

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **CHOLLAS/MEAD ELEMENTARY SCHOOL**

2020-21

37-68338-6039382
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: Hunter-Clark, Kristi

Contact Person: Hunter-Clark, Kristi

Position: Principal

Telephone Number: 619-362-3300

Address: 545 45th St, Chollas/Mead Elementary, San Diego, CA, 92102-4732,

E-mail Address: khunter-clark@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- 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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Chollas Mead Elementary School

DUE: October 5, 2020

SITE CONTACT PERSON: Kristi Hunter Clark

PHONE: (619)362-3300

FAX:

E-MAIL ADDRESS: khunter-clark@sandi.net

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

Title 1 Schoolwide 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:

- | | |
|---|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: September 28, 2020 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: N/A |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: September 21, 2020 |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: September 29, 2020 |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: September 29, 2020

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.

~~Kristi Hunter Clark~~
Type/Print Name of School Principal

~~//Kristi Hunter Clark//~~ 10/6/2020
Signature of School Principal / Date


James Weisinger
Type/Print Name of SSC Chairperson

~~//James Weisinger//~~ 10/6/2020
Signature of SSC Chairperson / Date

Yolanda Harris
Type/Print Name of ELAC Chairperson

~~//Yolanda Harris//~~ 10/6/2020
Signature of ELAC Chairperson / Date

Bruce Bivins
Type/Print Name of Area Superintendent

 10/6/2020
Signature of Area Superintendent / Date

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

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

This School Plan for Student Achievement fulfills the requirements of a Title I schoolwide program school.

PURPOSE AND DESCRIPTION

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

SSC Meeting occurred in February. Budget was approved.

SSC Meeting occurred in September 2020. SPSA was approved.

ELAC Meeting occurred on February 2020. Reviewed and gave budget recommendations.

ELAC Meeting occurred in September 2020. Reviewed SPSA section on English Learners and gave feedback.

RESOURCE INEQUITIES

Chollas Mead's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2018-19 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the area of ELA.

Root cause analysis: curriculum

- We have been using outdated and non-common core aligned ELA curriculum
- The district provided us with ELA critical concepts and proficiency scales, but this is not enough support for new teachers and it does not promote alignment within nor across the grade levels
- We received a supplement for the EnVision math in order to align the curriculum with the common core state standards
- We do not have ELD curriculum to support designated ELD instruction

Root cause analysis: Staffing

- Teachers were expected to write curricular units of inquiry - many of them being new teachers (1-5 years experience teaching) we continued to have two resource teachers to assist in the Professional Learning Committee planning time.
- Due to a decrease in enrollment classes had to be restructured in early October causing a major disruption to the learning environment and necessitating the creation of combination classrooms

- Our nursing allocation was reduced from 1.0 to 0.6. This has a negative impact on the school site due to the integral nature of the School Nurse's position.
- Our guidance counselor who is in her second year at Chollas Mead is assigned to support the school 3 days a week. She continues to be coached on proactive measures and how she can support the needs of our students.
- Our site voted to add 0.1 to our School Counselor allocation; giving us a 0.3 allocation. We feel that with the high needs of our student population, the district should provide the school with a 1.0 School Counselor FTE

Root cause analysis: materials

- Our staff saw a great need for common core aligned and planning around the units of study. Our school voted to continue the weekly PLC model costing close to \$35,000 for weekly guest teachers.

Root cause analysis: English Learners

- For many years our school was not provided with designated ELD curriculum
- The district no longer provides ELST support to the school site. We have not received support from the district ELST personnel in many years.
- There has been a lack of teacher training around supporting our EL students.

Root cause analysis: Performance

- Many of our students arrive without having attended prek and/or a lack of foundational skills
- Many of our students experience or have experienced trauma (high number of ACES) - a number of students are not getting their basic safety needs met
- We have a significant number of homeless/foster students.
- An on-going challenge is teacher efficacy across the school site. We have identified capacity builders at every grade level who continue to support their colleagues with professional development.
- Although we have seen significant improvement in student attendance, this continues to be a root cause for underperformance.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Ashley Huntington	Parent/Community
Allison Andrews	Classroom Teacher
James Weisinger	Classroom Teacher
Lisa Schfrin	Classroom Teacher
Kristi Hunter-Clark	Principal
Kim Zarkoski	Other School Representative
Dale Huntington	Parent/Community
Martha Herrera	Parent/Community
Diana Camacho	Parent/Community
Yolanda Jordan	Parent/Community

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.

In 2019-20 to address the schools chronic absenteeism, suspension rates, and student's socio-emotional needs we met with the school counselor and the Vice Principal. We found that daily check-ins, daily announcements and home visits were beneficial. We had bi-weekly meetings to address chronic absenteeism.

*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.

Modifications that occurred during the year were monthly perfect attendance rewards. (Slime the principals, pie the teachers, water balloon war, etc.)

*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.

Changes for 2020-21 Chollas Mead SSC decided that it would be beneficial to add a 0.5 attendance clerk to assist with parent outreach and maintaining positive relationships with families. Attendance Clerk will report daily attendance rates to the principal and repost any trends to the Attendance committee.

*Goal 1 - Safe, Collaborative and Inclusive Culture

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	Tk-5	Decrease Chronic Absenteeism	18.7%	10%	Chronic Absenteeism	Monthly
June 2020	Tk-5	Maintain low suspension rate	0.8%	0.1%	Suspension	Monthly

*Identified Need

2019 California Dashboard Data

On the California Dashboard (2019) Chollas Mead is in the yellow in the following indicator: Chronic Absenteeism. The overall school chronic absenteeism rate is 18%.

For the attendance goal, the counselor and the attendance clerk will facilitates and/or participates the following:

- Attendance rewards school wide
- Monthly Attendance meetings
- Home visits
- Conduct attendance committee meetings

Chronic Absenteeism Rates (subgroups):

African American students 34.1%

Homeless 31%

Students with disabilities 21.6%

Socioeconomically Disadvantaged 18.5%

These sub groups are addressed in the goals of all students.

On the California Dashboard (2019) Chollas Mead is in the yellow in the following indicator: Student Suspension rate. The overall school suspension rate is 0.8%.

For the suspension rate goal, the counselor will facilitates and/or participate in the following:

- Social and Emotional groups
- Teachers will attend PDs to ensure that they are trained to work with Black youth and students of color. Teachers will also work alongside the SDUSD Youth Advocacy to ensure they are up to date in Restorative Justice practice.

School Suspension Rate (Subgroups)

English Language Learners 1.1%

Hispanic 1.2%

Students with Disabilities 1.6%

*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.

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- 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 which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been 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
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and 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.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American	Decrease Chronic Absenteeism	34.1%	20%	Chronic Absenteeism	Monthly
June 2021	TK-5	Students with Disabilities	Decrease Chronic Absenteeism	21.6%	15%	Chronic Absenteeism	Monthly
June 2021	TK-5	Hispanic or Latino	Decrease Suspension rates	1.2%	0%	Suspension	Monthly
June 2021	TK-5	English Learner	Decrease Suspension rates	1.1%	0%	Suspension	Monthly

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK-5	Homeless/Foster	Decrease Chronic Absenteeism	31%	15%	Chronic Absenteeism	Monthly
June 2021	TK-5	Socioeconomicall y Disadavantaged	Decrease Chronic Absenteeism	18.5%	10%	Chronic Absenteeism	Monthly
June 2021	TK-5	Students with Disabilities	Decrease Suspension rates	1.6%	0%	Suspension	Monthly

Strategy/Activity 1

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

All students with an emphasis on African Americans, homeless, socio-economic disadvantaged and Students with Disabilities.

***Strategy/Activity - Description**

Counselor will conduct weekly attendance meetings with Vice Principal. Counselor will host social and emotional small groups to work with restorative justice. Attendance clerk will support students and families with daily phone calls, strategies and home visits. Attendance assistant will ensure that families have their basic needs met to be successful in attending school.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F006339	School Counselor	0.10000	\$8,707.20	\$10,697.12	0063-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Counselor will conduct weekly attendance meetings with Vice Principal. Counselor will host social and emotional small groups to work with restorative justice.
F00633D	Attendance Asst	0.50000	\$16,504.50	\$40,567.54	0063-30100-00-2404-3130-0000-01000-0000	Title I Basic Program	[no data]		Attendance clerk will support students and families with daily phone calls, strategies and home visits. Attendance assistant will ensure that families have their basic needs met to be successful in attending school.

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 and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

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.

During the 2019-20 school year we focused on:

- All teachers used the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Teachers provided a balanced literacy instruction including daily guided reading for identified groups of students.
- Staff used multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff analyzed on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it related to grade level writing standards
- During PLC's the staff used Learning Targets to plan and modify for all students.
- Staff also examined real time data collection that was reflective of Learning Targets.

*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 maintained our clarity of focus throughout the year.

*Changes

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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 major changes will take place in the 2020-21 school year.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase ELA Achievement	44.6	52	CAASPP ELA	Monthly
June 2021	3-5	Increase ELA Achievement	Baseline	52	FAST aReading	3 times per year

*Identified Need

2019 California Dashboard Results as well as 2019 SBAC Results
FAST aReading data

*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

*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	Black or African American	Increase Student achievement	17.7%	30%	CAASPP ELA	Monthly
June 2021	3-5	Students with Disabilities	Increase Student achievement	7.9%	15%	CAASPP ELA	Monthly
June 2021	3-5	English Learner	Increase Student achievement	14.4%	25%	CAASPP ELA	Monthly

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June 2021	3-5	Black or African American	Increase Student achievement	Baseline	40%	FAST aReading	3 Times per year
June 2021	3-5	Students with Disabilities	Increase Student achievement	Baseline	40%	FAST aReading	3 Times Per year
June 2021	3-5	English Learner	Increase Student achievement	Baseline	40%	FAST aReading	3 Times Per year

PLC / Site Resource Teachers

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

All students in grades 3-5 with an emphasis on African America / Black students, English Learners and Students With Disabilities.

