

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **MASON ELEMENTARY SCHOOL**

2020-21

37-68338-6071914
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: Harrison, Jesse

Contact Person: Harrison, Jesse

Position: Principal

Telephone Number:

Address: 10340 San Ramon Dr, Mason Elementary, San Diego, CA, 92126-3235,

E-mail Address: jharrison@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 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: **Mason Elementary**

DUE: October 5, 2020

SITE CONTACT PERSON: **Jesse Harrison**

PHONE: 619.605.8900

FAX:

E-MAIL ADDRESS: **jharrison@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 type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>10/1/20</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/1/20

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Jesse Harrison

/Jesse Harrison/ /10.2.2020/

Type/Print Name of School Principal

Signature of School Principal / Date

John Larrick

/John Larrick/ /10.2.2020/

Type/Print Name of SSC Chairperson

Signature of SSC Chairperson / Date

In Progress

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Lamont Jackson

/Lamont Jackson/ 10/8/20

Type/Print Name of Area Superintendent

Signature of Area Superintendent / Date

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

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

This School Plan for Student Achievement fulfills the requirements of Title I Schoolwide Budget Plan for Mason Elementary.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

STAKEHOLDER INVOLVEMENT (REQUIRED)

Mason Elementary utilized school data, feedback from multiple committees and staff/ Principal feedback in order to write our School Plan for Student Achievement (SPSA). Mason's SPSA was created from stakeholder feedback.

The Staff met in the spring of 2020 to provide feedback on the 19-20 SPSA and to provide input on needs for the 20-21 Budget and SPSA.

The Instructional Leadership Team (ILT) met in the spring of 2020 and fall of 2020 to provide feedback on the 19-20 SPSA and to provide input on needs for the 20-21 Budget and SPSA.

The Site Governance Team (SGT) and School Site Council (SSC) met on 1/15/2020 to evaluate and provide feedback on the 19-20 SPSA. The SGT and SSC met again on 1/29/2020 to approve the 20-21 budget. The SSC met on 9/25/2020 for feedback on school goals and will meet on 10/1/2020 to approve the goals of the 2020-2021 SPSA.

The site is working to establish Mason's ELAC. We had a very successful start to our 2019/2020 ELAC but toward the end of the school year, members lost interest and some moved out of the Country. We are in the process of reforming our Mason ELAC for the 20-21 School Year. In the interim, the two people who were part of the 19-20 ELAC will look at and provided feedback for the 2020-2021 SPSA.

RESOURCE INEQUITIES

Based on the thorough review of achievement data at Mason, we are aware of the continued inequities that exist. Currently they are in the areas of:

- Mental health
- Professional development

- Dedicated support for struggling readers
- Attendance support
- Frequency and consistent PLC time for teachers
- The onset of "on-line" learning from March 13th, 2020- Current (September 2020)

These resource inequities are addressed where appropriate in this School Plan for Student Achievement.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Daniel Lui	Parent Community Representative
Ansley Sparks	Parent Community Representative
Lindsey Mack	Parent Community Representative
Jesse Harrison	Principal (ex officio member)
Cristina Gonzalez	Other School Personnel
John Larrick	Classroom Teacher
Rose Maligat	Classroom Teacher
Stacey Kadlubowski	Classroom Teacher
Stephan Jones	Parent Community Representative
Jessica Stone	Parent Community Representative

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**

Our goal last year was to increase student attendance by utilizing our school counselor and attendance assistance. We hoped to increase by 3% and continue the upper trend of attendance. We did not reach our goal of 98% by June 2020 Our average attendance rate for September 2019-December 2019 was 96.5%.

In 2019-2020 we used site funds to increase our district counselor allocation from 0.3 FTE (1.5 days) to 0.5 FTE (2.5 days) with the hopes of providing consistent student, family, and staff support to support our goals around attendance and social-emotional learning. We have found that Mason students, families, and staff would benefit from even more counselor time in order to implement consistent SEL and family support for the 2020-2021 school year so we have again increased funding for this position.

In 2019-2020 we had a goal to increase the percentage of students who feel that the adults at Mason care about them. We created a survey for students to take that would give school staff input on whether or not students felt safe, welcomed, and a sense of belonging. We administered this survey in November 2019 in grades 3-5. Due to school closures, we were not able to administer the follow-up survey. For the 2020-2021 school year, we will modify the survey to reflect on-line learning.

Mason implemented strategies outlined in the 2019-2020 SPSA to provide our students with a safe, collaborative, and inclusive school culture. We have found that for the 2020-2021 school year we need additional supports in order to increase attendance and the Social-Emotional well-being of our students. We will continue working with the Mason front office, teachers, and families to increase attendance, as well as continue to work with our school counselor.

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For the past three years, Mason used additional funds to increase the FTE of the Attendance Assistant position. We have found that the increase in time was not value-added in terms of increasing student attendance.

In 2019-2020, we also set two AMOs around decreasing the chronic absenteeism rates of Black or African American and Hispanic or Latino student groups. These goals were based on the 2018 CA Dashboard. On the 2019 CA Dashboard, our African American student group increased their absenteeism rate by 0.9% (no performance color) and our Hispanic students were in the Green Performance Level and they decreased their absenteeism rate by 1.2%. While we did see growth with the Hispanic student group, we were not able to meet either goal. As we do not have data for June 2020, we will be moving these goals forward and modifying them as needed.

*Major Differences

We maintained positive attendance through February, however, due to the global pandemic we saw varied attendance from March through June 2020. We will no longer have an Attendance Assistant at our site. As an SST/SSC, we decided to use the additional budget to fund a counselor (The Attendance Clerk was funded by SDUSD and Mason). We had to eliminate the position in order to reclaim the funding allocated to the increased FTE. As a result, we added a district funded position: Clerk Typist. This position requires a bilingual certificate. This will allow us to better communicate with our Spanish-speaking families in order to increase attendance and school partnership.

We believe that by providing SEL and Mental Health support, students will improve in their attendance and academics. We also hired a clerk typist who is bilingual in order to help us communicate with our Spanish speaking families.

*Changes

Our attendance monitoring during site closures and distance learning has shifted to monitoring participation and providing troubleshooting to connect families to online learning. Our Clerk Typist (in charge of attendance) is working as part of our Attendance Team and now tracking all participation digitally then communicating with the principal daily to track attendance. The principal is organizing home visits and calling families. We have increased our allocation for school counselor - we will now have a school counselor for four full days a week. The Attendance Team is comprised of the Principal, Clerk Typist, Counselor, Elementary School Assistant, and Clerk.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Student attendance will improve	96.5%	98%	Attendance	Annual
June 2021	TK-5	Increase the percentage of students who feel that adults at Mason care about them on the Mason TK-5 Student Survey	N/A	100%	Other (Describe in Objective)	Bi-Annual
June 2021	TK-5	Decrease chronic absenteeism rate	9.9%	8.0%	Chronic Absenteeism	Annual

***Identified Need**

Historically in-person attendance has not been a problem for most Mason students. However, with this new type of learning (online due to school closures), we want to monitor online participation to ensure all students have access.

We have had an issue with Chronic Absenteeism at Mason. This indicator is in the Orange Performance Level for All Students on the CA Dashboard for 2019 Academic Engagement. Other groups that are indicated as needing attention are five student groups in the Orange Level: Students who are English Learners, Students who are Asian, and Students who are White, Students who are Socioeconomically Disadvantaged, and Students who have Disabilities. We are also providing support to our students who identify as Black or African American Youth. This student group does not a performance color for 2019, but we are concerned with the 13.8% absenteeism rate.

In the Conditions and Climate Indicator for Suspension Rate, our Students who are Hispanic are at the Orange Performance level. No other student groups are in the Red or Orange Performance Levels. Overall, our site is at the Green Performance Level so we felt an AMO was needed and not a school-wide goal. In support of our district initiatives around supporting Students With Disabilities and Black Youth, we wanted to also include goals for these student groups. Our number of Black or African American youth at Mason is not large enough to report at the state level and at the site level, we have not done targeted data tracking for this group. Our African American student group is in the Blue Performance Level for suspension rate. For this next school year, we will begin to monitor attendance and suspension rates for this group to see how we can better serve while at Mason Our Students with Disabilities group is large enough for state reporting. On the CA Dashboard for 2019 we can see they are in the Blue Performance level for Suspension Rate and Orange Level for Chronic Absenteeism. We see a greater need for monitoring this group as it relates to their absenteeism as we know that attendance is especially important for these students.

As the CAL-SHLS survey was not completed in the 2019-2020 school year, we are using the data from 2018-2019 to help formulate current goals. At Mason, we believe that in order to learn and achieve at high levels, students need to attend school regularly and to feel safe while at school.

After a review of the most recent California Healthy Kids Survey data (2018-2019), we noticed that only half of our 5th-grade student population participated in the CHKS. 81% of our 5th graders who participated felt they had caring adults at school. 76% of students who participated reported that they felt safe at school.

As a site, we feel that we need a school-wide measure for all of our students, TK-5, so we will create a school-wide student survey focusing on collecting data around student safety on campus and availability/presence of caring adults at school.

After a review of the 2019-2020 school-wide attendance data, which was collected until December 2019, we saw a need to carry our 2019-2020 school-wide attendance goals forward.

***Online Learning Implications**

Due to our online learning environment, our teachers are still receiving Social-Emotional Learning and Restorative Justice Practices training. Teachers are also implementing daily Social and Emotional Learning (SEL) embedded in the instructional core during online learning. We will also continue wellness efforts via school wellness coordinators.

For the 2020-2021 school year, attendance is now based on participation either via Synchronous or Asynchronous participation. The attendance team and teachers are working to support families with connectivity issues and technology needs.

***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	Chronic Absenteeism will decrease	13.8%	7%	Chronic Absenteeism	Annual
June 2021	TK-5	English Learner	Chronic Absenteeism will decrease	8.3%	5%	Chronic Absenteeism	Annual
June 2021	TK-5	White	Chronic Absenteeism will decrease	10.4%	8%	Chronic Absenteeism	Annual
June 2021	TK-5	Students with Disabilities	Chronic Absenteeism will decrease	11.9%	0%	Chronic Absenteeism	Annual
June 2021	TK-5	Socioeconomically Disadvantaged	Chronic Absenteeism will decrease	10.2%	5%	Chronic Absenteeism	Annual
June 2021	TK-5	Asian	Chronic Absenteeism will decrease	10%	0%	Chronic Absenteeism	Annual
June 2021	TK-5	Hispanic or Latino	*Suspension rate will decrease	1.6%	0%	Suspension	Annual

Increased FTE of Counselor

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

All Students

***Strategy/Activity - Description**

Mason staff and SSC voted to add increased FTE to our district allocated counselor. For the 2020-2021 school year, the site was allocated 0.3 FTE of a counselor to serve our student population of 526. We felt that there was a need to increase this service so that all of our students have greater access to the counselor. Therefore we increased our counselor time by 0.5 FTE. The counselor will work with students for SEL and with their families. The counselor will support attendance and work to ensure that all students are engaged in online and in-person reading.

Our Counselor will:

- Contact parents of chronically absent students
- Advise on attendance incentive programs
- Hold meeting with parents/students/admin to support student attendance at school.
- Create attendance contracts with students and parents
- Facilitate monthly attendance meetings with Principal and Clerk, ESA, and Registrar.
- Create and help administer the school-wide survey for students TK-5 for Safe and Caring Relationships
- Teach SEL lessons in online classrooms.
- Facilitate parent partnership programs
- Collaborate with our Military Counselor in the areas of attendance and students having a sense of a safe and caring 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
F01991X	School Counselor	0.49000	\$42,665.28	\$63,791.36	0199-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Funding for 2.5 more days of counseling service.

