategy at home.	The amount of paper used at the school site is appropriate.	More needs paper needs to be ordered in advance so that we are never running low.	Order more in advance.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

funding has been allocated for an Inschool Resource Teacher to support reading intervention support with EL students and students not preforming at grade level. Funding was also allocated for a counselor to support a social emotional curriculum in support of a safe and welcoming school. In addition, funding was also allocated to purchase license and fees for software and/or online reading resources. Achieve 3000 and Smarty Ants were purchased this year to support TK-5 students. Data will be collected school wide with an emphasis on Grades 3-5.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Salazar, Anthony	--	--	30100-1109	Reading intervention support with EL students and Tier 2 instruction.	Mr. Salazar provides intervention to the students and a Tier II intervention. Our most vulnerable readers are receiving additional reading intervention multiple times a week. He services multiple grade levels. In addition, he works with EL students and newcomers to the	Mr. Salazar is often pulled in many directions where it interferes with his intervention schedule. The staff is working on a better schedule where it allows him to solely concentrate on working with students for intervention so they can receive the maximum support.	Keeping this position consistent for the upcoming year is important as it will continue to provide students with Tier II intervention to support closing the gap for EL learners. The new schedule created will maximize his time with the students for intervention.

Inschool Resource Tchr - Salazar, Anthony	--	--	30106-1109	Reading intervention support with EL students and Tier 2 instruction.	country with language.				
					Mr. Salazar provides intervention to the students and a Tier II intervention. Our most vulnerable readers are receiving additional reading intervention multiple times a week. He services multiple grade levels. In addition, he works with EL students and newcomers to the country	Mr. Salazar is often pulled in many directions where it interferes with his intervention schedule. The staff is working on a better schedule where it allows him to solely concentrate on working with students for intervention so they can receive the maximum support.	Keeping this position consistent for the upcoming year is important as it will continue to provide students with Tier II intervention to support closing the gap for EL learners. The new schedule created will maximize his time with the students for intervention.		

					with language.		
School Counselor - Conner, Julia	--	--	30100-1210	Counselor to support social emotional curriculum.	Julie takes groups of students during lunch time for social emotional support, coordinates No Place for Hate and promotes ways to be kind through lessons and student leadership, Second Step Lessons in grades TK-5, coordinates on site counseling services for DYSS and Project Impact. All these services are effective because the preventive curriculum and immediate response for high profile students is imperative at Cherokee Point.	The ratio of student social emotional needs compared the amount of days she can support the school is lacking and if funding allows, one more day should be added to the budget so that she can serve the students five days a week.	Principal will work new 2020-2021 budget to see if additional days can be added to support the students consistently throughout the week.
Software License	--	--	30100-5841	Tier 2 intervention for students not performing at grade level in ELA.	The program provides students with Tier II intervention for reading TK-5. Students are accessing the program at school and at home. Data	The school needs to find an easier way to track student progress school wide and employ a school wide reward system to motivate students to do well in the program.	The modification is the school wide reward system to motivate children to actively use the program in the classroom and reinforce the behavior.

					shows that students are improving with their reading skills and ability to comprehend.		Monitoring systems school wide need to be revised so that students can be clearly tracked.
Software License	--	--	30106-5841	Tier 2 intervention for students not performing at grade level in ELA.	The program provides students with Tier II intervention for reading TK-5. Students are accessing the program at school and at home. Data shows that students are improving with their reading skills and ability to comprehend.	The school needs to find an easier way to track student progress school wide and employ a school wide reward system to motivate students to do well in the program.	The modification is the school wide reward system to motivate children to actively use the program in the classroom and reinforce the behavior. Monitoring systems school wide need to be revised so that students can be clearly tracked.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: CHEROKEE POINT ELEMENTARY **SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800** **SCHOOL YEAR: 2019-20**	

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

To accomplish this goal, our team will communicate to students with 4 or more absences in a given month. An action plan will be developed to engage students at school and provide resources/supports. This communication will include dates of the absences and steps parents/guardians can take to improve their student's attendance. Contacts will be made by office staff, administrators, support staff, or counselors. A monthly log will record the contacts.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - Conner, Julia	0.40000	$47,780.18	09800-1210	Connect with students and family, support creating a safe and welcoming environment, support decrease chronic absenteeism. , coordinate counseling services, and support decrease	Julie takes groups of students during lunch time for social emotional support, coordinates No Place for Hate and promotes ways to be kind through lessons and student leadership, Second Step Lessons in grades TK-5, coordinates on site	The ratio of student social emotional needs compared the amount of days she can support the school is lacking and if funding allows, one more day should be added to the budget so that she can serve the	Principal will work new 2020-2021 budget to see if additional days can be added to support the students consistently throughout the week.

				chronic absenteeism.	counseling services for DYSS and Project Impact. All these services are effective because the preventive curriculum and immediate response for high profile students is imperative at Cherokee Point.	students five days a week.	