***Strategy/Activity - Description**

Chollas Mead will continue with weekly collaboration time for grade-level teams. Visiting teachers will be hired for these collaborations (PLCs). The two resource teachers and administration will meet by grade level to analyze grade level common assessments during weekly PLC's. Learning targets will be set by the teachers to analyze proficiency levels using success criteria of common core standards. Analysis will inform subsequent instruction. Teachers will plan instruction and discuss ways to support students who are in need of interventions. Teachers will embed designated and integrated ELD strategies within their daily schedules and strategies.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00633E	Inschool Resource Tchr	1.00000	\$95,087.00	\$135,390.18	0063-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Site resource teacher will evaluate data to support the needs of learners that are in need of tier II interventions. Site RT will support in purposeful planning to differentiate for student learning. Site RT will provide support in SIPP's delivery.
F00633F	Inschool Resource Tchr	0.50000	\$47,543.50	\$67,695.08	0063-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Site resource teacher will evaluate data to support the needs of learners that are in need of tier II interventions. Site RT will support in purposeful planning to differentiate for student learning. Site RT will provide support in SIPP's delivery.
F00633G	Inschool Resource Tchr	0.50000	\$47,543.50	\$67,695.08	0063-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Site resource teacher will evaluate data to support the needs of learners that are in need of tier II interventions. Site RT will support in purposeful planning to differentiate for student learning. Site RT will provide support in SIPP's delivery.
N00637C	Prof&Curriclm Dev Vist Tchr		\$3,000.00	\$3,668.70	0063-09800-00-1192-1000-	LCFF Intervention Support	English Learners, Foster		Visiting teachers will teach arts to students during grade level PLC times.

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					1110-01000-0000		Youth, Low-Income		
N0063DO	PullOut/Push in Hrly		\$11,000.00	\$13,451.90	0063-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers will teach arts to students during grade level PLC times.
N0063DQ	Prof&Curriclm Dev Vist Tchr		\$17,978.00	\$21,985.29	0063-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Visiting teachers will teach arts to students during grade level PLC times.
N0063DR	PullOut/Push in Hrly		\$15,323.00	\$18,738.49	0063-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers will teach arts to students during grade level PLC times.

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

Intervention Materials

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

Raz Kids
Reading Plus
BrainPOP
Consumable Curriculum
Classroom Supplies (White boards, notebooks, planners, pencils, etc.)

***Strategy/Activity - Description**

Intervention materials and curriculum software.

- Raz Kids supporting Tk-3rd grade
- Reading Plus 3rd grade - 5th grade
- Brain POP
- Benchmark intervention materials
- SIPPS
- Writing journals to track students writing progress (Tk-5)
- White boards and markers
- Pencils.
- Doc cams for teachers to demonstrate instruction
- Additional reading sources

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00631X	Interprogram Svcs/Paper		\$2,000.00	\$2,000.00	0063-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Paper needed for curriculum copies.
N0063DP	Software License		\$8,000.00	\$8,000.00	0063-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Reading intervention programs for students to use for Tier II instruction.

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.

During the 2019-20 school year we focused on:

- Teachers in grades K - 5 utilized the Envision Math program
- Students utilized ST Math online program during independent work time to build on their conceptual understanding of math practice.
- Weekly collaborative PLC's conducted for all grade levels in order to create, facilitate and monitor a common viable curriculum for all students at all grade levels.
- Common schedules, assessments and student learning outcomes were agreed upon and used to maintain collective accountability and maximize instructional minutes.
- Student math work samples were analyzed on a regular basis and shared with K-5 in order to build vertical understanding and to monitor quality of instruction across the grade levels and maintain rigorous, meaningful activities, in all math lessons, at all grades.
- Project Resources Teachers were used to support PLC collaboration.
- Monthly professional development opportunities were mandated for all certificated staff. Professional reading, video clips, DATA and planning will be embedded within these PD sessions in order to support the quality of math instruction and improve student achievement.
- Project Resource Teachers were used to plan and facilitate PD.

*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 continued to maintain our clarity of focus. We also began to use the CAASP interims to address the needs of reteaching and 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.

No major changes will take place during the 2020-21 school year.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase Mathematics Goals	46%	54%	CAASPP Math	Monthly
June 2021	3-5	Increase Mathematics Goals	Baseline	54%	FAST aMath	3 times per year

***Identified Need**

2018 California Dashboard Results as well as 2019 SBAC Results
FAST aMath Results

***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

***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	Increase Mathematics Growth	26%	36%	CAASPP Math	Monthly

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June 2021	3-5	Students with Disabilities	Increase Mathematics Growth	15.8%	26%	CAASPP Math	Monthly
June 2021	3-5	Black or African American	Increase Mathematics Growth	26%	36%	CAASPP Math	Monthly
June 2021	3-5	Students with Disabilities	Increase Mathematics Growth	Baseline	30%	FAST aMath	3 times per year
June 2021	3-5	Black or African American	Increase Mathematics Growth	Baseline	30%	FAST aMath	3 times per year
June 2021	3-5	English Learner	Increase Mathematics Growth	Baseline	40%	FAST aMath	3 times per year

PLC / Site Resource Teachers

*Students to be served by this Strategy/Activity

All students in grades 3- 5 with an emphasis on African American / Black students, English learners and students with disabilities.

*Strategy/Activity - Description

Chollas Mead will continue with weekly collaboration time for grade level teams. Visiting teachers will be hired for these collaborations (PLCs). The two resource teachers and administration will meet by grade level to analyze grade level common assessments during weekly PLC's. Analysis will inform subsequent instruction. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

*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				0063-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F00633E	Site resource teachers will facilitated grade level PLCs and analyze students data.
	Inschool Resource Tchr				0063-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : F00633F	Site resource teachers will facilitated grade level PLCs and analyze students data.
	Inschool Resource Tchr				0063-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F00633G	Site resource teachers will facilitated grade level PLCs and analyze students data.

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm Dev Vist Tchr				0063-09800-00-1192- 1000-1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 2 - English Language Arts Ref Id : N00637C	Visiting teachers will teach arts to students during grade level PLC times.
Prof&Curriclm Dev Vist Tchr				0063-30106-00-1192- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N0063DQ	Visiting teachers will teach arts to students during grade level PLC times.
PullOut/Push in Hrly				0063-09800-00-1159- 1000-1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 2 - English Language Arts Ref Id : N0063DO	Visiting teachers will teach arts to students during grade level PLC times.
PullOut/Push in Hrly				0063-30100-00-1159- 1000-1110-01000- 0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N0063DR	Visiting teachers will teach arts to students during grade level PLC times.

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.

During the 2019- 20 school year two resource teacher were funded to work with English Learners. The two resource teachers were assigned to support grade level teams. Teams consisted of Tk-2nd and 3rd -5th grades. At the beginning of the year we will collect student data and create small groups that the resource teachers worked with. We will begin by targeting students who are at risk LTELs and newcomers. The resource teachers consistently collected data for their groups so that they are flexible and dynamic as students make progress.

One resource teacher facilitated a monthly ELD committee and reports their findings during monthly staff PDs and weekly grade level PLCs.

ELD strategies were modeled and incorporated into our staff PDs. ELD strategies were shared monitored throughout daily walkthroughs.

*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.

During the ELD committee meetings it was identified that we could strengthen our teaching practices by incorporating ELD strategies into staff PDs.

*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 major changes will take place during the 2020-21 school year.

***Integrated English Language Development**

Integrated ELD will be a focus through:

- Professional development will be planned by site ELD committee and facilitated to the staff throughout the school year.
- English Learners will be closely monitored for growth on assessments.
- During grade level collaborations, the agenda will include time for discussion about and planning for integrated ELD.

***Designated English Language Development**

Designated ELD will be a focus through:

- Professional development will be planned by site ELD committee and facilitated to the staff throughout the school year.
- Designated ELD will be on the daily schedule.
- English Learners will be closely monitored for growth on assessments during weekly grade level PLCs.
- During grade level PLC collaborations, the agenda will include time for discussion and planning for designated and integrated ELD.
- Site resource teachers will pull students to provide small group and one on one instruction for students who are not showing adequate growth.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase ELA Growth	17.7%	28%	CAASPP ELA	Monthly
June 2021	Tk-5th	English Learner	Increase progress towards English language proficiency	41.9%	55%	Summative ELPAC	2 times per year

***Identified Need**

Our goal will be to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered the US, attendance, or any other extenuating circumstances, we would like to see all students making annual expected growth. Data from 2019-20 will serve as baseline due to significant changes in the scale score ranges from 2018-19.

The resource teachers will continue to work with at-risk LTELS and newcomers in small groups and one on one instruction.

***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.

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- 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, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

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	2-5	English Learner	Increase the reclassification of eligible EL students	90.8%	95%	Summative ELPAC	Annual

PLC / Site Resource Teachers

*Students to be served by this Strategy/Activity

English Learners

*Strategy/Activity - Description

PLC / ELD Planning

Grade level collabs/PLC: Visiting teachers are funded so that teachers can meet in weekly grade level collaboration. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities.

Teachers will plan instruction and discuss ways to support students who are in need of interventions. The agenda will include time to specifically discuss the progress and instructional needs of English Learners.

Students who are identified throughout the PLC that are not making adequate yearly progress will be supported by the site resource teachers who will work with small group and one on one instruction.

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Site Resource Teachers will work during grade-level PLCs to identify growth of ELD students. Exit tickets the use of sentence frames and reading abilities will be used to assess growth.
 ELD students who are not showing adequate growth will be pulled into small groups 3 times a week by the site resource teachers. Language skills will be the focus of these small intervention groups.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00637Q	Retired Clsrn Teacher Hrly		\$2,956.00	\$3,614.89	0063-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Used to support small group and one on one instruction and assessment.