Professional Development for Classified Staff

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

Unduplicated students/all students

***Strategy/Activity - Description**

The unduplicated pupil percentage at Mason for the 2020-2021 school year is 69.46%. Knowing that these students need additional supports for academic and social-emotional wellbeing that are provided for them at school, we decided to dedicate LCFF funds for this intervention support. Mason will pay our classified staff to work additional hours to attend professional development focused on creating a safe, inclusive school community. They will attend staff meetings and professional development meetings throughout the school year that will help the site with the vision of creating a safe, collaborative, and inclusive school for all of our students. This professional development opportunity for these staff members will be for the primary benefit of our unduplicated students but all students will benefit.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N019980	Classroom PARAS Hrly		\$1,204.00	\$1,598.80	0199-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Classified Staff will be compensated to attend staff meetings and professional development aligned with SPSA.

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

All Students

***Strategy/Activity - Description**

The Mason Attendance Team will meet weekly during online learning. The Attendance Team is comprised of the Principal, Clerk Typist, Counselor, Elementary School Assistant, and Clerk.

The team will discuss absent students and how we can get them connected to their virtual classrooms. The members of the team will:

- Work with families to increase technology knowledge in order to support students in distance learning.
- Make daily phone calls to families to seek reason for absence and to provide resources/support.
- Conduct home visits to support students and families who are not participating in online learning.
- Track individual student attendance to look for trends/patterns

When we return to brick and mortar school, the Attendance team will meet to determine the frequency of meetings to be held and revise the duties of the team.

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

For our 2019-2020 SPSA, our English Language Arts SMART Goals were around improved academic performance on the CAASPP for ELA for all our 3rd to 5th-grade students. We also set AMOs for our English Learners and our Students with Disabilities. We do not have new CAASPP data due to the global pandemic which resulted in school closures and state testing cancelations so these goals are going to be moved forward.

Mason implemented strategies outlined in the 2019-2020 SPSA to serve our students in ELA. We have found that we need additional supports in order to close the achievement gap. We will continue working with a literacy consultant, tutoring, PLCs, and targeted professional development and add additional strategies as we grow in our learning. Additionally, we will no longer have a Reading Specialist. As a site, we decided to use the resources to fund additional days for our counselor position. Our hope is that by providing SEL and mental health support for all students, we will see an increase in positive behaviors that promote learning as well as academic gains in reading.

*Major Differences

During the 2019-2020 school year, resources were re-allocated from travel conference to local conference to allow teachers to attend professional conferences aligned to our GVC and ELA goals in a virtual setting. We will continue this in 2020-2021. As a result of classroom observations, teacher conversations and consistent data review, it was realized that not all staff had previous opportunities for professional development related to our implemented GVC. Since March 13th, 2020, our consultant work has been virtual instead of at the school site. We also were unable to provide tutoring services after the school closures in 2020. In March, PLCs were halted as well due to the global pandemic.

***Changes**

We are allocating additional resources to support our ELA goals in order to increase student achievement.

- Consultants from Teachers College to provide needed training in Balanced Literacy with a focus on reading.
- Local Conference for teachers to attend virtual Professional Development aligned to school goals.
- PLC meetings will be held via a virtual platform.
- Implementing aReading assessment in grades 3-5 to provide additional data points in the area of reading. This assessment will also provide input on interventions.
- We will purchase additional Fountas and Pinell intervention kits (LLI). These targeted lessons are used by Mason staff to provide "additional" reading supports.

We decided as a site to not continue with the Reading Specialist. Our students made some progress when working with the Reading Specialist, however, they were missing core instructional time. We felt that the funds would be better used supporting students' mental and emotional health by adding more counselor time.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5th	meet/exceed	65%	75%	CAASPP ELA	Annual
June 2021	3rd-5th	meet/exceed	60%	70%	CAASPP ELA	Annual
June 2021	3rd	meet/exceed	Baseline	70%	FAST aReading	Annual
June 2021	4th	meet/exceed	Baseline	70%	FAST aReading	Annual
June 2021	5th	meet/exceed	Baseline	70%	FAST aReading	Annual
June 2021	4th	meet/exceed	64%	75%	CAASPP ELA	Annual

***Identified Need**

On the 2019 CA Dashboard, Mason is in the Green Performance Level for the Academic Performance indicator of English Language Arts. We have no student groups in the red or orange. In ELA, we are 22 points above standard but this is a decline of 4.9 points.

After a review of data (CAASPP and Independent Reading Levels), we have created goals for Mason Students in grades 3,4, and 5. We built our goals using historical cohort data from the June 2015 CAASPP - June 2019 CAASPP. Our students continuously need high-quality instruction, a GVC, and daily ELA experiences. In addition, we have created grade-level specific goals using Running Records for students in grades 3-5 based on March 2020 reading level data. We also have identified the need for an additional school-wide assessment: aReading in grades 3-5. This will give us a third data point to analyze as we plan for high-quality reading instruction.

Mason's overall grade 3-5 student proficiency on the CAASP in 2019 shows a 2.4% point decrease in students meeting and exceeding standards in ELA:

- 3rd-grade student proficiency decreased: 46.3% met/exceeded standard in 2019 and in 2018, 55.3% of students met/exceeded standard
- 4th-grade student proficiency decreased: 63.1% met/exceeded standard in 2019 and in 2018, 64.9% of students met/exceeded standard

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- 5th-grade student proficiency increased: 68% met/exceeded standard in 2019 and in 2018, 64.5% students met/exceeded standard
 We did see improvement in two significant subgroups: Students With Disabilities (SWD) and English Learners (EL):
 - All Grades Combined SWD proficiency level increased to 7.4% meeting or exceeding standard in 2019 from 4.2% in 2018
 - All Grades Combined EL proficiency level increased to 21.1% meeting or exceeded standard in 2019 from 20% in 2018
 In support of districtwide initiatives, we are also including an AMO for Black or African American Youth.

*Online Learning Implications

In preparation for offering both online and on-site learning during the 2020-2021 school year, Mason is refining our comprehensive assessment plan in reading to include both virtual assessment tools and in-person assessments. This allows for multiple assessment opportunities embedded throughout the instructional day to allow teachers to assess and provide feedback to support students as they move toward mastery.

Teachers have embedded structures and digital tools to support student collaboration such as breakout rooms, Flipgrid, Seesaw, Google classroom. Synchronous and asynchronous instruction allows teachers the flexibility to provide both whole group, small group and individual instruction. Our staff will also be continuing their professional development for around English Language Development - both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet/Exceed	21%	35%	CAASPP ELA	Annual
June 2021	3-5	Students with Disabilities	Meet/Exceed	8%	16%	CAASPP ELA	Annual
June 2021	3-5	Black or African American	Meet/Exceed	69.2%	75%	CAASPP ELA	Annual
June 2021	3-5	English Learner	Meet/Exceed	Baseline	60%	FAST aReading	Annually
June 2021	3-5	Black or African American	Meet/Exceed	Baseline	75%	FAST aReading	Annually
June 2021	3-5	Students with Disabilities	Meet/Exceed	Baseline	30%	FAST aReading	Annually

Professional Learning Communities

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

All Mason Elementary teachers will meet monthly in grade-level PLCs, facilitated by the building administrator. During these meetings, teachers will bring reading data to analyze. Teachers will analyze data, plan for instruction, and reflect on instruction. Part of the work during PLCs will be learning

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about, administering, and analyzing a new reading assessment. Following a year of incomplete progress data, we have identified a need for a school-wide assessment system in reading, grades 3-5. Identifying screening assessments, common assessments, and benchmarks will allow our school team to see progress and address student misconceptions during the school year. The implementation of aReading will provide trimester student data reports as well as intervention support based on individual student needs. Prior to school closures, when our site developed the 2020-2021 budget, we planned to use substitute teachers to provide release time to attend grade level PLC meetings. When we return to in person learning, we will utilize substitute teachers to release teachers to attend PLCs. While we are learning online, teachers will attend PLC meetings during their flex time.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01996M	Prof&Curriclm Dev Vist Tchr		\$25,350.00	\$31,000.53	0199-30106-00-1192- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmnt	[no data]		Classroom Teachers will be released to attend PLC meetings in order to collaborate around instruction and student

Literacy Consultants

*Students to be served by this Strategy/Activity

Unduplicated students/All students

*Strategy/Activity - Description

Mason Elementary is hiring two consultants from the Teachers College Reading and Writing Project (Columbia University). Knowing that this will be for the primary benefit of Mason's unduplicated students (69.5%) who traditionally struggle in core content areas, the site decided to use LCFF money to support targeted professional development. Each grade level will receive five days of grade-level specific virtual professional development. Because all teachers are receiving this learning opportunity, all students at Mason will benefit. Additional Title I money will be needed to support the visiting teachers during the release days for our staff.

- Professional Development: Reading initial training, mini-lesson, small groups, conferring, assessment
- Classroom Embedded Teaching and Coaching via Zoom, Recorded Videos or live visits to classrooms
- Assessment: PD around Administration and Analyzing student work

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01997	Consultants <=\$25K	\$25,000.00	\$25,000.00	0199-09800-00- 5801-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		Consultants from TCRWP will provide PD in Balanced Literacy for staff. This will be virtual and in person (if allowed).

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	Prof&Currielm Dev Vist Tchr			0199-30106-00- 1192-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01996M	Funding to support teachers for release time to work with TCRWP.
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Tutoring

*Students to be served by this Strategy/Activity

All general education students who are at-risk readers. These are students who are not yet reading at grade level as evidenced by TCRWP Running Record Reading Assessments.

*Strategy/Activity - Description

Before or After School Tutoring for Mason students who are at-risk readers. Small group reading intervention, three days a week for eight week sessions. In Person tutoring will resume when we return to campus for in person learning. While online learning, tutoring will not be provided.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01996U	Classroom Teacher Hrly	\$12,266.00	\$15,000.09	0199-30106-00-1157- 1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Teachers will provide after school tutoring for students who are below grade level.

Conference Attendance - Professional Learning

*Students to be served by this Strategy/Activity

Unduplicated students/All Students

*Strategy/Activity - Description

Knowing that our unduplicated students (69.5%) are at a greater risk of not achieving academic success in core content areas, the site has decided to use LCFF money to fund targeted intervention support in the form of a tutoring program. While this tutoring will be for the primary benefit of unduplicated students, all of Mason's students who are have this need will be provided this opportunity. Teachers will apply for, and if accepted, will be able to attend professional development opportunities via Zoom. Teachers will come back to Mason and share/present to colleagues an overview of the information learned from their conference attendance.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01993J	Travel Conference		\$5,000.00	\$5,000.00	0199-09800-00-5207- 1000-1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		Teachers will be able to attend Literacy Training via Zoom or in person that aligns with SPSA

Supplemental Instructional Supplies

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

Unduplicated students/All students

***Strategy/Activity - Description**

Considering Mason's relatively high population (69.5%) of unduplicated students who might not have access to all of the supports they need to be successful in school, the site has decided to set aside a large chunk of money to fund the purchase of supplemental instructional materials, materials to support the intervention programs, and books for classroom libraries. While the purchase of these materials is for the primary benefit of Mason's UPP, we believe that all students will benefit from these resources. We will also use some funds to purchase Professional Texts that will be used during our PLCs and site-wide professional development days. Teachers will work together on grade-level teams to determine which instructional materials are needed for both classroom and intervention support based on student needs. Teachers across the site have requested additional books to increase their classroom libraries to provide students a wider variety of texts that cover additional genres, support different student reading levels, and present more diversity through authors, topics, and themes.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N019948	Supplies		\$2,394.00	\$2,394.00	0199-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Materials needed: Books, Additional School Supplies, and Intervention Materials.
N01999J	Supplies		\$3,210.00	\$3,210.00	0199-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Materials needed: Books, Additional School Supplies, and Intervention Materials.
N0199BG	Supplies		\$23,617.00	\$23,617.00	0199-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Materials needed: Books, Additional School Supplies, and Intervention Materials.