Note/Reminders (optional):

Strategy/Activity 2

*Strategy/Activity - Description

Review attendance data and implement a plan to decrease chronic absenteeism and increase attendance (SARB, parent connection, school/home communicaton). The resource teacher will also select a target group of English Learners who are struggling academically and try to improve attendance for those chronically absent through parent connection, student incentives, and working with the counselor.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Salazar, Anthony	--	--	09800-1109	Counselor and portion of resource teacher will work with English Learners to encourage and track attendance	Mr. Salazar provides intervention to the students and a Tier II intervention. Our most vulnerable readers are	Mr. Salazar is often pulled in many directions where it interferes with his intervention schedule. The staff is working on a	Keeping this position consistent for the upcoming year is important as it will continue to provide students with Tier II

| | | | | of English learners that the resource teacher works with throughout the year. | receiving additional reading intervention multiple times a week. He services multiple grade levels. In addition, he works with EL students and newcomers to the country with language. | better schedule where it allows him to solely concentrate on working with students for intervention so they can receive the maximum support. | intervention to support closing the gap for EL learners. The new schedule created will maximize his time with the students for intervention. |

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

Resource teacher will work with underperforming students in a literacy intervention push in program targeting students who are in of foundational skills. The general education teacher will pull the same group for additional intervention group. The strategic schedules will support all students as they will not miss Tier 1 instruction as they receive intervention support. ELD will be taught every day for a minimum of 35 minutes. Teachers will attend conferences to enhance their professional learning in order to close the achievement gap. Software licenses will provide additional differentiated interventions to support closing the achievement gap.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Salazar, Anthony	0.10000	$13,178.35	09800-1109	Provide additional intervention to support English learners and students not meeting or exceeding ELA standards.	Mr. Salazar provides intervention to the students and a Tier II intervention. Our most vulnerable readers are receiving additional reading intervention multiple times a week. He services multiple grade levels. In addition, he works with EL students and newcomers to the	Mr. Salazar is often pulled in many directions where it interferes with his intervention schedule. The staff is working on a better schedule where it allows him to solely concentrate on working with students for intervention so they can receive the maximum support	Keeping this position consistent for the upcoming year is important as it will continue to provide students with Tier II intervention to support closing the gap for EL learners. The new schedule created will maximize his time with the students for intervention

					country with language		
Software License		$2,657.47	09800-5841	Reading Intervention Program, Tier 2 instruction	The program provides students with Tier II intervention for reading TK-5. Students are accessing the program at school and at home. Data shows that students are improving with their reading skills and ability to comprehend.	The school needs to find an easier way to track student progress school wide and employ a school wide reward system to motivate students to do well in the program.	The modification is the school wide reward system to motivate children to actively use the program in the classroom and reinforce the behavior. Monitoring systems school wide need to be revised so that students can be clearly tracked.
Interprogram Svcs/Paper		$4,000.00	09800-5733	Supplies needed to support Tier 1 instruction.	The amount of paper used at the school site is appropriate.	More needs paper needs to be ordered in advance so that we are never running low.	Order more in advance.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

*Strategy/Activity - Description

The new math professional development from district resource teacher in the area of number talk will allow EL students the opportunity to acquire English in the area of Mathematics. The number talks lesson design is supportive in that it provides each student with an entry point with sentence frames and content specific language to support their access to solving multi-step math problems. The number talk routines will support langauge developement as well as all the math practices.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$6,997.00	09800-4301	student and teaching materials	Supplies support student learning in the classroom.	Everything is working well.	No modification is needed.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

funding has been allocated for an Inschool Resource Teacher to support reading intervention support with EL students and students not preforming at grade level. Funding was also allocated for a counselor to support a social emotional curriculum in support of a safe and welcoming school. In addition, funding was also allocated to purchase license and fees for software and/or online reading resources. Achieve 3000 and Smarty Ants were purchased this year to support TK-5 students. Data will be collected school wide with an emphasis on Grades 3-5.

*Proposed Expenditures for this Strategy/Activity

Analysis:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Description:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Salazar, Anthony	--	--	09800-1109	Reading intervention support with EL students and Tier 2 instruction.	Mr. Salazar provides intervention to the students and a Tier II intervention. Our most vulnerable readers are receiving additional reading intervention multiple times a week. He services multiple grade levels. In addition, he works with EL students and newcomers to the	Mr. Salazar is often pulled in many directions where it interferes with his intervention schedule. The staff is working on a better schedule where it allows him to solely concentrate on working with students for intervention so they can receive the maximum support	Keeping this position consistent for the upcoming year is important as it will continue to provide students with Tier II intervention to support closing the gap for EL learners. The new schedule created will maximize his time with the students for intervention

					country with language		
School Counselor - Conner, Julia	--	--	09800-1210	Counselor to support social emotional curriculum.	Julie takes groups of students during lunch time for social emotional support, coordinates No Place for Hate and promotes ways to be kind through lessons and student leadership, Second Step Lessons in grades TK-5, coordinates on site counseling services for DYSS and Project Impact. All these services are effective because the preventive curriculum and immediate response for high profile students is imperative at Cherokee Point.	The ratio of student social emotional needs compared the amount of days she can support the school is lacking and if funding allows, one more day should be added to the budget so that she can serve the students five days a week.	Principal will work new 2020-2021 budget to see if additional days can be added to support the students consistently throughout the week.
Software License	--	--	09800-5841	Tier 2 intervention for students not performing at grade level in ELA.	The program provides students with Tier II intervention for reading TK-5. Students are accessing the program at school and at home. Data	The school needs to find an easier way to track student progress school wide and employ a school wide reward system to motivate students to do well in the program.	The modification is the school wide reward system to motivate children to actively use the program in the classroom and reinforce the behavior.

					shows that students are improving with their reading skills and ability to comprehend.		Monitoring systems school wide need to be revised so that students can be clearly tracked.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?