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

Professional development around intergrade and designated ELD will take place through out the school year. PDs will be planned and conducted by the sites ELD committee and administration.

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.

During the 2019-20 school year administrators met with teachers of students with IEPs and discussed progress. Administration met with case managers to discuss how we could strategically map the master schedule to benefit SWD. Chollas Mead held a monthly SPED meeting which included case managers, SLP's and all service providers to share out the progress of SWD.

*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.

During the spring of 2019-20 Chollas Mead moved from monthly SPED meetings to weekly SPED meetings to ensure that all Case managers were aligned.

During the 2019-20 school year, Ed Specialists joined grade level PLCs and were able to incorporate grade level supports during pull out and push in times.

During the 2019-20 school year, two of our four Ed Specialists began co-teaching with Gen Ed teachers.

*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.

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

During the 2020-21 school year, Ed Specialists will plan the implementation of Benchmark Curriculum in collaboration with the grade level general education.

During the 2020-21 school year Ed Specialists will move to a co-teaching model campus wide.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Increase percentage of students with IEP's meeting their IEP goals in the area of reading	Establishing Baseline	50%	Progress Reports on IEP Goals	End of the year summary

*Identified Need

7.9% of students with disabilities met or exceeded standard in ELA on CAASPP.

15.8% of students with disabilities met or exceeded standard in Math on CAASPP.

In the school year of 2020-21 a baseline will be established while working with Ed. Specialists and related service providers.

*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 paraeducators.

-All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	English Learner	Increase percentage of students with IEP's meeting their IEP goals in the area of reading	Establishing Baseline	50%	Progress Reports on IEP Goals	Tri-annual
June 2021	Tk-5	Black or African American	Increase percentage of students with IEP's	Establishing Baseline	60%	Progress Reports on IEP Goals	Tri-annual

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			meeting their IEP goals in the area of reading						
PLCs									
*Students to be served by this Strategy/Activity									
Students with IEPs.									
*Strategy/Activity - Description									
<p>Grade level collabs/PLC: Visiting teachers are funded so that teachers can meet in weekly grade level collaboration. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. The agenda will include time to specifically discuss the progress and instructional needs of English Learners.</p> <p>Chollas Mead will be planning for SEAs to support student learning through small group instruction. Ed Specialists will collaborate with GenEd teachers in PLCs to assist with planning to meet students IEP goals.</p> <p>As we adjust students IEP hours Ed Specialists will begin to push into Gen Ed classrooms to Co-teach and support the need of our Special Ed students. Gen Ed teachers will work along side the Ed Specialists during PLC times to ensure that all curriculum is modified to meet the individual student's needs.</p>									
*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				0063-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00637C	PLC times will be used to plan for students and provide differentiated lessons. Ed Specialists will join grade level PLCs to ensure accommodations are planed for each IEP.
	Prof&Curriclm Dev Vist Tchr				0063-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]	Goal 2 - English Language Arts Ref Id : N0063DQ	PLC times will be used to plan for students and provide differentiated lessons. Ed Specialists will join grade level PLCs to ensure accommodations are planed for each IEP.
	PullOut/Push in Hrly				0063-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0063DO	PLC times will be used to plan for students and provide differentiated lessons. Ed Specialists will join grade level PLCs to ensure accommodations are planed for each IEP.
	PullOut/Push in Hrly				0063-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N0063DR	PLC times will be used to plan for students and provide differentiated lessons. Ed Specialists will join grade level PLCs to ensure accommodations are planed for each IEP.

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	Black youth	Maintain low suspension rate	0%	0%	Suspensions (Classroom and School)	Monthly

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Chollas Mead site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Chollas Mead will develop and implement a site-specific system for tracking classroom referrals.
3. Chollas Mead 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. Chollas Mead 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, Chollas Mead will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Chollas Mead 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.

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The 2019 California Dashboard shows our school to have a low suspension rate for Black/African American youth. We will continue to monitor to ensure that we maintain a low suspension rates through our work with the Youth Advocacy department.

*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.

Professional Development

*Students to be served by this Strategy/Activity

African American / Black youth

*Strategy/Activity - Description

Chollas Mead staff will be working with SDUSD Youth Advocacy department to host anti-racist / anti bias PDs.
Chollas Mead will participate in cultural responsive book studies and discussions.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00639B	Supplies		\$7,000.00	\$7,000.00	0063-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Staff PD reading materials.

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.

During the 2019-20 school year Chollas Mead was to host monthly Family Fridays for all students. We also hosted fall and spring parent-teacher conferences. Chollas Mead offered weekly parenting classes through the DEEP and SEEP partnerships.

*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.

No major differences.

*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.

During the 2020-21 school year we will prompt parent input through our parent events such as monthly family events, Coffee with the Principal, and parent classes offered by school partnerships. We will also be hosting many of our meetings on ZOOM to reach the families that are unable to make it to campus gatherings.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions.	29% (Strongly agree)	80% (strongly agree)	CAL - SCHLS (CSPS)

***Identified Need**

California Parent School Survey Results.

***Online Learning Implications**

-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 2021	Other (Describe in Objective)	All parents to join one school event/ parent meeting or class. Measured by sign in sheets	Baseline being determined	90%	Other - Describe in Objective

Family Workshops/ Classes and events

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

All Families

***Strategy/Activity - Description**

We are funding child care costs, duplicating, supplies, and light refreshments in order to facilitate the following activities and the funded resource teacher and counselor also assist:

- The school will continue to host parenting classes that are being offered by school partnerships.

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Family Fridays throughout the year include:

- Title 1 Presentation
- Attendance
- Schoolwide Academic Performance
- Safety Plan
- Explaining the role of support staff (counselor, resource teacher, PE teacher)
- Health and Wellness

School has a dedicated parent volunteer center as well as a parent room for 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
N00635D	Inservice supplies		\$1,305.00	\$1,305.00	0063-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Refreshments for coffee with the principal, title one night and Family Friday.
N00636F	Interprogram Svcs/Duplicating		\$1,000.00	\$1,000.00	0063-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Flyers to go home in English and Spanish to promote family events and participation.
N0063DC	Supplies		\$1,300.00	\$1,300.00	0063-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Paper used for dismissal process and flyers that are sent home for families. Books that are used for parent courses being offered at the school site.

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.

During the 2019-20 school year Chollas Mead continued to host weekly PLCs allowing teams to collaborate and analyze data.

Our resource teachers worked with English Learners and struggling readers.

Monthly character traits will be identified and taught. Monthly flag ceremonies will honor students and their achievement with regard to their developed character traits and daily messages via the all call will communicate to students' expectations in order to build agency and positive habits of mind.

Additional counseling time was purchased in order to support students who may need more individualized or small group support.

*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.

During the 2019-20 spring, Family Fridays continued on ZOOM and the teachers gave out individual character awards in their classroom ZOOM 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.

During the 2020-21 school year, Chollas Mead School counselor and Vice Principal allocation was decreased due to the support that was observed by the site and the SSC.

*Goal 8- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3rd grade	will meet or exceed standards in ELA	46%	55%	Grade 3 ELA Reading	Annually	
June 2021	5th grade	will meet or exceed standards in ELA	55.3%	65%	Grade 5 ELA Reading	Annually	
*Identified Need							
Gr 3 data shows that 46% of students met or exceeded standard on the 2018-19 SBAC.							
Gr 3 data shows that 0% of English Learners met or exceeded standard on the 2018-19 SBAC.							
Gr 3 data shows that 8.3% of Students with Disabilities met or exceeded standard on the 2018-19 SBAC.							
Gr. 3 data shows that 7.9% of African American / Black met or exceeded standard on the 2019-19 SBAC.							
*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.							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3th grade	English Learner	will meet or exceed standards in ELA	Baseline	20%	Grade 3 ELA Reading	annually
June 2021	3rd grade	Students with Disabilities	will meet or exceed standards in ELA	Baseline	25%	Grade 3 ELA Reading	annually
June 2021	3th grade	Black or African American	will meet or exceed standards in ELA	Baseline	20%	Grade 3 ELA Reading	annually
June 2021	5th grade	English Learner	will meet or exceed standards in ELA	18.5% * Non reclass ELs	25%	Grade 5 ELA Reading	annually
June 2021	5th grade	Students with Disabilities	will meet or exceed standards in ELA	0%	10%	Grade 5 ELA Reading	annually

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	5th grade	Black or African American	will meet or exceed standards in ELA	* Small Student Subgroup	25%	Grade 5 ELA Reading	annually
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PLC's

*Students to be served by this Strategy/Activity

All students with an emphasis on 3rd grade EL, Affrican American / Black and students with disabilities.

*Strategy/Activity - Description

Grade level collabs/PLC: Visiting teachers are funded so that teachers can meet in weekly grade level collaboration. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. The agenda will include time to specifically discuss the progress and instructional needs of English Learners.

*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				0063-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F00633E	Facilitate PLCs and host small group intervention.
	Inschool Resource Tchr				0063-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : F00633F	Facilitate PLCs and host small group intervention.
	Inschool Resource Tchr				0063-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F00633G	Facilitate PLCs and host small group intervention.

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 Chollas Mead Elementary to meet or exceed the SPSA goals.

Monitoring Instructional Content, Pedagogy and Student Engagement

- 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, learning and relationship building.
- 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.
- Daily walk throughs will occur and teachers will have the opportunity to participate in lesson studies among their peers. Feedback will be given for each walk through.
- All staff knows students' learning needs and can recognize if instruction is impacting learning through real time assessments and learning criteria.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:

- Implement three- to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- 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 along with the Instructional Leadership Team in order to continue the 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 and develop 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 through site partnerships.
- 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.
- 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.