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

Online subscriptions to programs that will support students in the development of their content knowledge through literacy and provide students additional access to literature at home and school.

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**

For our 2019-2020 SPSA, our Math SMART Goals were around improved academic performance on the CAASPP for ELA for all our 3rd to 5th-grade students. We also set AMOs for our English Learners and our Students with Disabilities. We do not have new CAASPP data due to the global pandemic which resulted in school closures and state testing cancelations so these goals are going to be moved forward.

Mason implemented strategies outlined in the 2019-2020 SPSA to serve our students in Math. We have found that we need additional supports in order to close the achievement gap. We will continue tutoring, PLCs, and targeted professional development, and add new strategies as well. Mason's staff met in grade levels to plan for math instruction and assessment. Each grade level plans lessons and assessments using Pearson Math Envision. Teachers analyze assessments (formal and informal) to plan for instruction.

***Major Differences**

Mason staff noticed a need for students to have after school math tutoring. We implemented one of two sessions of intermediate math tutoring. We were not able to continue with tutoring due to the global pandemic resulting in school closures on March 13th, 2020 and beyond.

In the 2020-2021 school year, Mason teachers will teach CORE math instruction to their own class of record. In previous years, students may or may not have been taught mathematics by their classroom teacher. We feel that the relationship students build with their classroom teacher may increase student performance in core academic areas such as math.

We also will introduce another math assessment for our students. We are implementing Fast aMath. This will give us real time data on student mathematical progress three times a year.

*Changes

- For 2020-2021 we created our math goals for grades 3, 4 and 5 based on historical CAASPP data. In addition we realized we need a school based assessment and we will implement the aMath assessment.
- We would like to continue utilizing the Family Partnership Program to provide parent education in Number sense and Problem Solving. We plan to do this via Zoom or in person when it is safe to return to school.
- Teachers will continue to work in grade level teams to plan, implement and analyze instruction and assessments. All teachers in grades K-5 will teach core math instruction to their own class of record.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	4	Meet/Exceed	59%	70%	CAASPP Math	Annual
June 2021	3-5	Meet/Exceed	56%	70%	CAASPP Math	Annual
June 2021	5	Meet/Exceed	55%	70%	CAASPP Math	Annual
June 2021	3-5	Meet/Exceed	Baseline	70%	FAST aMath	Annual

*Identified Need

On the 2019 CA Dashboard, Mason is in the Green Performance Level for the Academic Performance indicator of Mathematics for All Students. We have no student groups in the red or orange. In Mathematics, we are 7.6 points above standards which is an increase of 6.4 points from 2018. We have no student groups in the Red or Orange Performance Levels.

After a review of the CAASPP Math Assessment data from 2019 and discussions with classroom teachers, we have determined a need for a goal to increase the percentage of students meeting standard in the area of math. We realize we need a school-based metric every trimester to provide us with additional data in regards to how our students are performing in math. This will provide us with real-time data and teachers can modify instruction and provide timely math-based interventions.

After a review of instructional practices, teachers in grades 4-5 will no longer departmentalize math instruction. Each teacher will teach their class of record math instruction. Teachers will be able to use their knowledge of the whole child to aid in math instruction.

After a review of data (CAASP Math), we have created goals for Mason Students in grades 3, 4, and 5. We chose grades 3, 4, and 5 because we have historical cohort-specific data from May 2015-June 2019 CAASPP. Our students continuously need high quality instruction, a GVC, and daily MATH experiences.

- Mason's overall grade 3-5 student proficiency on the CAASPP MATH for 2019 shows a 1% increase in students meeting and exceeding standards in MATH.
- 2019: 57% of students in grade 3-5 met/Exceeded Standard MATH and in 2018 56% of students met/Exceeded MATH.

Mason Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- In 2019 Mason's 3rd grade student proficiency on the CAASPP MATH decreased. 2019: 57% met/Exceeded Standard and in 2018 64% of students met/Exceeded MATH. These students are now in grade 5 (9/2020).
- In 2019 Mason's SWD population proficiency level on the CAASPP MATH increased 2019: 8% met/Exceeded Standard and in 2018 4% students met/Exceeded MATH.
- In 2019 Mason's ELL population proficiency level on the CAASPP MATH increased by 2019: 41% met/Exceeded Standard and in 2018 32% of students met/Exceeded MATH.

In support of districtwide initiatives, we are also including an AMO for Black or African American Youth.

*Online Learning Implications

In preparation for offering both online and on-site learning during the 2020-2021 school year, Mason is refining our comprehensive assessment plan to include a school based math assessment (aMath) that can be administered both virtually and in-person. In addition, teachers are providing for multiple assessment opportunities that allow teachers to assess and provide feedback to support students as they move toward mastery. Mason teachers are providing daily synchronous math instruction in multiple formats: whole group, small group and individual instruction.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet or Exceed	41%	51%	CAASPP Math	Annual
June 2021	3-5	Students with Disabilities	Meet or Exceed	8%	15%	CAASPP Math	Annual
June 2021	3-5	Black or African American	Meet or Exceed	54%	70%	CAASPP Math	Annual
June 2021	3-5	Black or African American	Meet or Exceed	Baseline	70%	FAST aMath	Annual
June 2021	3-5	English Learner	Meet or Exceed	Baseline	70%	FAST aMath	Annual
June 2021	3-5	Students with Disabilities	Meet or Exceed	Baseline	30%	FAST aMath	Annual

PLCs

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Teachers will meet by grade level to plan, administer and analyze math instruction and assessments. The addition of aMath, will allow teachers to plan for instruction and interventions in real time. The assessment is administered three times a year on the computer.

Mason Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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				0199-30106-00-1192- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01996M	Teaches will work in Grade levels/PLCS to analyze math data and plan for instruction
*Additional Supports for this Strategy/Activity									
<p>School Assessment Plan - Following a year of incomplete progress data, we have identified a need for a school wide assessment system in mathematics. Identifying screening assessments, common assessments and benchmarks will allow our school team to see progress and address student misconceptions during the school year.</p> <p>The implementation of aMath will provide trimester student data reports as well as intervention support based on individual student needs.</p>									
Tutoring									
*Students to be served by this Strategy/Activity									
Students in grades 3-5 who are at risk/not at standard in Operations and Algebraic Thinking and/or Numbers and Operations.									
*Strategy/Activity - Description									
<p>After school tutoring will be offered to students in grades 3-5 who are at risk/not at standard in Operations and Algebraic Thinking and/or Numbers and Operations. Tutoring will be held three times a week for an eight week session.</p> <p>In Person tutoring will resume when we return to campus for in person learning. While online learning, tutoring will not be provided.</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
	Classroom Teacher Hrly				0199-30106-00-1157- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01996U	Teachers will provide small group tutoring after school hours for students in grade 3-5 in math.

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

For our 2019-2020 SPSA, our English Learner SMART Goals were around improved academic performance on the CAASPP for ELA and the CAASPP for Math for all our 3rd to 5th-grade English Learner students. We also set AMOs for our English Learners around their reclassification via the CELDT. We do not have new CAASPP or CELDT data due to the global pandemic which resulted in school closures and state testing cancelations so these goals are going to be moved forward.

Mason implemented strategies outlined in the 2019-2020 SPSA to serve our students who are learning English. We have found that we need additional supports in order to close the achievement gap. We will continue tutoring, PLCs, targeted professional development, and add new strategies as well. Upon analysis of our instructional program of integrated ELD, we have found that we need to increase supports for our English Language Learners in the form of designated ELD.

*Major Differences

Mason teachers taught dELD to small groups of ELLs. When the Global Pandemic closed schools in March, students did not get targeted dELD from their classroom teachers.

In addition, we have found we need additional data in order to best support our English Learners in math and reading. We will implement aReading and aMath in grades 3-5. This screener and progress monitoring tool will allow teachers to plan for interventions and monitor student growth.

***Changes**

Mason teachers will:

- receive coaching and professional development from ELI-RT in order to implement dELD.
- learn additional strategies for supporting English Language Learners in the curricular areas of reading and writing as a result of working with a Literacy Consultant
- implement dELD for English Language Learners
- analyze reading and math data of English Learners and plan for responsive instruction (aMath and aReading)

***Integrated English Language Development**

Mason teachers will continue to embed iELD instruction throughout the school day.

Through use of the California ELD Standards and the Teachers College Reading and Writing Project: English Language Development Toolkit we will provide integrated ELD.

Classroom Walkthroughs to show evidence of iELD.

***Designated English Language Development**

Mason teachers will participate in site based Professional Development specific for designated ELD instruction

The Principal will work with the ELI-RT to do classroom walkthroughs to show evidence of designated ELD

Mason teachers will implement a dELD block to support English Language Development. The teachers will utilize the Benchmark ELD curriculum.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet or Exceed	21%	35%	CAASPP ELA	Annual
June 2021	3-5	English Learner	Meet or Exceed	41%	51%	CAASPP Math	Annual
June 2021	3-5	English Learner	Meet or Exceed aMath	Baseline	70%	Other (Describe in Objective)	Annual
June 2021	3-5	English Learner	Meet or Exceed aReading	Baseline	60%	Other (Describe in Objective)	Annual

***Identified Need**

On the 2019 CA Dashboard, our English Learner student group is at the Green Performance Level for ELA at 12.4 points above standard. This is a decline of 6.1 points from 2018. Our Current English Learners are 43.7 points below standard (declined 3.2 points) and our Reclassified ELs are 80.3 points above standard - 57.9 points higher than our English Only students. This group is also in the Green Performance Level for Math at 5.3 points above standard which is an increase of 13.6 points! Our Current English Learners are 34 points below standard but increased by 10.3 points and our Reclassified ELs are 53.9 points above standard (an increase of 19.1 points from 2018 and 49.5 points higher than our English Only students).

Due to the global pandemic and school closures we do not have CAASPP or ELPAC data for the 2019-2020 school year. As a school, we have seen a need for more frequent, aligned assessments. We are starting the Fast aReading and a Math in the Winter of 2020/2021.

Mason Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

After a review of data (CAASPP) we have created goals for Mason Students in grades 3, 4, and 5. We built our goals using historical cohort data from the June 2015 CAASPP-June 2019 CAASPP. Our students continuously need high-quality instruction, a GVC, and daily ELA and math experiences. In addition, we have created grade-level specific goals using Running Records for students in grades 3-5 based off of March 2020 reading level data.

- In 2019 Mason's ELL population (grades 3-5) proficiency level on the CASSP increased 2019:21% met/Exceeded Standard and in 2018 20% of students met/exceeded standard in ELA.
- In 2019 Mason's ELL population (grades 3-5) proficiency level on the CAASP MATH increased 2019:21% met/Exceeded Standard and in 2018 20% of students met/exceeded standard in math.

*Online Learning Implications

Mason teachers will provide students with targeted dELD in 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.

If provided, Mason staff will attend online professional development modules to support iELD and dELD.