ACHIEVEMENT**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:

ACHIEVEMENT

APPENDIX A

BUDGET SUMMARY

Chollas Elementary Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 215,301

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 404,109

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)	\$89,680
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$89,680

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)	\$99,128
[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): \$ 99,128

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$404,109

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount		
Chollas/Mead Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109	Pull/Out Push In	0.5000	\$ 47,543.50		
		Inschool Resource Tchr	3000			\$ 20,151.58		
		School Counselor	1210	Counselor	0.1000	\$ 8,707.20		
		School Counselor	3000			\$ 1,989.92		
			1159	PullOut/Push in Hrly		\$ 11,000.00		
			1189	Retired Clsrm Teacher Hrly		\$ 2,956.00		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 3,000.00		
			3000			\$ 3,779.49		
		09800 LCFF Intervention Support Total					0.6000	\$ 99,127.69
		30100 Title I Basic Program		Attendance Asst	2404	Guidance/Attendance Asst	0.5000	\$ 16,504.50
				Attendance Asst	3000			\$ 24,063.04
				Inschool Resource Tchr	1109	Pull/Out Push In	1.0000	\$ 95,087.00
				Inschool Resource Tchr	3000			\$ 40,303.18
					1159	PullOut/Push in Hrly		\$ 15,323.00
			3000			\$ 3,415.49		
			4301	Supplies		\$ 7,000.00		
			5733	Interprogram Svcs/Paper		\$ 2,000.00		
			5841	Software License		\$ 8,000.00		
30100 Title I Basic Program Total					1.5000	\$ 211,696.21		
30103 Title I Parent Involvement			4301	Supplies		\$ 1,300.00		
			4304	Inservice supplies		\$ 1,305.00		
			5721	Interprogram Svcs/Duplicating		\$ 1,000.00		
30103 Title I Parent Involvement Total						\$ 3,605.00		
30106 Title I Supplmnt Prog Imprvmnt		Inschool Resource Tchr	1109	Pull/Out Push In	0.5000	\$ 47,543.50		
		Inschool Resource Tchr	3000			\$ 20,151.58		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 17,978.00		
			3000			\$ 4,007.29		
30106 Title I Supplmnt Prog Imprvmnt Total					0.5000	\$ 89,680.37		
Grand Total					2.6000	\$ 404,109.27		

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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

Chollas Mead Elementary School
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.

Chollas Mead has developed a written Title I parent & family engagement policy with input from Title I parents. Last fall an annual meeting was held to share with parents a description of the Title I program and its requirements. An open invitation was extended to parents to meet with the Principal to develop the Title 1 Parent Involvement Policy for Chollas Mead Elementary School. Parents in attendance studied the template for the Policy and discussed the specifics regarding what should be included in the Policy. Through open discussion, parents and principal reached consensus as to the information to be included in the answer to each item.

It has distributed the policy to parents of Title I students.

- The school convenes an annual meeting to inform parents of Title I Students about Title I Requirements and about the right of parents to be involved in the Title I program.
- Added to the Family Friday once a month.
- Voice messages to all homes through School Messenger alerting parents that document will be sent home.
- Email message sent home through School Messenger alerting parents that the document will be sent home.

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 has an annual meeting to inform parents of Title I students, requirements and rights of parents.
- Monthly SSC meetings are scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and Programming is a main topic on SSC agenda.
- The school provides parents with timely information through school bulletin boards, calendars, flyers, phone calls, marquee and website to advertise parent meetings.

To involve parents in the Title I, Part A programs, the following practices have been established:

- The school has an annual meeting to inform parents of Title I students about Title 1 requirements and about the right of parents to be involved in the Title I program.

- Monthly SSC meeting is scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and programming main topic on SSC agenda.

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]). Add details about the annual meetings in the box below:

- School Site Council Meetings
- Site Governance Team (SGT) meetings
- PTA Meetings
- Coffee with the principal

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:

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evenings. Meetings at Boone are held on various days of the week. Some meetings are held during the school day or after school. Meeting times and days are based on parent input.

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?

- The school provides opportunities for parents to be a part of various advisory groups such as School Site Council Meetings, Site Governance Team (SGT) meetings, English Learner Advisory Council, PTA Meetings. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting the school administration. All parents are notified and encouraged to participate and provide input at these meetings. However, only members of the SSC are allowed to vote.

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?

- The school provide parents of Title I students with timely information about Title I programs.
- The School provides parents with timely information through the school's Class Dojo, school newsletters, flyers, phone calls, marquee and website to advertise parent meetings.

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?

- The school provides parents of Title I students with an explanation of the curriculum used at school, the assessments used to measure progress, and the proficiency levels students are expected to meet. Back to School Night, Parent/Teacher conferences and report cards are a few ways in which our school informs parents.

- The school provides parents with assistance in understanding the State’s academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

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?

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. These parent meetings will be offered with opportunities for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.
- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All assemblies for students are open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Family Events
- Monthly Chollas Mead Calendars with meeting announcements and information.
- School Messenger calls and emails with meeting announcements and information.

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

The school provides Title I, Part A parents 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]).

- The school provides parents with assistance in understanding the State’s academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- The school promotes the importance of ongoing communication between parents and teachers though, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, opportunities for parents to volunteer and participate in their child’s class, and opportunities to observe classroom activities.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parents are provided parent workshops to support student achievement.
- Teachers adhere to the District's at-risk, identification, intervention and support timelines
- The principal and teachers meet with parents when students are in severe academic jeopardy.

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

- The school distributes a School Parent Compact to all parents outlining how parents, the entire school, and students will share the responsibility for improved student academic achievement.

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

- Parents are provided parent workshops to support student achievement.
- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All Student assemblies open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Family Fridays
- Monthly Chollas Mead Calendars with meeting announcements and information.
- School Messenger calls and emails with meeting announcements and information.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time. The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Funds were included in our Parent Involvement Budget (30100) for translation services to accommodate parents who do not speak or understand English or Spanish.
- Funds were included in our Parent Involvement Budget for childcare during parent workshops.

- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- The principal maintains a policy for all parents. Parents can schedule appointments, stop by the office to schedule an appointment, or call.

This policy was adopted by Chollas Mead Elementary on 9/29/2020 and will be in effect for the period of 2020-2021

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

Kristi Hunter- Clark

September 29, 2020

ACHIEVEMENT**APPENDIX C****SCHOOL PARENT COMPACT**



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

CHOLLAS MEAD ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21.

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

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

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

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

Provide parents reasonable access to staff.

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

How does the school address this?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting and monthly Family meetings.
- Back to School Night and Parent Teacher Conferences and report cards are a few ways in which our school informs our parents.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff,

parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

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

- During Back to School Night, during the first month of school, school staff provide an in-depth outline of what students will be learning during the year and what standards students will be focusing on. They also demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.

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

- During the school year, school staff will provide parent training to discuss how to support students with academic progress. We will provide sessions that target culture and climate, homework, literacy, math, and understanding of assessments that are administered during the year such as CAASP, ELPAC, GATE, and DRA.

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

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language.

The school coordinates and integrates 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 in which ways?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting. The school bulletin boards, school monthly calendars, flyers, phone calls, marquee, website are used to advertise parent meetings and training sessions offered at our school and off site such as:
- The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

- The school provides written and oral information to families in both Spanish and English. Translation is also provided to better service our families.
- The school Class Dojo, school newsletters, flyers, phone calls, marquee, website are used to advertise parent meetings and training sessions offered at our school and off site such as:

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

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting and Monthly Principal Chats.
- With the support of the District's Family Engagement Department, the school administered a needs-assessment to survey parents on topics and activities that would support their child.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language through Principal Chats, Back to School Night, Parent Conferences and communications sent home to parents.

This Compact was adopted by Chollas Mead Elementary on September 29, 2020 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 on, or before: October 31, 2020.

Kristi Hunter-Clark

September 29, 2020

ACHIEVEMENT

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
- CSPA 2018-2019

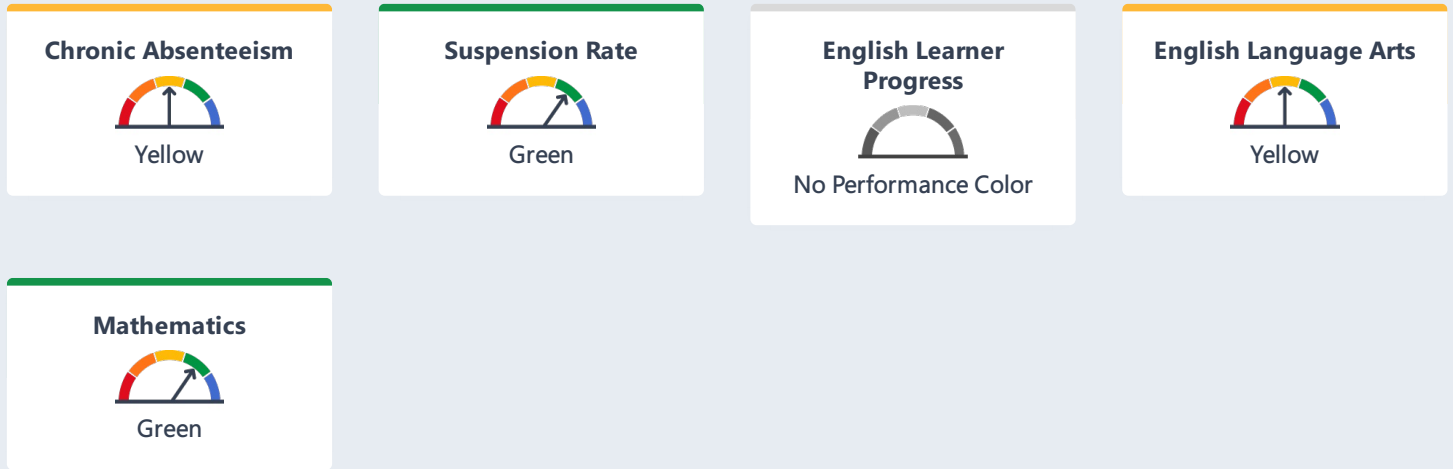
Reclassification data results can be requested from the school site.