*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	English Learner	English Learners that are eligible to reclassify will reclassify	90%	95%	Other (Describe in Objective)	Annual

ELIRT Coaching Cycles

*Students to be served by this Strategy/Activity

English Language Learners

*Strategy/Activity - Description

Mason will receive support from our English Language Instructional Resource Teacher:
 This will include: Co-teaching ELD, Lesson Studies, Professional Development, Classroom observations
 Four One Week Coaching cycles with Mason Staff

Classified Staff Support

*Students to be served by this Strategy/Activity

Unduplicated students/English Language Learners

*Strategy/Activity - Description									
<p>The Unduplicated Pupil Percentage at Mason is 69.5%. With this in mind, the site supported the decision to use LCFF monies for additional hours. Classified staff will be trained to administer assessments. This will allow for Mason to assess our students more efficiently in a timely manner. In addition, this will increase the understanding of Assessment Requirements. Classified staff will be asked to attend training to learn how to best support our English Language Learners. Classified staff will be compensated for additional hours when supporting non-English Speaking Families.</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
	Classroom PARAS Hrly				0199-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N019980	Classified Staff will be paid to attend trainings focused on supporting ELLS.
Literacy Consultant									
*Students to be served by this Strategy/Activity									
All Students									
*Strategy/Activity - Description									
<p>The Unduplicated Pupil Percentage at Mason is 69.5%. With this in mind, the site supported the decision to use LCFF monies for professional development opportunities for our staff. Mason Elementary is hiring two consultants from Teachers College Reading and Writing Project (Columbia University). Each grade level will receive 5 days of grade level specific school based professional development.</p> <ul style="list-style-type: none"> - Professional Development: Reading and Writing initial training, mini-lesson, small groups, conferring - Classroom Embedded Teaching and Coaching - Assessment: PD around Administration and Analyzing student work 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Consultants <=\$25K				0199-09800-00-5801-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N01997	Literacy Consultants from TCRWP will embed iELD strategies within Balanced Literacy Training
Tutoring									
*Students to be served by this Strategy/Activity									
All general education students who are at-risk readers. These are students who are not yet reading at grade level as evidenced by TCRWP Running Record Reading Assessments.									

Mason Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Strategy/Activity - Description									
Before or After School Tutoring for Mason students who are at-risk readers. Small group reading intervention, three days a week for eight week sessions.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0199-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01996U	ELs who are below grade level will receive Tutoring in reading.
PLCs									
*Students to be served by this Strategy/Activity									
All Students									
*Strategy/Activity - Description									
All Mason Elementary teachers will meet monthly in grade level PLCs, facilitated by the building administrator. During these meetings, teachers will bring reading data to analyze. Teachers will analyze data, plan for instruction and reflect on instruction. Data from our English Language Learners will be analyzed and instruction will be planned and implemented.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	Funding Source Budget Code		Funding Source	Reference	Rationale			
	Prof&Curriclm Dev Vist Tchr	0199-30106-00-1192-1000-1110-01000-0000		Title I Supplmnt Prog Imprvmnt	Goal 2 - English Language Arts Ref Id : N01996M	In PLCS teachers will focus on ELLs to analyze growth and plan for targeted instruction in content areas and ELD.			
Online Subscriptions									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
Online subscriptions to programs that will support students: In the development of their content knowledge through literacy By providing additional access to literature at home and school and to various levels of fiction and non-fiction texts.									
*Additional Supports for this Strategy/Activity									
Paid out of Discretionary Account									

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

For our 2019-2020 SPSA, our Students with Disabilities SMART Goals were around improved academic performance on the CAASPP for ELA and the CAASPP for Math for all our 3rd to 5th-grade SWD students. We do not have new CAASPP data due to the global pandemic which resulted in school closures and state testing cancelations so these goals are going to be moved forward.

Mason implemented strategies outlined in the 2019-2020 SPSA to serve our students who have disabilities. We have found that we need additional supports in order to close the achievement gap. We will continue PLCs, targeted professional development and increasing our intervention support materials. Upon analysis of our instructional program supporting SWD, we have found that we need to modify our model of providing Special Education Services to include more co-teaching and less pull out instruction.

*Major Differences

In the Fall of 2019 and early 2020, our strategies were implemented to support our students with disabilities. Due to the global pandemic and crisis teaching, our services for SWD reverted to pullout support.

*Changes

In 2020, Mason staff realized we need additional standardized measures to assess student growth and to access data on areas of concern. We will implement the Fast aReading and Fast aMath for all students in grade 3-5. This will give us a baseline level of proficiency and allow us to track student data over the year. In addition, we will be able to access intervention resources for individual students.

Mason Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

We will focus the funding allocated for instructional materials on purchasing intervention reading materials, Fountas and Pinnell Leveled Literacy Intervention kits. We believe this resource will provide additional, explicit intervention in the area of reading and writing. This resource also has an online component to support virtual 1:1 and small group instruction.

Upon analysis of our instructional program supporting SWD, we have found that we need to modify our model of providing Special Education Services to include more co-teaching and less pull out instruction. All pull out services will happen during asynchronous time in order to ensure SWD have access and are included in the grade level curriculum alongside their peers.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or Exceed ELA CAASP	8%	15%	Other (Describe in Objective)	Annual
June 2021	3-5	Meet or Exceed Math CAASP	8%	15%	Other (Describe in Objective)	Annual
June 2021	3-5	Meet or Exceed aMath	Baseline	30%	Other (Describe in Objective)	Annual
June 2021	3-5	Meet or Exceed aReading	Baseline	30%	Other (Describe in Objective)	Annual

*Identified Need

On the 2019 CA Dashboard, our Students with Disabilities group does not have a performance color for ELA or Math. In ELA, they are 111.8 points below standard which is a decline of 7.3 points from 2018. In math, they are at 100.7 points below standard which is an increase of 19 points from 2018. SWD are underperforming in comparison to students without disabilities.

- In 2019 Mason's SWD population (grades 3-5) proficiency level on the CAASP MATH increased by 2019:8% met/Exceeded Standard and in 2018 4% of students met/Exceeded MATH.
- In 2019 Mason's SWD population (grades 3-5) proficiency level on the CASSP increased by 2019:8% met/Exceeded Standard and in 2018 4% of students met/Exceeded ELA.

In 2020, Mason's staff realized we need additional standardized measures to assess student growth and to access data on areas of concern. We will implement the Fast aReading and Fast aMath for all students in grades 3-5. This will give us a baseline level of proficiency and allow us to track student data over the year. In addition, we will be able to access intervention resources for individual students.

*Online Learning Implications

Due to the Global Pandemic and the shift to online education, IEP Services will be provided in the Online Learning Setting. All staff will be working as a team to support all students to accelerate their learning. Additionally, educators will be receiving professional learning on how to implement IEP services online.

*Annual Measurable Outcomes									
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	TK-5	Students with Disabilities	Meet/Exceed Yearly IEP Goals	Varies	100%	Progress Reports on IEP Goals	Annual		
Professional Development for Classified Staff									
*Students to be served by this Strategy/Activity									
Students with Disabilities who are also classified as unduplicated students and who are served by SETs and SEAs									
*Strategy/Activity - Description									
Classified staff will be asked to attend professional development with a focus on reading instruction and creating safe, inclusive collaborative school environments.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom PARAS Hrly				0199-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N019980	Classified Staff will participate in Staff Meeting and Professional Development
Additional Support for Certificated Staff									
*Students to be served by this Strategy/Activity									
Students with Disabilities									
*Strategy/Activity - Description									
Mason staff will participate in PLCs, attend professional development from Literacy Consultants in order to broaden their ability to serve all students. Mason Education Specialists will attend job specific professional development.									
Online Literacy Subscriptions									
*Students to be served by this Strategy/Activity									
All Students									
*Strategy/Activity - Description									
Online subscriptions to programs that will support students in the development of their content knowledge through literacy and will provide additional access to literature at home and school and to various levels of fiction and non-fiction texts.									

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

All Students

***Strategy/Activity - Description**

Books to increase classroom libraries: Genre, Levels, Diversity

Instructional Materials

Math Manipulatives

Curriculum Needs: Professional Texts

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	Increase the percentage of students meeting or exceeding grade level standards	Baseline	100%	Grades	Annually

***Goal 6 Supporting Black Youth - Additional Goals**

- ✓ Beginning in the Fall of 2020, Mason site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ In 2020-21 school year, Mason will develop and implement a site-specific system for tracking classroom referrals.
- ✓ Mason will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ Mason 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.
- ✓ In the 2020-21 school year, Mason will develop and implement a site-specific system for tracking school police detainments.
- ✓ The staff diversity goal at Mason is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

At our school site we understand the importance of supporting the academic and social emotional needs of our Black Youth. Historically this group has been small at our school site, so we have limited access to State level data. We will be using our Equity Team to develop site based metrics to determine ways to best support these students.

*Online Learning Implications						
At Mason we will create 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.						
Equity Team						
*Students to be served by this Strategy/Activity						
Black Youth						
*Strategy/Activity - Description						
Mason Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth. Our school counselor will partner with district resources and the Principal to lead this committee. The Equity Team will meet no less than 4 times in the school year. We will focus on understanding historical racism, our own bias and how to support our black and brown youth.						
*Proposed Expenditures for this Strategy/Activity						
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor	0199-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01991X	Co-lead Equity team with Principal and Restorative Practices Department
Schoolwide Professional Development Focused on Supporting Black Youth						
*Students to be served by this Strategy/Activity						
Black Youth						
*Strategy/Activity - Description						
Mason staff will be provided with professional development focused on increasing cultural competency and culturally relevant teaching. The principal will work with the Equity team in order to provide targeted professional learning opportunities that will support and lift up our black and brown youth!						
Book Study Focused on Supporting Black Youth						
*Students to be served by this Strategy/Activity						
Black Youth						
*Strategy/Activity - Description						
The principal will offer staff opportunities to join 3 book studies throughout the School Year. A few of the books we are currently considering are: <ul style="list-style-type: none"> • "Culturally Responsive Teaching and the Brain" -Zaretta Hammond 						

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- "How to Be and Antiracist" - Ibram X. Kendi
- "We Want to Do More Than Survive" - Bettina Love
- "White Privilege" -Robin DiAngelo

Our goal is to read, discuss and explore how these texts can guide us in supporting black youth at Mason and in the larger community.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0199-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N019948	We will use funds to purchase professional texts.

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**

For the 2019-2020 school year, our SPSA Parent Involvement and Community Engagement SMART Goals were around increasing the number of events that parents participated in and two metrics on the CAL-SCHLS report. The last CAL-SCHLS report we have is from 2018-2019 and the survey was not able to be completed in 2020 due to the pandemic so we are moving those goals forward.

Our site-based metric was that by June 2020, Mason will increase the number of events for family participation from eight events to 15 events We were able to hold 17 parent engagement activities from the start of school until site closures in mid-March.

We held a variety of events for family connections. We held two Western BBQs, a Meet the Teacher Night, six Principal Coffees, six Family Learning Mornings/Evenings, and two Parent in Partnership Events. We had a great turnout for the morning events. We always held a night event that was a repeat of the morning event, however, we did not have any parents attend our nighttime events.

Mason implemented strategies outlined in the 2020-2021 SPSA to increase family engagement. We leveraged our counselor to facilitate parent partnership programs and to be a resource for parents who need support and guidance regarding the specific needs of their child. We also worked to increase the number of parent engagement opportunities and were able to make and distribute copies of our Students/Parent Handbook to all families. Upon analysis, we have decided to work toward increasing parent communication and opportunities for parents to be engaged at Mason.

***Major Differences**

Due to the Global Pandemic which resulted in school closures, we were unable to complete all of our family events. We also were not able to send out the CAL-SCHLS parent survey.

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After holding evening events for parents where no one attended, we canceled the remaining events for January - June. We planned to come together as a site to figure out how we can best communicate with our families. The pandemic and site closures have changed some of our plans but we are making modifications to fit the needs of everyone.