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

Chollas/Mead Elementary

Explore the performance of Chollas/Mead Elementary under California's Accountability System.

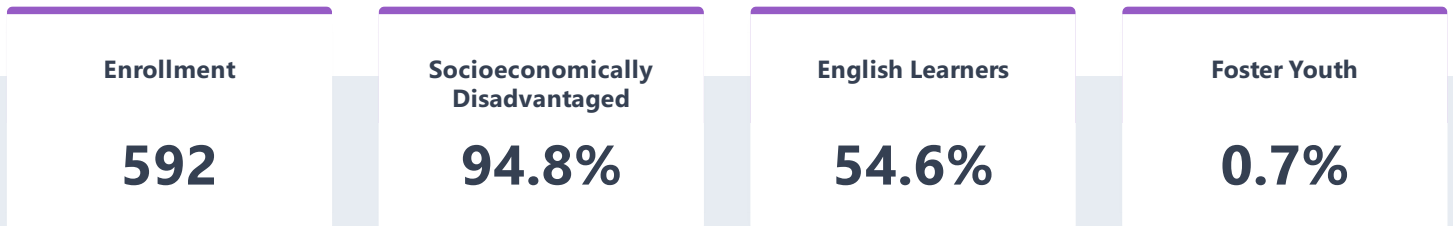


School Details

NAME Chollas/Mead Elementary	ADDRESS 401 North 45th Street San Diego, CA 92102-4732	WEBSITE http://www.sandi.net/ch...	GRADES SERVED K-5
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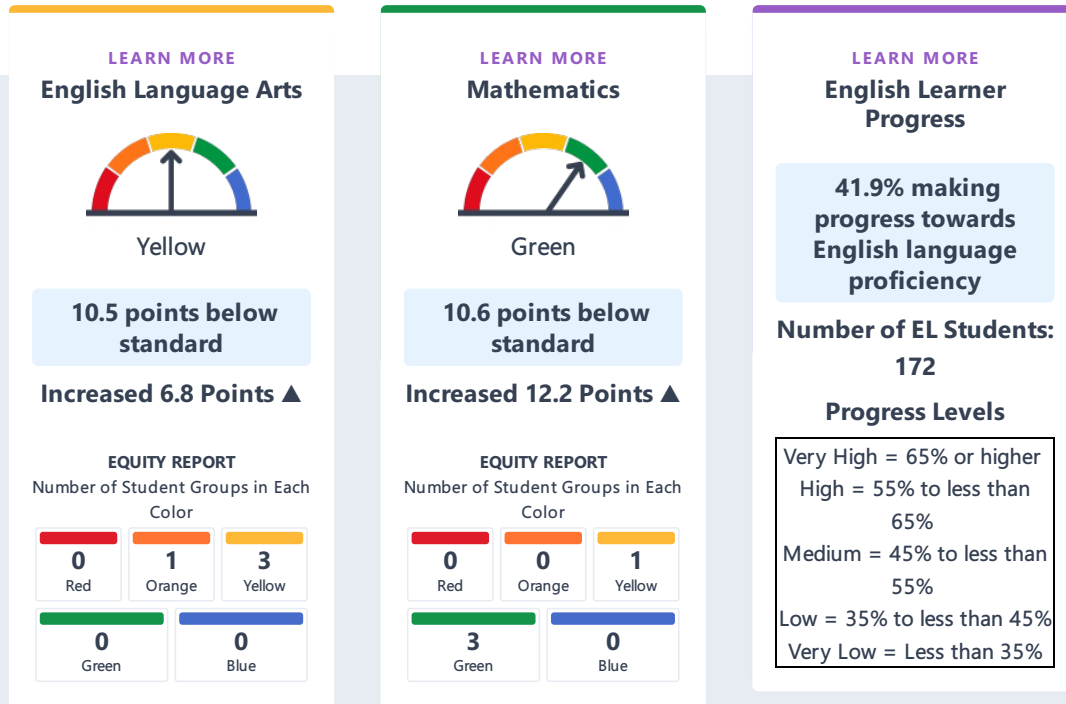
Student Population

Explore information about this school's student population.



Academic Performance

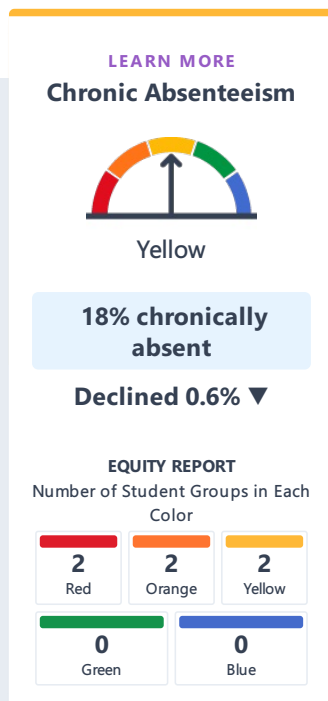
View Student Assessment Results and other aspects of school performance.



CHOLLAS/MEAD ELEMENTARY

Academic Engagement

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




Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Green

0.9% suspended at least once

Maintained 0.2%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
1 Green	3 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



Yellow

10.5 points below standard

Increased 6.8 Points ▲

Number of Students: 270

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

African American



No Performance Color

3.4 points above standard

Increased 26.6 Points ▲

Number of Students: 11

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

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

20.3 points above standard

Increased 48.7 Points ▲

Number of Students: 21

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities



Orange

78.2 points below standard

Increased 8.7 Points ▲

Number of Students: 48

English Learners



Yellow

12.5 points below standard

Increased 7.4 Points ▲

Number of Students: 181

Hispanic



Yellow

11.7 points below standard

Increased 4.9 Points ▲

Number of Students: 228

Socioeconomically Disadvantaged



Yellow

15.5 points below standard

Increased 4.6 Points ▲

Number of Students: 256

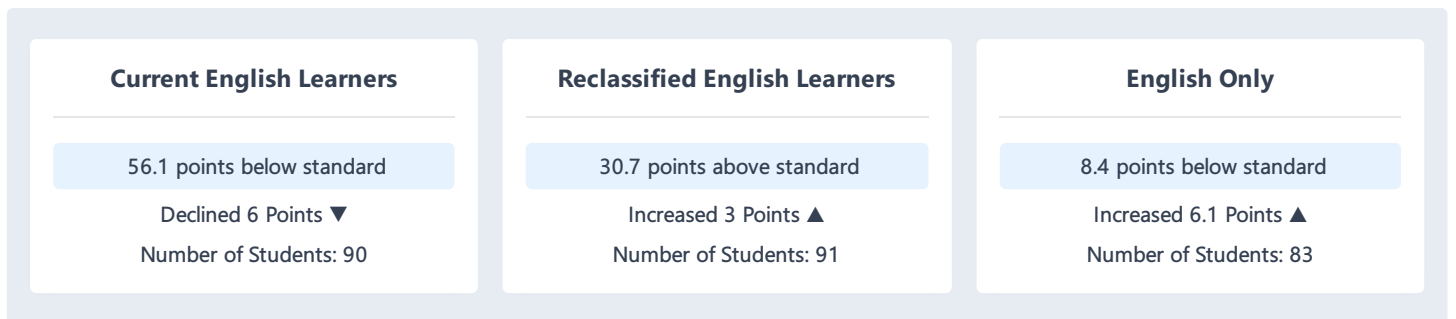
Distance From Standard (English Language Arts)

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	31.5 points below standard	17.2 points below standard	10.5 points below standard

English Language Arts Data Comparisons: English Learners

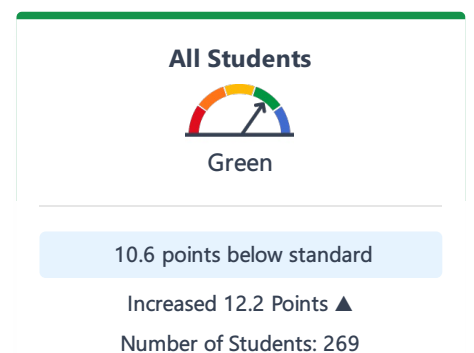
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

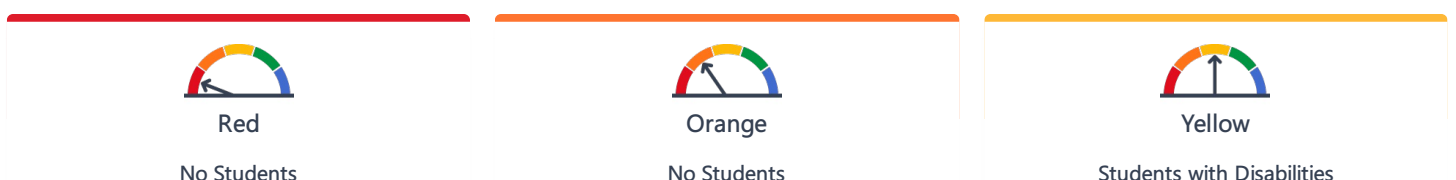
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups





Green

English Learners

Hispanic

Socioeconomically Disadvantaged



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White



African American



No Performance Color

15.5 points below standard

Increased 15.4 Points ▲

Number of Students: 11

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

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

0 points above standard

Increased 30.6 Points ▲

Number of Students: 21

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities



Yellow

78.8 points below standard

Increased 10.1 Points ▲

Number of Students: 47

English Learners



Green

10.1 points below standard

Increased 10.5 Points ▲

Number of Students: 181

Hispanic



Green

13.3 points below standard

Increased 10.3 Points ▲

Number of Students: 227

Socioeconomically Disadvantaged



Green

15.1 points below standard

Increased 8.9 Points ▲

Number of Students: 255

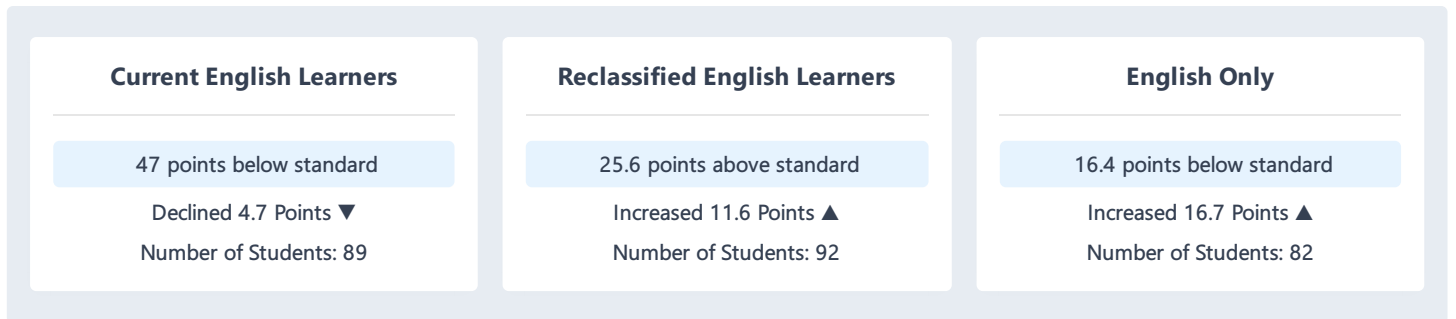
Distance From Standard (Mathematics)

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	35.1 points below standard	22.8 points below standard	10.6 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.

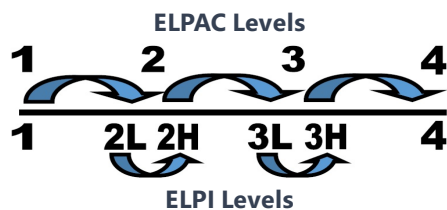


English Learner Progress Indicator

All English Learner Students

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

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



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

[LEARN MORE](#)

English Learner Progress

41.9% making progress towards English language proficiency

Number of EL Students: 172

Performance Level

Low

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



Yellow

18% chronically absent

Declined 0.6% ▼

Number of Students: 622

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

African American
Homeless



Orange

Students with Disabilities
Socioeconomically Disadvantaged



Yellow

English Learners
Hispanic



Green

No Students



Blue

No Students



No Performance Color

American Indian
Asian
Filipino
Foster Youth
Pacific Islander
Two or More Races
White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

3.7% chronically absent

Declined 6.6% ▼

Number of Students: 27

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: 4

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Two or More Races



No Performance Color

30.3% chronically absent

Increased 2.7% ▲

Number of Students: 33

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American



Red

34.1% chronically absent

Increased 10.9% ▲

Number of Students: 41

Homeless



Red

31% chronically absent

Maintained 0%

Number of Students: 58

Students with Disabilities



Orange

21.6% chronically absent

Declined 1.4% ▼

Number of Students: 125

Socioeconomically Disadvantaged



Orange

18.5% chronically absent

Maintained -0.3%

Number of Students: 588

English Learners



Yellow

15.5% chronically absent

Declined 1.6% ▼

Number of Students: 343

Hispanic



Yellow

16.6% chronically absent

Declined 1% ▼

Number of Students: 499

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



Green

0.9% suspended at least once

Maintained 0.2%

Number of Students: 637

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Students with Disabilities



Yellow

No Students



Green

Socioeconomically Disadvantaged



Blue

African American

Homeless

Two or More Races



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Pacific Islander

White

American Indian

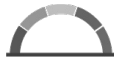


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 28

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: 4

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners



Orange

1.1% suspended at least once

Increased 0.6% ▲

Number of Students: 349

Hispanic



Orange

1.2% suspended at least once

Increased 0.4% ▲

Number of Students: 511

Students with Disabilities



Orange

1.6% suspended at least once

Increased 1.6% ▲

Number of Students: 128

Socioeconomically Disadvantaged



Green

1% suspended at least once

Maintained 0.2%

Number of Students: 602

African American



Blue

0% suspended at least once

Declined 2.3% ▼

Number of Students: 42

Homeless



Blue

0% suspended at least once

Declined 1.4% ▼

Number of Students: 68

Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 34



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Chollas/Mead
All Grades Combined

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	310	29.4	308	43.5	312	37.2	275	41.5	276	44.6	15.2	3.1	313	24.0	307	35.8	313	33.2	277	43.7	276	46.4	22.4	2.7
Female	142	35.9	135	51.9	136	42.6	128	42.2	138	50.0	14.1	7.8	143	21.7	135	33.3	137	31.4	128	43.0	138	47.8	26.1	4.8
Male	168	23.8	173	37.0	176	33.0	147	40.8	138	39.1	15.3	-1.7	170	25.9	172	37.8	176	34.7	149	44.3	138	44.9	19.0	0.6
African American	27	40.7	28	53.6	22	36.4	12	33.3	15	53.3	12.6	20.0	27	33.3	28	46.4	22	31.8	12	41.7	15	33.3	0.0	-8.4
Asian**	0	-	2	89.5	3	-	2	-	9	-	-	-	0	-	2	-	3	-	2	-	9	-	-	-
Filipino	1	-	1	65.4	2	-	1	-	2	-	-	-	1	-	1	-	2	-	1	-	2	-	-	-
Hispanic	256	26.2	252	40.9	261	37.2	234	41.0	231	43.7	17.5	2.7	259	21.2	251	33.5	262	32.4	236	43.6	231	44.6	23.4	1.0
Indochinese**	12	58.3	11	63.6	7	-	9	-	-	-	-	-	12	33.3	11	36.4	7	-	9	-	-	-	-	-
Native American	2	-	0	64.7	0	-	1	-	1	-	-	-	2	-	0	-	0	-	1	-	1	-	-	-
Pacific Islander	3	-	4	47.6	4	-	4	-	4	-	-	-	3	-	4	-	4	-	4	-	4	-	-	-
White	1	-	3	75.0	4	-	4	-	6	-	-	-	1	-	3	-	4	-	4	-	6	-	-	-
Multiracial	8	-	7	90.0	9	-	8	-	8	-	-	-	8	-	7	-	9	-	8	-	8	-	-	-
English Learner	167	11.4	152	22.4	106	8.5	116	24.1	96	17.7	6.3	-6.4	168	11.3	151	22.5	107	16.8	118	34.7	96	26.0	14.7	-8.7
English-Speaking	143	50.3	156	64.1	206	51.9	159	54.1	180	58.9	8.6	4.8	145	38.6	156	48.7	206	41.7	159	50.3	180	57.2	18.6	6.9
Reclassified†	54	63.0	32	81.3	109	63.3	72	65.3	91	71.4	8.4	6.1	54	50.0	32	62.5	109	53.2	72	62.5	92	68.5	18.5	6.0
Initially Eng. Speaking	89	42.7	124	59.7	97	39.2	87	44.8	89	46.1	3.4	1.3	91	31.9	124	45.2	97	28.9	87	40.2	88	45.5	13.6	5.3
Econ. Disadv.*	310	29.4	301	42.9	296	37.5	259	39.8	260	41.5	12.1	1.7	313	24.0	300	36.0	297	32.7	261	42.9	260	44.2	20.2	1.3
Non-Econ. Disadv.	0	-	7	77.8	16	31.3	16	68.8	16	93.8	-	25.0	0	-	7	-	16	43.8	16	56.3	16	81.3	-	25.0
Gifted	47	42.6	51	60.8	45	68.9	24	54.2	18	72.2	29.6	18.0	47	51.1	51	70.6	45	60.0	24	66.7	19	84.2	33.1	17.5
Not Gifted	263	27.0	257	40.1	267	31.8	251	40.2	258	42.6	15.6	2.4	266	19.2	256	28.9	268	28.7	253	41.5	257	43.6	24.4	2.1
With Disabilities	31	0.0	0	10.0	0	-	40	5.0	38	7.9	7.9	2.9	31	3.2	31	0.0	0	-	40	7.5	38	15.8	12.6	8.3
WO Disabilities	279	32.6	276	48.6	270	43.0	235	47.7	238	50.4	17.8	2.7	282	26.2	276	39.9	271	38.4	237	49.8	238	51.3	25.1	1.5
Homeless	11	36.4	11	36.4	20	25.0	18	33.3	23	52.2	15.8	18.9	11	27.3	11	36.4	20	25.0	18	38.9	22	68.2	40.9	29.3
Foster	2	-	0	50.0	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
Military	7	-	4	77.8	5	-	6	-	7	-	-	-	7	-	4	-	5	-	6	-	7	-	-	-