*Changes

- In order to increase family involvement and voice, we are adding opportunities for our families to participate in the Educational Program that Mason offers.
- We have increased counselor time in order to add family support and outreach from .5 to .8. This will allow for 4 days a week of counselor support.
- Principal coffees will be held monthly in conjunction with our PTA to involve more families in decision making.
- While schools are closed, Family learning opportunities will be held bi-monthly via Zoom. When we return to in-person learning and it is safe to do so, Family Learning Opportunities will be held on site, monthly.
- For Distance Learning, we will implement these events in a Zoom format to allow for off-site participation.
- Due to online learning, we are also focusing on getting as many parents as possible connected virtually to Mason Elementary. We set a goal to get current parent contact information into PowerSchool so we can reach more families.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of events for family participation	8 events	15 events	Other - Describe in objective
June 2021	Other (Describe in Objective)	Increase the number of guardians that receive school communication via PowerSchool	78%	88%	CAL - SCHLS (CSPS)

*Identified Need

Mason Elementary data on the California School Parent Survey from 2019 showed the following:
 90 percent (50% strongly agreed and 41% agreed) of parents felt well informed about school activities
 90 percent (53% strongly agreed and 37% agreed) of parents felt that teacher communicated with parents
 During the 2018-2019 school year, Mason families asked for more parent education events and for them to be at varied times to accommodate working/non-working families. However, no one attended the events we offered. We plan to utilize the convenience of Zoom and provide parent learning opportunities via Zoom.

We have also noticed that not all families have current emails in PowerSchool. This poses as issue with parents receiving important information, especially when all school communication is via an online platform. We have added an additional platform for school communication: Class Dojo and the staff is working to get all of the current emails input into PowerSchool.

Mason Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Currently, Mason is working to form a functioning ELAC to advise the principal about needs of English Language Learners and the parental needs of English Language Learners

*Online Learning Implications

Due to the pandemic, our District has supported schools and families by hosting a District Welcome Week during the first week of school 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. Our Attendance and Equity team are ensuring that internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Create a functioning ELAC	0%	100%	Committee Attendance

Counselor

*Families to be served by this Strategy/Activity

All Families

*Strategy/Activity - Description

- Facilitate parent partnership programs: Positive Parenting and Monthly Parent Workshops
- Resource for parents who need support/guidance regarding needs for their student
- Meet with parents in order to support Mason students
- Member of the Mason Attendance Team
- Work with students 1:1 to provide mental health support
- Teach lessons in classrooms using SEL curriculum.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01991Y	School Counselor	0.01000	\$870.72	\$1,301.88	0199-30103-00-1210-3110-0000-01000-0000	Title I Parent Involvement	[no data]		Mason School counselor will work with families and students to support: Mental Health SEL Attendance

Parent Engagement Opportunities									
*Families to be served by this Strategy/Activity									
All Families									
*Strategy/Activity - Description									
<ul style="list-style-type: none"> • Monthly Parent Engagement Classes at Mason. Each topic will offered once in the morning. Topics cover: Math, Reading, Wellness • Coffee with the Principal/PTA: Monthly opportunity for the Principal to meet with families to share school information and to listen to family input/needs. • Meet the Teacher Night via Zoom: Before School opportunity for a meet and greet to build relationships. • Curriculum Night: Opportunity for parents to learn about the instructional program at Mason. • Virtual School Assemblies • Parent Teacher Conferences 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01992E	Supplies		\$63.00	\$63.00	0199-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for family engagement meetings. Materials and Refreshments.
N01992Z	Inservice supplies		\$433.00	\$433.00	0199-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parent Education Meetings, Books, Refreshments
Interprogram Svcs/Duplicating									
*Families to be served by this Strategy/Activity									
All Families									
*Strategy/Activity - Description									
This will allow for us (Mason School) to make and distribute copies of our Student/Parent handbook, Title I Parent Compact and Title I Family Engagement Policy. In addition this will allow for us to provide packets of parent resources and materials as needed.									
Communication Activities									
*Families to be served by this Strategy/Activity									
All Families									

*Strategy/Activity - Description									
<p>Monthly School Newsletters distributed via Dojo and School Messenger Weekly school phone calls via school messenger to promote events and remind parents of opportunities Monthly paper calendar for families with school events (PTA, ASB and Mason) Facebook presence to promote events on social media</p>									
Translation/Interpretation at Family Events									
*Families to be served by this Strategy/Activity									
All non-English or limited-English speaking families									
*Strategy/Activity - Description									
Classified staff will interpret during meetings and translate needed documents to support families.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0199CR	Other Support Prsnl PARAS Hrly		\$226.00	\$300.10	0199-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Classified staff will provide translation and interpretation services.

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

For our 2019-2020 SPSA, our Graduation Rate SMART Goals were:

By June 2020, at least 75% fourth graders will meet or exceed level S as evidenced by TCRWP Running Records.

By June 2020, at least 75% fifth graders will meet or exceed level U as evidenced by TCRWP Running Records.

We were able to collect data with TCRWP Running Records through March 2020. Based on that data, we saw that :

56% of our Fourth Graders (47/84) were meeting or exceeding March Grade Level Standards (Level R)

64% of our Fifth graders (44/69) were meeting or exceeding March Grade Level Standards (Level U).

As we do not have data through the end of the year, we will be moving goals forward based on the data that we do have available.

Mason implemented strategies outlined in the 2019-2020 SPSA to serve our students in English Language Arts. We were able to track reading growth for all students from September 2019-March 2020. All of our 4th and 5th grade readers made progress. However, we have found that we need additional supports in order to close the achievement gap. We will continue tutoring, PLCs, targeted professional development, and add an additional reading assessment.

*Major Differences

During the 2019-2020 school year, resources were re-allocated from travel conference to Local Conference to allow teachers to attend professional conferences aligned to our GVC and ELA goals via Zoom. We will continue this in 2020-2021. As result of classroom observations, teacher

Mason Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

conversations and consistent data review, it was realized that not all staff had previous opportunities for professional development related to our implemented GVC.

In 2019-2020, we worked with literacy consultants at the school site which allowed us to work with students in a coaching model. In March, our professional development shifted from in person and via Zoom.

We implemented a common reading assessment to be administered at 3 common checkpoints throughout the school year for monitoring and consistency.

*Changes

We are allocating additional resources to support our ELA goal in order to increase student achievement.

- Consultants from Teachers College to provide needed training for re-launch of ELA curriculum with a focus on Balanced Literacy.
- Increased counselor time in order to support SEL and individual student needs.
- Local Conference for teachers to attend off site Professional Development aligned to school goals
- Implementing an additional reading assessment, aReading, to get a baseline and progress monitoring data.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Meet or Exceed Grade Level Expectations on aReading	Baseline	70%	Other (Describe in Objective)	Annual
June 2021	3	Meet or Exceed Level P on IRR	Baseline	70%	Other (Describe in Objective)	Annual
June 2021	4	Meet or Exceed Level R on IRR	Baseline	70%	Other (Describe in Objective)	Annual
June 2021	5	Meet or Exceed Level U on IRR	Baseline	70%	Other (Describe in Objective)	Annual

*Identified Need

After a review of data (2019 CAASPP and Reading Levels), we have created goals for Mason Students in grades 3, 4, and 5. Our students continuously need high-quality instruction, a GVC, and daily ELA experiences.

Due to the global pandemic, we were unable to administer the CASSPP and the EOY Running Record Reading Assessments at the end of the 2019-2020 school year. For the 2020-2021 school year, we will be implementing an online reading test: aReading that will allow us to progress monitor, set goals, and provide aligned interventions for students.

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- Mason's overall grade 3-5 student proficiency on the CAASPP for 2019 shows a 2% decrease in students meeting and exceeding standards in ELA
- In 2019 Mason's 3rd-grade student proficiency on the CASSPP decreased 2019:46% met/Exceeded Standard and in 2018 56% of students met/exceeded ELA.
 - Classroom-based measurement: 65% 3rd-grade readers met End of Grade Level Proficiency.
- In 2019, Mason's 4th-grade student proficiency on the CASSPP decreased 2019:64% met/Exceeded Standard and in 2018 65% of students met/exceeded ELA.
 - Classroom-based measurement: 54% 4th-grade readers met End of Grade Level Proficiency.
- In 2019 Mason's 5th-grade student proficiency on the CASSP increased 2019:68% met/Exceeded Standard and in 2018 64% students met/exceeded ELA.
 - Classroom-based measurement: 53% 5th-grade readers met End of Grade Level Proficiency.
- In 2019 Mason's SWD population proficiency level on the CASSP increased 2019: 8% met/Exceeded Standard and in 2018 4% of students met/exceeded ELA.
- In 2019 Mason's ELL population proficiency level on the CASSP increased 2019: 21% met/Exceeded Standard and in 2018 20% students met/exceeded ELA.

*Online Learning Implications

Our school counselor will support the varying needs of all students. At the Elementary level, our 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. Our Counselor is a key member of the Mason Attendance Team as well as the Mason Equity Team. Both Teams work to support students to create an environment where students feel safe and a sense of belonging.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	meet or exceed	Baseline	60%	Other (Describe in Objective)	Annual
June 2021	3	Students with Disabilities	meet or exceed	Baseline	30%	Other (Describe in Objective)	Annual
June 2021	3	Black or African American	meet or exceed	Baseline	75	Other (Describe in Objective)	Annual

Supports for Classroom Teachers

*Students to be served by this Strategy/Activity

All Students will benefit from these strategies

Mason Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Strategy/Activity - Description									
All Mason teachers will participate in: PLCs, Professional Development provided by Literacy Consultants and ELI-RTs. Please see in-depth descriptors in the ELA section of the SPSA.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Consultants <=\$25K				0199-09800-00-5801-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N01997	Teachers will participate in year long professional development in the area of reading provided by the TCRWP consultants.
	Prof&Curriclm Dev Vist Tchr				0199-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01996M	Teachers will be provided substitute coverage to attend PLC meetings. At these meetings teachers will analyze data and plan for reading instruction.
Supports for Students									
*Students to be served by this Strategy/Activity									
All Students									
*Strategy/Activity - Description									
All Mason students will have access to online literacy programs to increase access to leveled text at home and at school. All Mason students will have access to classroom instructional materials purchased to support literacy instruction. Mason general education students who are not at standard in reading will: Be offered before/after school tutoring for targeted small group reading intervention									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0199-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01996U	Students in grade 3 that are reading below grade level will receive after school tutoring by Mason Teachers.
	Supplies				0199-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0199BG	Students will benefit from additional leveled texts and intervention materials that will be purchased.

STEAM

Our Vision

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

STEAM Belief Statement

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Mason Elementary School is in the first stage of STEAM implementation. In the summer of 2020, Mason teachers in grades K-3 attended STEAM training provided by San Diego Unified School District. Moving forward, Teachers and the Principal will attend STEAM Trainings.

The Mason teachers who have attended the first level of STEAM training will meet with SGT to discuss what it means to be a STEAM school. We will use the 2020-2021 school year to plan for implementation in the Spring of 2021 and Fall 2021.

Teachers will build capacity by sharing best practices with colleagues. They will also begin to implement the STEAM curriculum. Our goal will be to have a STEAM block within the daily schedule, reserving a minimum of 3 hours per week to implement the STEAM Curriculum.

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

Online Learning:

What system does your site have for pupil outreach and re-engagement?

At Mason Elementary School, we have many systems to engage and support students and families. The Attendance Team is composed of the principal, office staff and counselor. Our purpose is to track attendance, follow up daily with phone calls/emails as well as conduct home visits as needed. We are forming an Equity Team that will work together to focus on black youth to determine barriers and strategies to support students in relation to engagement, participation and a sense of community. When needed, we reach out to the Student Support Team (District Led) for guidance and leadership in reaching students and families. To communicate with our community, we use School Messenger, Class Dojo, Social Media and School Signage. Our communication methods are accessible by our community and provide translation as needed. In addition, our school, Mason, is providing weekly in person support (school office is currently open Tuesday and Thursday, with hopes to expand soon). We have been providing computer support, registration support, school supplies and material distribution.

How are staff being trained to engage students? Relationship-building via online learning?

Staff have participated in online professional development to familiarize themselves with various platforms such as SeaSaw, Google Classroom, Zoom etc. Teachers are participating in PLCs to share instructional engagement strategies that are successful in the online platform. Ongoing professional learning is being designed to deepen online engagement for students. Teachers have specific schedules that include daily/weekly class meetings to build classroom communities based on trust. All staff are hosting daily/weekly office hours to ensure differentiated support is available to all students and families.

How will the School ensure equity and consistency from classroom to classroom when taking attendance in combined settings?

I will ensure equity and consistency in attendance taking across settings by 1) ensuring all staff have clarity about attendance procedures 2) communicating the importance of and the threshold for which attendance is measured 3) mobilizing an “attendance team” to re-engage students and families when students are absent 4) charging both classroom teachers and clerical staff to follow up with students who are absent.

How will the school ensure that processes are accessible to all parents and families (distribution method, internet accessibility, various languages)?

In order to ensure equitable access for our students and families, we have a variety of opportunities available. Material and Supply distribution is available in a walk-up or drive through experience. Grade levels are also holding bi-weekly book and material distribution for families after synchronous learning time. If families cannot make the assigned time, they may come during an alternate time frame. Additionally we have been making home deliveries to families that cannot make it to the school site. In order to communicate with families, we use a variety of platforms. All of the platforms are able to communicate with families in their chosen language. We use phone calls, emails and social media to reach as many families as possible. In the case that some of our families do not have internet access, we are able to direct them to the SDUSD Technology Family Support Line. Additionally, we have and will continue to provide face to face support at the school site twice a week.

What specific leadership action will you take to meet SPSA during online learning?

As a site leader, I will continue to check in with grade level PLCs on Zoom to ensure ongoing, student centered collaboration and planning is vertically aligned and differentiated to ensure success of all students. I will continuously monitor attendance and participation with my attendance team. I will prioritize my schedule to ensure classroom observations are frequent and I will provide timely, individualized feedback to my teachers. I will virtually sit side by side with my teachers to support, encourage and push them forward by continuing to build quality relationships with my staff.

Master Schedule:

The administrator will create a Master Schedule that considers student needs. In collaboration with teachers, the administrator scheduled students strategically with appropriate supports.

School Assessment Plan:

In collaboration with ILT, the administrator created a school wide assessment schedule for reading, writing and math. We are implementing aMath and aReading in order to gain more data based on student performance.

The administrator leads, oversees and ensures regular assessment of progress is occurring and that instruction is responsive to classroom assessments.

Student Monitoring:

The administrator will conduct monthly data monitoring meetings with each classroom teacher with a focus on ELs and SWDs. The administrator will facilitate and participate in Grade Level PLC meetings. PLCs meet every 5 weeks with a focus on student progress in the area of reading. TK-5 teachers assess students using running records in order to ensure students are in just right books and to provide intentional, focused small group and individualized instruction. Teachers bring their data to the PLC meetings so that the team can analyze data, celebrate student growth and plan for instructional next steps. Our PLCs process four guiding questions: What is it we want our students to learn? How will we know if each student has learned it? How will we respond if students don't learn it? How will we extend learning for students who have reached proficiency?

Our PLCs are currently being held virtually and will return to in person meeting when deemed safe.

Targeted Professional Development:

The administrator leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The site administrator along with the ILT will continue to focus on creating a collaborative, learning focused environment for teachers and students. The administrator and ILT will plan, lead and participate in professional development that aligns with school goals. The administrator will support members of the Instructional Leadership Team in planning and leading site based professional development. 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.
- The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

Mason has contracted with Columbia University: Teachers College Reading and Writing Project to lead site based, classroom embedded professional development for teachers in grade TK-5 over the course of 5 days with a focus on balanced literacy.

Monthly operational staff meetings will focus on creating safe, inclusive and collaborative school environment for all students, families, staff. Topics: PBIS implementation, school safety plan, analyzing student survey data, SS/RTI process.

Monthly Professional Development will focus on creating and implementing a robust balanced literacy model in all classrooms. Topics: Analyzing student reading to plan for student goal setting, whole class and small group instruction and feedback. Providing explicit focused instruction through 1:1 conferring and small group reading lessons.

The administrator will support and participate in coaching cycles hosted by the Office of Language Acquisition focused on supporting English Learners with dELD.

Monitoring Instructional Content, Pedagogy and Student Engagement:

The site administrator will work alongside all members of the Instructional Leadership Team (ILT) to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All staff knows students' learning needs and can recognize if instruction is impacting learning.

Parents/ Community:

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

Student Intervention Support

The administrator will collaborate and support classroom teachers and the school counselor in:

- Implementing assessment cycles with progress monitoring
- Analyzing reading data, plan for small group instruction
- Designing intervention groups for additional reading instruction

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Mason Budget Summary

DESCRIPTION

AMOUNT

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

\$ 68,283.34

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)

\$ 172,709.76

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)	\$49,210.62
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$49,210.62

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)	\$55,215.80
[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): \$ 55,215.80

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 172,709.76

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Mason Elementary	09800 LCFF Intervention Support		2151	Classroom PARAS Hrly		\$ 1,204.00	
			3000			\$ 394.80	
			4301	Supplies		\$ 23,617.00	
			5207	Travel Conference		\$ 5,000.00	
			5801	Consultants <=\$25K		\$ 25,000.00	
	09800 LCFF Intervention Support Total						\$ 55,215.80
	30100 Title I Basic Program	School Counselor		1210	Counselor	0.4900	\$ 42,665.28
		School Counselor		3000			\$ 21,126.08
				4301	Supplies		\$ 2,394.00
	30100 Title I Basic Program Total						0.4900 \$ 66,185.36
	30103 Title I Parent Involvement	School Counselor		1210	Counselor	0.0100	\$ 870.72
		School Counselor		3000			\$ 431.16
				2281	Other Support Prsnl PARAS Hrly		\$ 226.00
				3000			\$ 74.10
				4301	Supplies		\$ 63.00
			4304	Inservice supplies		\$ 433.00	
30103 Title I Parent Involvement Total						0.0100 \$ 2,097.98	
30106 Title I Supplmnt Prog Imprvmnt			1157	Classroom Teacher Hrly		\$ 12,266.00	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 25,350.00	
			3000			\$ 8,384.62	
			4301	Supplies		\$ 3,210.00	
30106 Title I Supplmnt Prog Imprvmnt Total						\$ 49,210.62	
Grand Total					0.5000	\$ 172,709.76	

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Mason Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

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

Mason Elementary has developed a written Title I parent and family engagement policy with input from Title I parents. Parental input from various parent meetings including but not limited to Parent/Teacher Association (PTA), Parent Coffees, and Site Governance Team are shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the development of this policy.

This policy will be distributed electronically to parents of Title I students. The policy will be explained and distributed at our fall Curriculum night. It will be sent home via school messenger to all Mason families.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Involvement of Parents in the Title I Program

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This is typically done in connection with our fall Curriculum Night parent meeting. For 2020-2021, the Title I parent meeting will be held in an online format.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings at Mason Elementary are held on various days of the week. Some meetings are held before or during school. Occasionally evening meetings are also held.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- The school provides parents of Title I students with timely information about Title I programs. The school bulletin boards, school newsletter, flyers, phone calls, marquee, social media and website are used to advertise parent meetings and training sessions offered at our school and off site such as: the District Advisory Council and English Language Advisory Council (both held at Harold J. Ballard Parent center), Mira Mesa Cluster Meetings and other trainings held throughout our district. In 2020-2021, a majority of community meetings will be held in an online format.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Curriculum Night, Family Learning Days, Parent/Teacher conferences and report cards are a few ways in which our school informs our parents. Parents are also notified annually of individual assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.
- 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 parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

Title 1 School Parent Compact:

Mason Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

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

The School Site Council team meets once a year to review the Home School-Parent Compact. We post the Compact on our website so all parents and teachers can refer to it. School staff review Compact during a staff meeting with any suggestions regarding revisions and parents are invited to School Site Council to give input on any needed revisions. School staff present the School-Parent Compact during the Curriculum Night the first month of school.

Building Capacity for Involvement:

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During our Curriculum Night, during the first month of school, school staff provide an in depth out line 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 Title I parents with materials and training to help them work with their children to improve their children's achievement. During the school year school staff will provide parent training (Family Learning Days) to discuss how to support students with academic progress. We will provide sessions that target bullying, homework, writing and understanding of assessments that are administered during the year such as ELPAC, CAASSP, GATE and DRA.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. During the school year school staff work together to support how to work with families that are economically disadvantage, have students with special needs, and explain academic progress in parent friendly language.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Mason Elementary provides written and oral information to families in both Spanish and English. We have one office staff member that is bilingual, so they can communicate with our families. Translation is also provided to better service our families. In addition, our school newsletters are sent electronically with the ability to be translated into multiple languages.

Accessibility

Mason Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Our school provide a variety of communication modes to get our information out to community and families. Here is a sample of how we reach out to families:

- Notices/Flyers home
- School Messenger
- Marquee Announcements
- Social Media
- School Newsletters
- Zoom Meetings

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]).

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.

This policy was adopted by Mason Elementary School on 10.1.2020 and will be in effect for the period of October 2020-August 2021.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: Ocotober 15th, 2020.

Jesse Harrison

Principal, Mason Elementary School

Signature of authorized official here

/Jesse Harrison/

APPENDIX C

SCHOOL PARENT COMPACT



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

MASON ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

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

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

How does the school address this?

- Teachers will communicate with parents via written progress reports per the district reporting schedule three times per year.
- Teachers will communicate with parents on an individual basis as needed: weekly, bi-monthly, or monthly.
- Parent teacher conferences will be for one week during November and March. Additional conference are scheduled as needed in throughout the school year.
- Teachers are available to parents before or after school daily.
- Teachers are available for appointments throughout the week and will accomidate parents as needed.

- The principal invites parents to conference regarding any concerns they may have about the school or their child's education.
- Teachers accept phone conferences and are available via email during the non-instructional day.

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

The school provides Title I, 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?

- Principal provides an overview of standards, curriculum and assessment at Curriculum Night.
- Teachers provide assistance in understanding the content standards, assessments, and how to monitor and improve achievement during Back-to-School night presentations. They also include tips and ideas for supporting students at home.
- Teachers provide assistance in understanding the content standards, assessments, and how to monitor and improve achievement during the parent teacher conferences in November and March.
- Parent/Teacher Conferences
- Title I Parent meeting
- Coffee with the Principal
-

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

- When teachers meet with parents during parent teacher conferences they train them on how to best support their child at home.
- At least four parent/family workshops are held per year by the principal. The beginning of the workshop trains parents on best practices within the classroom and how they can connect to that learning at home. Then parents go into their child's classroom to see their new learning in action and try-on strategies discuss in the workshop.
- Parent Teacher Conferences, twice annually
- Family Friday: Parents learn High Impact Home Strategies and visit classrooms

With the assistance of Title I, 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?

- Staff members are continually encouraged to create equal partnerships with parents.
- Parent participation rates are collected for each classroom and monitored. When there are trends of low participation, staff members meet to brainstorm ways to increase parent engagement.
- Staff members are encouraged to connect with parents during morning duty and at school and PTA events. This fosters stronger relationships and makes them more approachable to parents.
- Site Governance (SSC and SGT)
- English Learner Advisory Council (ELAC)

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

- At least four parent/family workshops are held per year by the principal. The beginning of the workshop trains parents on best practices within the classroom and how they can connect to that learning at home. Then parents go into their child's classroom to see their new learning in action and try-on strategies discussed in the workshop.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand in which ways?

- Whenever possible the school translates flyers, notices, and meeting agendas in a language/s the parent can understand.
- Translation offered and provided to all parents to allow for full participation in Parent/Teacher Conferences.
- Weekly Communication via Class Dojo and School Messenger

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members in which ways?