* 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
Chollas/Mead
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	108	25.0	99	32.3	101	33.7	93	41.9	90	46.7	21.7	4.8	109	22.9	99	46.5	101	44.6	93	61.3	91	60.4	37.5	-0.9
Female	48	31.3	40	42.5	46	34.8	45	37.8	49	55.1	23.8	17.3	48	16.7	40	42.5	46	45.7	45	60.0	49	65.3	48.6	5.3
Male	60	20.0	59	25.4	55	32.7	48	45.8	41	36.6	16.6	-9.2	61	27.9	59	49.2	55	43.6	48	62.5	42	54.8	26.9	-7.7
African American	12	16.7	8	53.6	6	-	4	-	4	-	-	-	12	25.0	8	-	6	-	4	-	4	-	-	-
Asian**	0	-	2	89.5	1	-	0	-	2	-	-	-	0	-	2	-	1	-	0	-	2	-	-	-
Filipino	0	-	0	65.4	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Hispanic	87	24.1	80	30.0	84	32.1	75	40.0	78	47.4	23.3	7.4	88	21.6	80	47.5	84	42.9	75	62.7	79	62.0	40.4	-0.7
Indochinese**	5	-	3	63.6	1	-	5	-	-	-	-	-	5	-	3	-	1	-	5	-	-	-	-	-
Native American	0	-	0	64.7	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	1	47.6	2	-	1	-	1	-	-	-	1	-	1	-	2	-	1	-	1	-	-	-
White	1	-	1	75.0	3	-	2	-	1	-	-	-	1	-	1	-	3	-	2	-	1	-	-	-
Multiracial	2	-	4	90.0	3	-	5	-	4	-	-	-	2	-	4	-	3	-	5	-	4	-	-	-
English Learner	69	15.9	59	23.7	50	8.0	54	33.3	23	0.0	-15.9	-33.3	70	14.3	59	45.8	50	24.0	54	59.3	23	39.1	24.8	-20.2
English-Speaking	39	41.0	40	45.0	51	58.8	39	53.8	67	62.7	21.7	8.9	39	38.5	40	47.5	51	64.7	39	64.1	68	67.6	29.1	3.5
Reclassified†	7	-	0	81.3	20	90.0	11	63.6	34	67.6	-	4.0	7	-	0	-	20	90.0	11	81.8	35	77.1	-	-4.7
Initially Eng. Speaking	32	31.3	40	45.0	31	38.7	28	50.0	33	57.6	26.3	7.6	32	31.3	40	47.5	31	48.4	28	57.1	33	57.6	26.3	0.5
Econ. Disadv.*	108	25.0	99	32.3	92	33.7	88	39.8	83	42.2	17.2	2.4	109	22.9	99	46.5	92	43.5	88	60.2	84	57.1	34.2	-3.1
Non-Econ. Disadv.	0	-	7	77.8	9	-	5	-	7	-	-	-	0	-	0	-	9	-	5	-	7	-	-	-
Gifted	16	37.5	19	57.9	8	-	24	54.2	10	80.0	42.5	25.8	16	56.3	19	89.5	8	-	24	66.7	11	90.9	34.6	24.2
Not Gifted	92	22.8	80	26.3	93	32.3	92	42.4	80	42.5	19.7	0.1	93	17.2	80	36.3	93	41.9	92	62.0	80	56.3	39.1	-5.7
With Disabilities	9	-	0	10.0	0	-	14	7.1	12	8.3	-	1.2	9	-	8	-	0	-	14	14.3	13	15.4	-	1.1
WO Disabilities	99	27.3	91	35.2	91	37.4	79	48.1	78	52.6	25.3	4.5	100	25.0	91	50.5	91	49.5	79	69.6	78	67.9	42.9	-1.7
Homeless	9	-	4	36.4	10	20.0	6	-	7	-	-	-	9	-	4	-	10	20.0	6	-	7	-	-	-
Foster	2	-	0	50.0	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	77.8	3	-	0	-	2	-	-	-	1	-	0	-	3	-	3	-	2	-	-	-

* 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
Chollas/Mead
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	99	32.3	108	49.1	100	35.0	95	38.9	92	31.5	-0.8	-7.4	100	20.0	107	30.8	100	24.0	96	30.2	91	29.7	9.7	-0.5
Female	48	37.5	47	53.2	43	44.2	46	39.1	41	31.7	-5.8	-7.4	49	16.3	47	25.5	43	23.3	46	26.1	41	31.7	15.4	5.6
Male	51	27.5	61	45.9	57	28.1	49	38.8	51	31.4	3.9	-7.4	51	23.5	60	35.0	57	24.6	50	34.0	50	28.0	4.5	-6.0
African American	8	-	9	53.6	7	-	5	-	4	-	-	-	8	-	9	-	7	-	5	-	4	-	-	-
Asian**	0	-	0	89.5	2	-	1	-	5	-	-	-	0	-	0	-	2	-	1	-	5	-	-	-
Filipino	0	-	1	65.4	0	-	1	-	1	-	-	-	0	-	1	-	0	-	1	-	1	-	-	-
Hispanic	84	26.2	90	47.8	84	35.7	82	36.6	74	31.1	4.9	-5.5	85	17.6	89	28.1	84	26.2	83	27.7	73	26.0	8.4	-1.7
Indochinese**	4	-	4	63.6	3	-	1	-	-	-	-	-	4	-	4	-	3	-	1	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	1	-	1	47.6	1	-	2	-	1	-	-	-	1	-	1	-	1	-	2	-	1	-	-	-
White	0	-	1	75.0	0	-	2	-	2	-	-	-	0	-	1	-	0	-	2	-	2	-	-	-
Multiracial	2	-	2	90.0	3	-	1	-	4	-	-	-	2	-	2	-	3	-	1	-	4	-	-	-
English Learner	51	11.8	55	23.6	29	6.9	44	18.2	46	26.1	14.3	7.9	51	11.8	54	9.3	29	10.3	45	8.9	46	15.2	3.4	6.3
English-Speaking	48	54.2	53	75.5	71	46.5	51	56.9	46	37.0	-17.2	-19.9	49	28.6	53	52.8	71	29.6	51	49.0	45	44.4	15.8	-4.6
Reclassified†	22	54.5	11	90.9	35	60.0	21	76.2	19	63.2	8.7	-13.0	22	31.8	11	81.8	35	51.4	21	66.7	19	63.2	31.4	-3.5
Initially Eng. Speaking	26	53.8	42	71.4	36	33.3	30	43.3	27	18.5	-35.3	-24.8	27	25.9	42	45.2	36	8.3	30	36.7	26	30.8	4.9	-5.9
Econ. Disadv.*	99	32.3	104	49.0	96	35.4	90	37.8	89	30.3	-2.0	-7.5	100	20.0	103	31.1	96	24.0	91	29.7	88	28.4	8.4	-1.3
Non-Econ. Disadv.	0	-	4	77.8	4	-	5	-	3	-	-	-	0	-	4	-	4	-	5	-	3	-	-	-
Gifted	13	30.8	17	76.5	19	68.4	6	-	18	72.2	41.4	-	13	38.5	17	64.7	19	57.9	6	-	2	-	-	-
Not Gifted	86	32.6	91	44.0	81	27.2	89	39.3	90	32.2	-0.4	-7.1	87	17.2	90	24.4	81	16.0	90	28.9	89	29.2	12.0	0.3
With Disabilities	10	0.0	0	10.0	0	-	40	5.0	15	13.3	13.3	8.3	10	0.0	13	0.0	0	-	40	7.5	14	14.3	14.3	6.8
WO Disabilities	89	36.0	94	56.4	85	41.2	82	45.1	77	35.1	-0.9	-10.0	90	22.2	94	35.1	85	28.2	83	34.9	77	32.5	10.3	-2.4
Homeless	1	-	2	36.4	7	-	6	-	8	-	-	-	1	-	2	-	7	-	6	-	7	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	3	77.8	0	-	3	-	0	-	-	-	1	-	3	-	0	-	3	-	2	-	-	-

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 † 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
Chollas/Mead
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	103	31.1	101	48.5	111	42.3	87	43.7	94	55.3	24.2	11.6	104	28.8	101	30.7	112	31.3	88	39.8	94	48.9	20.1	9.1
Female	46	39.1	48	58.3	47	48.9	37	51.4	48	60.4	21.3	9.0	46	32.6	48	33.3	48	25.0	37	43.2	48	43.8	11.2	0.6
Male	57	24.6	53	39.6	64	37.5	50	38.0	46	50.0	25.4	12.0	58	25.9	53	28.3	64	35.9	51	37.3	46	54.3	28.4	17.0
African American	7	-	11	63.6	9	-	3	-	7	-	-	-	7	-	11	45.5	9	-	3	-	7	-	-	-
Asian**	0	-	0	89.5	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	1	-	0	65.4	1	-	0	-	1	-	-	-	1	-	0	-	1	-	0	-	1	-	-	-
Hispanic	85	28.2	82	43.9	93	43.0	77	46.8	79	51.9	23.7	5.1	86	24.4	82	25.6	94	28.7	78	42.3	79	44.3	19.9	2.0
Indochinese**	3	-	4	63.6	3	-	3	-	-	-	-	-	3	-	4	-	3	-	3	-	-	-	-	-
Native American	2	-	0	64.7	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	47.6	1	-	1	-	2	-	-	-	1	-	2	-	1	-	1	-	2	-	-	-
White	0	-	1	75.0	1	-	0	-	3	-	-	-	0	-	1	-	1	-	0	-	3	-	-	-
Multiracial	4	-	1	90.0	3	-	2	-	0	-	-	-	4	-	1	-	3	-	2	-	0	-	-	-
English Learner	47	4.3	38	18.4	27	11.1	18	11.1	27	18.5	14.2	7.4	47	6.4	38	5.3	28	10.7	19	26.3	27	33.3	26.9	7.0
English-Speaking	56	53.6	63	66.7	84	52.4	69	52.2	67	70.1	16.5	17.9	57	47.4	63	46.0	84	38.1	69	43.5	67	55.2	7.8	11.7
Reclassified†	25	64.0	21	76.2	54	55.6	40	60.0	38	78.9	14.9	18.9	25	60.0	21	52.4	54	40.7	40	55.0	38	63.2	3.2	8.2
Initially Eng. Speaking	31	45.2	42	61.9	30	46.7	29	41.4	29	58.6	13.4	17.2	32	37.5	42	42.9	30	33.3	29	27.6	29	44.8	7.3	17.2
Econ. Disadv.*	103	31.1	98	46.9	108	42.6	81	42.0	88	52.3	21.2	10.3	104	28.8	98	30.6	109	31.2	82	39.0	88	47.7	18.9	8.7
Non-Econ. Disadv.	0	-	3	77.8	3	-	6	-	6	-	-	-	0	-	3	-	3	-	6	-	6	-	-	-
Gifted	18	55.6	15	46.7	18	77.8	17	64.7	6	-	-	-	18	55.6	15	53.3	18	55.6	17	76.5	6	-	-	-
Not Gifted	85	25.9	86	48.8	93	35.5	70	38.6	88	53.4	27.5	14.8	86	23.3	86	26.7	94	26.6	71	31.0	88	46.6	23.3	15.6
With Disabilities	12	0.0	0	10.0	0	-	13	7.7	38	7.9	7.9	0.2	12	8.3	10	0.0	0	-	13	7.7	11	18.2	9.9	10.5
WO Disabilities	91	35.2	91	53.8	94	50.0	74	50.0	83	62.7	27.5	12.7	92	31.5	91	34.1	95	36.8	75	45.3	83	53.0	21.5	7.7
Homeless	1	-	5	36.4	3	-	6	-	8	-	-	-	1	-	5	-	3	-	6	-	8	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	1	77.8	2	-	0	-	3	-	-	-	5	-	1	-	2	-	0	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.