- The front office staff maintain a welcoming environment for parents. The record any requests and share that information with the appropriate staff. Those requests are followed up in a timely manner.
- Parents organize and host events, fundraisers and celebrations through the PTA.

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

- The school tries to recruit parents with limited English proficiency, parents with disabilities, and parents of migratory students to hold positions on school committees to ensure there is wide representation of stakeholder input.
- The school has an English Learner Advisory Committee (ELAC) that advises the principal and staff in the development of the site plan for English learners.
- Translation is offered and provided to all parents to allow for full participation in parent/teacher conference

This Compact was adopted by the Mason Elementary on October 1, 2020, and will be in effect for the period of 2020-2021 School Year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 30, 2020.

Jesse Harrison

Signature of authorized Official here:

/Jesse Harrison/ /10.5.2020/

10/5/20

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

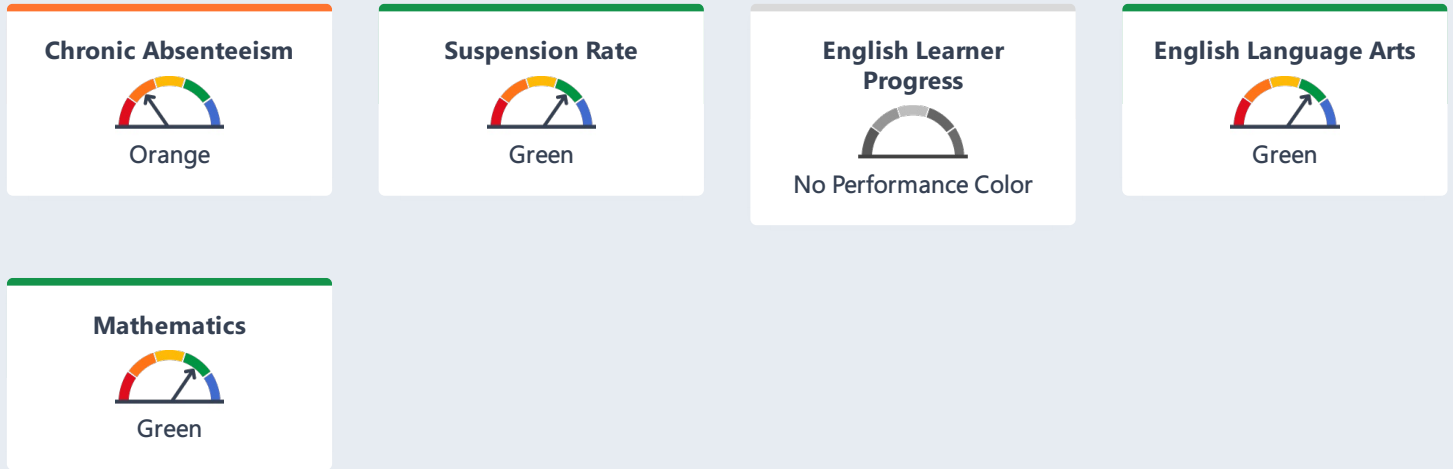
Reclassification data results can be requested from the school site.

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.

Mason Elementary

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



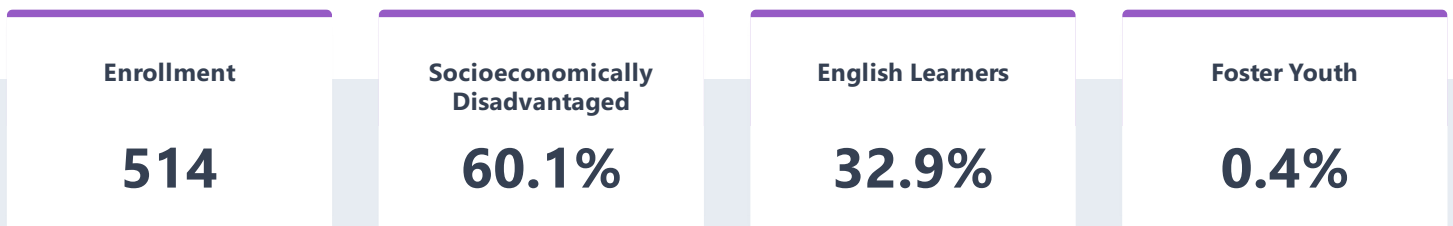
School Details

NAME Mason Elementary	ADDRESS 10340 San Ramon Drive San Diego, CA 92126-3235	WEBSITE http://www.sandi.net/m...	GRADES SERVED K-5
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MASON ELEMENTARY

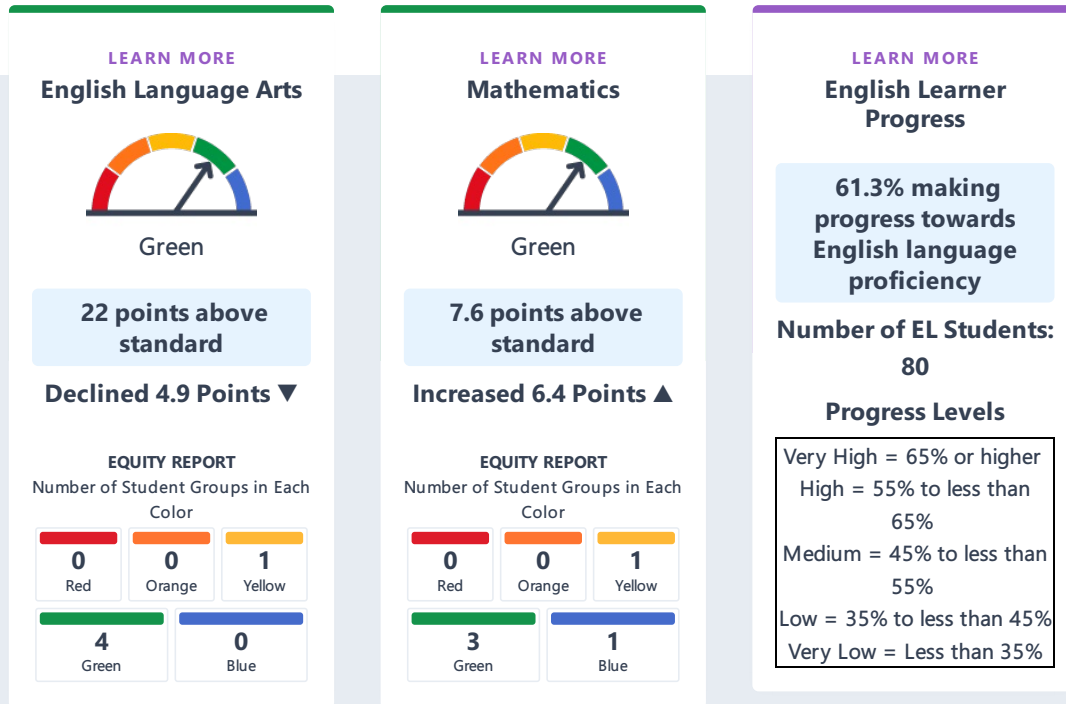
Student Population

Explore information about this school's student population.



Academic Performance

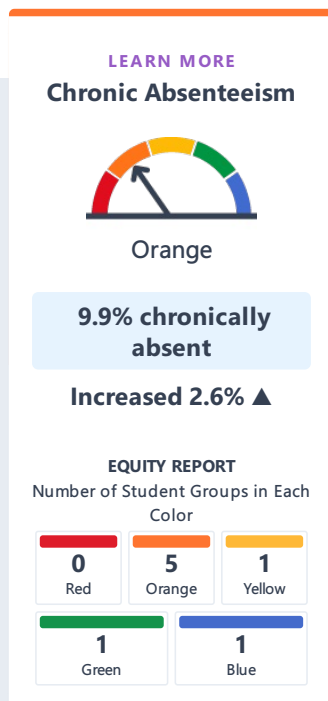
View Student Assessment Results and other aspects of school performance.



MASON 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

0.7% suspended at least once

Declined 0.6% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	0 Yellow
2 Green	6 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



Green

22 points above standard

Declined 4.9 Points ▼

Number of Students: 223

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Socioeconomically Disadvantaged



Green

Asian

English Learners

Filipino

Hispanic



Blue

No Students



No Performance Color

African American

American Indian

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

21 points above standard

Declined 30.6 Points ▼

Number of Students: 21

Students with Disabilities



No Performance Color

111.8 points below standard

Declined 7.3 Points ▼

Number of Students: 24

White



No Performance Color

5.8 points above standard

Increased 12.9 Points ▲

Number of Students: 29

Socioeconomically Disadvantaged



Yellow

1 points above standard

Declined 10.2 Points ▼

Number of Students: 142

Asian



Green

58.3 points above standard

Declined 24 Points ▼

Number of Students: 35

English Learners



Green

12.4 points above standard

Declined 6.1 Points ▼

Number of Students: 95

Filipino



Green

47 points above standard

Declined 16.6 Points ▼

Number of Students: 42

Hispanic



Green

0.2 points above standard

Increased 7.8 Points ▲

Number of Students: 84

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

17.3 points above standard

27 points above standard

22 points above standard

English Language Arts Data Comparisons: English Learners

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


Current English Learners	Reclassified English Learners	English Only
43.7 points below standard	80.3 points above standard	22.4 points above standard
Declined 3.2 Points ▼	Declined 8.8 Points ▼	Declined 5.4 Points ▼
Number of Students: 52	Number of Students: 43	Number of Students: 116

Mathematics

All Students

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

All Students


Green

7.6 points above standard







Increased 6.4 Points ▲

Number of Students: 222

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

 Red No Students	 Orange No Students	 Yellow Socioeconomically Disadvantaged
 Green Asian English Learners Hispanic	 Blue Filipino	 No Performance Color African American American Indian Foster Youth Homeless Two or More Races



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

7.3 points above standard

Increased 12.7 Points ▲

Number of Students: 21

Students with Disabilities



No Performance Color

100.7 points below standard

Increased 19 Points ▲

Number of Students: 24

White



No Performance Color

7.7 points below standard

Declined 5.6 Points ▼

Number of Students: 29

Socioeconomically Disadvantaged



Yellow

12.2 points below standard

Maintained 1.1 Points

Number of Students: 141

Asian



Green

33.7 points above standard

Declined 11.3 Points ▼

Number of Students: 35

English Learners



Green

5.3 points above standard

Increased 13.6 Points ▲

Number of Students: 94

Hispanic



Green

19.3 points below standard

Increased 8.7 Points ▲

Number of Students: 84

Filipino



Blue

47.2 points above standard

Increased 12.1 Points ▲

Number of Students: 41

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	10.1 points above standard	1.2 points above standard	7.6 points above standard

Mathematics Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
34 points below standard	53.9 points above standard	4.4 points above standard
Increased 10.3 Points ▲	Increased 19.1 Points ▲	Maintained -1.6 Points
Number of Students: 52	Number of Students: 42	Number of Students: 116

English Learner Progress Indicator

All English Learner Students

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

[LEARN MORE](#)

English Learner Progress

61.3% making progress towards English language proficiency

Number of EL Students: 80

Performance Level High

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.