ACHIEVEMENT

APPENDIX E**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS
AND ACTIVITIES**

SCHOOL NAME: CHOLLAS/MEAD 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**

On the California Dashboard (2018) Chollas Mead is in the red in the following indicator: Chronic Absenteeism. The overall school chronic absenteeism rate is 18.7%.

For the attendance goal, the counselor facilitates and/or participates the following:

- Continuing work with DEEP partnership and hosting a student support specialist intern from Home Start
- Attendance rewards school wide
- Monthly Attendance meetings
- Home visits

Chronic Absenteeism Rates (subgroups):

African American students=23.3%

Students with disabilities=23%

These subgroups are addressed in the goals of all students.

On the California Dashboard (2018) Chollas Mead is in the yellow in the following indicator: Student Suspension rate. The overall school suspension rate is 0.8%.

For the suspension rate goal, the counselor will facilitate and/or participate in the following:

- Social and Emotional groups
- Continue our Partnership with SEEP who will conduct 3 Professional Developments with staff and provide classroom lessons and parent classes

School Suspension Rate (Subgroups)

Africa American Students 2.3%

Homeless Students 1.4%

***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:

Chollas/Mead Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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	0.10000	\$12,729.02	30100-1210	Contact parents and lead my attendance meetings.	Running small groups and responding to student needs. Social and emotional groups. Hosting attendance committees	The current counselor is not responsive to our site needs. We would like to see a new counselor assigned to our site.	Decreased allocation.
Vice Principal	0.17000	\$29,271.33	30106-1309	Contact parents, home visits	Helping with parent communication.	Not enough time on site to really build relationships and make a significant difference.	Decreased allocation

Note/Reminders (optional):

Goal 2 - English Language Arts

PLC

***Strategy/Activity - Description**

Chollas Mead will continue with weekly collaboration time for grade level teams. Visiting teachers will be hired for these collaborations (PLCs). The two resource teachers and administration will meet by grade level to analyze grade level common assessments during weekly PLC's. Learning targets will be set by the teachers to analyze proficiency levels using success criteria of common core standards. Analysis will inform subsequent instruction. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

***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	1.00000	\$131,783.50	30100-1109	Resource teachers will monitor data and conduct Tier II interventions.	To facilitate PLCs and ensure strategic planning takes place. Small group instruction for Tier II intervention. Newcomer groups for EL students		
Inschool Resource Tchr	0.50000	\$65,891.75	30100-1109	Resource teachers will monitor data and conduct Tier II interventions.	To facilitate PLCs and ensure strategic planning takes place.		

Chollas/Mead Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Small group instruction for Tier II intervention. Newcomer groups for EL students		
Prof&Curriclm Dev Vist Tchr		\$3,660.60	30100-1192	Release Time for PLC	Allow for teachers to have weekly collaboration time.	We need more time to plan. We don't need to plan each week, it don't always allow for us to implement the plan.	
Classroom Teacher Hrly		\$6,345.04	30106-1157	Additional support for below grade level readers	Assist with students who need help.		
Prof&Curriclm Dev Vist Tchr		\$41,486.80	30106-1192	Release Time for PLC	Allow for teachers to have weekly collaboration time.		
Contracted Svcs Less Than \$25K		\$8,000.00	30106-5853	Release Time for PLC	Allow for teachers to have weekly collaboration time.		

Note/Reminders (optional):

Strategy/Activity 2- Intervention Materials

***Strategy/Activity - Description**

Intervention materials and curriculum software.

- Raz Kids supporting Tk-3rd grade
- Reading Plus 3rd grade - 5th grade

Chollas/Mead Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- Writing journals to track students writing progress (Tk-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.
Supplies		\$11,950.00	30100-4301	Intervention Materials	Always need supplies. Paper for students to work on. Pencils.	Can we get more than \$600 each?	
Supplies		\$8,897.00	30106-4301	Intervention Materials	Art supplies for PLC time.		

Note/Reminders (optional):

Goal 3 - Mathematics

PLC

***Strategy/Activity - Description**

Chollas Mead will continue with weekly collaboration time for grade level teams. Visiting teachers will be hired for these collaborations (PLCs). The two resource teachers and administration will meet by grade level to analyze grade level common assessments during weekly PLC's. Analysis will inform subsequent instruction. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

***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	--	--	30100-1109	PLC Support	To facilitate PLCs and ensure strategic planning takes place.		
Inschool Resource Tchr -	--	--	30100-1109	PLC Support	To facilitate PLCs and ensure strategic planning takes place.		

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

PLC's

***Strategy/Activity - Description**

Grade level collabs/PLC: Visiting teachers are funded so that teachers can meet in weekly grade level collaboration. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. The agenda will include time to specifically discuss the progress and instructional needs of English Learners.

***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	Release Time for PLC			
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Release Time for PLC			

Note/Reminders (optional):

Goal 6 - Family Engagement

Family Workshops/ Classes and events

***Strategy/Activity - Description**

We are funding child care costs, duplicating, supplies, and light refreshments in order to facilitate the following activities and the funded resource teacher and counselor also assist:

- The school will continue to host parenting classes that are being offered by school partnerships.
- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources.

Topics presented at Family Fridays throughout the year include:

- Title 1 Presentation
- Attendance
- Schoolwide Academic Performance
- Safety Plan
- Explaining the role of support staff (counselor, resource teacher, PE teacher)
- Health and Wellness

School has a dedicated parent volunteer center as well as a parent room for 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		\$1,307.90	30103-2281	Child care for parent workshops	N/A	Partners always pay for childcare	
Supplies		\$1,300.00	30103-4301	Duplicating costs for flyers and workshop handouts. Basic Supplies needed for facilitating	Flyers to keep parents in the loop for events.		

Chollas/Mead Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Family work shop / events			
Inservice supplies		\$1,061.00	30103-4304	Family Classes			

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: CHOLLAS/MEAD 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**

On the California Dashboard (2018) Chollas Mead is in the red in the following indicator: Chronic Absenteeism. The overall school chronic absenteeism rate is 18.7%.

For the attendance goal, the counselor facilitates and/or participates the following:

- Continuing work with DEEP partnership and hosting a student support specialist intern from Home Start
- Attendance rewards school wide
- Monthly Attendance meetings
- Home visits

Chronic Absenteeism Rates (subgroups):

African American students=23.3%

Students with disabilities=23%

These subgroups are addressed in the goals of all students.

On the California Dashboard (2018) Chollas Mead is in the yellow in the following indicator: Student Suspension rate. The overall school suspension rate is 0.8%.

For the suspension rate goal, the counselor will facilitate and/or participate in the following:

- Social and Emotional groups
- Continue our Partnership with SEEP who will conduct 3 Professional Developments with staff and provide classroom lessons and parent classes

School Suspension Rate (Subgroups)

Africa American Students 2.3%

Homeless Students 1.4%

***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:

Chollas/Mead Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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	0.30000	\$38,187.08	09800-1210	Contact Parent, home visits			Added to 2020/21

Note/Reminders (optional):

Goal 2 - English Language Arts

PLC

***Strategy/Activity - Description**

Chollas Mead will continue with weekly collaboration time for grade level teams. Visiting teachers will be hired for these collaborations (PLCs). The two resource teachers and administration will meet by grade level to analyze grade level common assessments during weekly PLC's. Learning targets will be set by the teachers to analyze proficiency levels using success criteria of common core standards. Analysis will inform subsequent instruction. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

***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	0.50000	\$65,891.75	09800-1109	Resource Teacher	To facilitate PLCs and ensure strategic planning takes place. Small group instruction for Tier II intervention. Newcomer groups for EL students		
Prof&Curriclm Dev Vist Tchr		\$3,177.41	09800-1192	Release Time for PLC	Allows for teachers to weekly collaborate and plan for students.		

					Planning for the new Benchmark curriculum		
--	--	--	--	--	---	--	--

Note/Reminders (optional):

Goal 3 - Mathematics

PLC

***Strategy/Activity - Description**

Chollas Mead will continue with weekly collaboration time for grade level teams. Visiting teachers will be hired for these collaborations (PLCs). The two resource teachers and administration will meet by grade level to analyze grade level common assessments during weekly PLC's. Analysis will inform subsequent instruction. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

***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	--	--	09800-1109	PLC Support	Facilitated and guide grade level PLCs to ensure teachers are able to plan for upcoming units. Providing push in instruction to small groups.		

Note/Reminders (optional):

Goal 4- English Learners

PLCs

***Strategy/Activity - Description**

VISITING TEACHERS

Grade level collabs/PLC: Visiting teachers are funded so that teachers can meet in weekly grade level collaboration. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. The agenda will include time to specifically discuss the progress and instructional needs of English Learners.

***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.
Retired Clsrm Teacher Hrly		\$3,294.54	09800-1189	ELPAC Testing Support	Help administer the online one on one assessment.		

Note/Reminders (optional):

What are my leadership strategies in service of the goals?