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



Orange

9.9% chronically absent

Increased 2.6% ▲

Number of Students: 563

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

No Students



Orange

Asian

Students with Disabilities

English Learners

Socioeconomically Disadvantaged

White



Yellow

Two or More Races



Green

Hispanic



Blue

Filipino



No Performance Color

American Indian

African American

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American



No Performance Color

13.8% chronically absent

Increased 0.9% ▲

Number of Students: 29

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

0% chronically absent

Declined 7.7% ▼

Number of Students: 11

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian



Orange

10% chronically absent

Increased 8% ▲

Number of Students: 100

Students with Disabilities



Orange

11.9% chronically absent

Increased 3.5% ▲

Number of Students: 59

English Learners



Orange

8.3% chronically absent

Increased 3.1% ▲

Number of Students: 181

Socioeconomically Disadvantaged



Orange

10.2% chronically absent

Increased 2.6% ▲

Number of Students: 343

White



Orange

16.7% chronically absent

Increased 9% ▲

Number of Students: 90

Two or More Races



Yellow

10.8% chronically absent

Declined 0.5% ▼

Number of Students: 65

Hispanic



Green

9.2% chronically absent

Declined 1.2% ▼

Number of Students: 184

Filipino



Blue

2.4% chronically absent

Maintained 0.3%

Number of Students: 82

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

0.7% suspended at least once

Declined 0.6% ▼

Number of Students: 583

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups



Red

No Students



Orange

Hispanic



Yellow

No Students



Green

Two or More Races
Socioeconomically Disadvantaged



Blue

African American
Asian
English Learners
Filipino
Students with Disabilities
White



No Performance Color

American Indian
Foster Youth
Homeless
Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

0% suspended at least once

Declined 7.7% ▼

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Hispanic



Orange

1.6% suspended at least once

Increased 1.1% ▲

Number of Students: 190

Two or More Races



Green

1.5% suspended at least once

Declined 1.2% ▼

Number of Students: 68

Socioeconomically Disadvantaged



Green

0.8% suspended at least once

Declined 0.9% ▼

Number of Students: 354

African American



Blue

0% suspended at least once

Maintained 0%

Number of Students: 31

Asian



Blue

0% suspended at least once

Declined 2% ▼

Number of Students: 104

English Learners



Blue

0.5% suspended at least once

Maintained 0%

Number of Students: 191

Filipino



Blue

0% suspended at least once

Declined 2.2% ▼

Number of Students: 82

Students with Disabilities



Blue

0% suspended at least once

Declined 4.8% ▼

Number of Students: 62

White



Blue

0% suspended at least once

Declined 0.9% ▼

Number of Students: 95



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Mason
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	385	56.6	285	60.0	275	65.1	263	62.0	245	59.6	3.0	-2.4	385	55.1	286	54.5	280	58.9	263	55.1	246	56.5	1.4	1.4
Female	197	58.9	140	62.1	128	74.2	124	66.1	111	71.2	12.3	5.1	197	53.3	141	50.4	134	60.4	124	51.6	112	58.0	4.7	6.4
Male	188	54.3	145	57.9	147	57.1	139	58.3	134	50.0	-4.3	-8.3	188	56.9	145	58.6	146	57.5	139	58.3	134	55.2	-1.7	-3.1
African American	22	50.0	17	52.9	12	41.7	15	60.0	13	69.2	19.2	9.2	22	22.7	17	29.4	12	58.3	15	60.0	13	53.8	31.1	-6.2
Asian**	14	85.7	5	35.0	11	81.8	6	-	36	72.2	-	-	14	85.7	6	-	11	63.6	6	-	36	75.0	-	-
Filipino	100	57.0	76	71.1	54	77.8	47	80.9	43	62.8	5.8	-18.1	99	57.6	76	67.1	55	70.9	47	72.3	42	73.8	16.2	1.5
Hispanic	100	47.0	86	44.2	91	48.4	95	46.3	89	49.4	2.4	3.1	100	47.0	85	40.0	92	48.9	95	36.8	90	44.4	-2.6	7.6
Indochinese**	52	61.5	34	70.6	40	85.0	31	90.3	-	-	-	-	52	63.5	35	60.0	39	71.8	31	77.4	-	-	-	-
Native American	0	-	0	64.7	2	-	2	-	1	-	-	-	0	-	0	-	2	-	2	-	1	-	-	-
Pacific Islander	6	-	6	47.6	3	-	0	-	0	-	-	-	6	-	6	-	3	-	0	-	0	-	-	-
White	44	70.5	32	59.4	32	75.0	35	48.6	33	51.5	-19.0	2.9	45	64.4	32	62.5	35	57.1	35	54.3	34	41.2	-23.2	-13.1
Multiracial	47	53.2	29	65.5	30	66.7	32	68.8	30	76.7	23.5	7.9	47	55.3	29	58.6	31	58.1	32	59.4	30	63.3	8.0	3.9
English Learner	95	29.5	74	37.8	64	32.8	60	20.0	57	21.1	-8.4	1.1	94	30.9	76	34.2	67	28.4	60	31.7	59	40.7	9.8	9.0
English-Speaking	290	65.5	211	67.8	211	74.9	203	74.4	188	71.3	5.8	-3.1	291	62.9	210	61.9	213	68.5	203	62.1	187	61.5	-1.4	-0.6
Reclassified†	61	82.0	46	84.8	49	87.8	47	97.9	43	81.4	-0.6	-16.5	61	82.0	46	73.9	49	73.5	47	70.2	42	83.3	1.3	13.1
Initially Eng. Speaking	229	61.1	165	63.0	162	71.0	156	67.3	145	68.3	7.2	1.0	230	57.8	164	58.5	164	67.1	156	59.6	145	55.2	-2.6	-4.4
Econ. Disadv.*	223	46.6	175	52.0	151	52.3	159	55.3	156	51.3	4.7	-4.0	223	45.7	175	44.6	155	51.0	159	47.2	157	49.0	3.3	1.8
Non-Econ. Disadv.	162	70.4	110	72.7	124	80.6	104	72.1	89	74.2	3.8	2.1	162	67.9	111	70.3	125	68.8	104	67.3	89	69.7	1.8	2.4
Gifted	124	80.6	81	72.8	57	82.5	33	78.8	33	81.8	1.2	3.0	124	84.7	81	80.2	58	79.3	33	75.8	33	90.9	6.2	15.1
Not Gifted	261	45.2	204	54.9	218	60.6	230	59.6	212	56.1	10.9	-3.5	261	41.0	205	44.4	222	53.6	230	52.2	213	51.2	10.2	-1.0
With Disabilities	38	7.9	31	9.7	27	18.5	24	4.2	27	7.4	-0.5	3.2	38	5.3	31	9.7	27	29.6	24	4.2	27	7.4	2.1	3.2
WO Disabilities	347	62.0	254	66.1	248	70.2	239	67.8	218	66.1	4.1	-1.7	347	60.5	255	60.0	253	62.1	239	60.3	219	62.6	2.1	2.3
Homeless	14	50.0	7	20.0	10	60.0	4	-	3	-	-	-	14	50.0	7	-	10	70.0	4	-	3	-	-	-
Foster	5	-	0	50.0	0	-	0	-	1	-	-	-	5	-	1	-	1	-	0	-	1	-	-	-
Military	79	57.0	66	60.6	66	72.7	76	69.7	74	71.6	14.6	1.9	79	51.9	65	52.3	66	66.7	76	60.5	74	56.8	4.9	-3.7

* 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
Mason
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	142	57.0	89	58.4	96	62.5	76	55.3	80	46.3	-10.7	-9.0	142	61.3	89	52.8	98	59.2	76	63.2	80	57.5	-3.8	-5.7
Female	76	56.6	37	62.2	45	73.3	39	59.0	33	63.6	7.0	4.6	76	60.5	37	48.6	47	59.6	39	61.5	33	60.6	0.1	-0.9
Male	66	57.6	52	55.8	51	52.9	37	51.4	47	34.0	-23.6	-17.4	66	62.1	52	55.8	51	58.8	37	64.9	47	55.3	-6.8	-9.6
African American	9	-	4	52.9	5	-	3	-	5	-	-	-	9	-	4	-	5	-	3	-	5	-	-	-
Asian**	5	-	0	35.0	4	-	2	-	10	50.0	-	-	5	-	0	-	4	-	2	-	10	80.0	-	-
Filipino	34	67.6	21	71.4	14	78.6	15	73.3	13	38.5	-29.1	-34.8	34	70.6	21	66.7	14	71.4	15	80.0	13	69.2	-1.4	-10.8
Hispanic	39	46.2	32	34.4	35	45.7	28	46.4	25	40.0	-6.2	-6.4	39	51.3	32	31.3	35	45.7	28	57.1	25	52.0	0.7	-5.1
Indochinese**	15	66.7	9	70.6	17	94.1	3	-	-	-	-	-	15	66.7	9	-	17	82.4	3	-	-	-	-	-
Native American	0	-	0	64.7	2	-	0	-	1	-	-	-	0	-	0	-	2	-	0	-	1	-	-	-
Pacific Islander	3	-	1	47.6	0	-	0	-	0	-	-	-	3	-	1	-	0	-	0	-	0	-	-	-
White	18	61.1	15	60.0	7	-	14	42.9	14	35.7	-25.4	-7.2	18	72.2	15	60.0	9	-	14	50.0	14	28.6	-43.6	-21.4
Multiracial	19	42.1	7	65.5	12	66.7	11	63.6	12	75.0	32.9	11.4	19	63.2	7	-	12	66.7	11	63.6	12	75.0	11.8	11.4
English Learner	43	41.9	28	39.3	30	40.0	20	20.0	19	15.8	-26.1	-4.2	43	39.5	28	35.7	32	34.4	20	50.0	19	47.4	7.9	-2.6
English-Speaking	99	63.6	61	67.2	66	72.7	56	67.9	61	55.7	-7.9	-12.2	99	70.7	61	60.7	66	71.2	56	67.9	61	60.7	-10.0	-7.2
Reclassified†	11	90.9	11	100.0	10	100.0	6	-	14	64.3	-26.6	-	11	100.0	11	81.8	10	100.0	6	-	14	85.7	-14.3	-
Initially Eng. Speaking	88	60.2	50	60.0	56	67.9	50	64.0	47	53.2	-7.0	-10.8	88	67.0	50	56.0	56	66.1	50	64.0	47	53.2	-13.8	-10.8
Econ. Disadv.*	78	50.0	50	54.0	58	50.0	48	47.9	54	40.7	-9.3	-7.2	78	51.3	50	44.0	60	55.0	48	56.3	54	48.1	-3.2	-8.2
Non-Econ. Disadv.	64	65.6	39	64.1	38	81.6	28	67.9	26	57.7	-7.9	-10.2	64	73.4	39	64.1	38	65.8	28	75.0	26	76.9	3.5	1.9
Gifted	43	79.1	22	63.6	13	84.6	8	-	7	-	-	-	43	88.4	22	77.3	13	92.3	8	-	7	-	-	-
Not Gifted	99	47.5	67	56.7	83	59.0	68	52.9	73	43.8	-3.7	-9.1	99	49.5	67	44.8	85	54.1	68	60.3	73	54.8	5.3	-5.5
With Disabilities	12	0.0	15	13.3	8	-	24	4.2	12	16.7	16.7	12.5	12	0.0	15	20.0	8	-	24	4.2	12	16.7	16.7	12.5
WO Disabilities	130	62.3	74	67.6	88	64.8	69	60.9	68	51.5	-10.8	-9.4	130	66.9	74	59.5	90	62.2	69	69.6	68	64.7	-2.2	-4.9
Homeless	8	-	1	20.0	3	-	4	-	1	-	-	-	8	-	1	-	3	-	1	-	1	-	-	-
Foster	2	-	0	50.0	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	35	45.7	25	56.0	24	70.8	25	56.0	25	60.0	14.3	4.0	35	51.4	25	44.0	24	62.5	25	60.0	25	56.0	4.6	-4.0

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2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Mason
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	130	51.5	95	63.2	92	64.1	94	64.9	65	63.1	11.6	-1.8	129	58.1	95	60.0	93	55.9	94	59.6	66	60.6	2.5	1.0
Female	61	55.7	50	70.0	36	72.2	43	69.8	32	71.9	16.2	2.1	61	54.1	50	64.0	37	54.1	43	55.8	33	60.6	6.5	4.8
Male	69	47.8	45	55.6	56	58.9	51	60.8	33	54.5	6.7	-6.3	68	61.8	45	55.6	56	57.1	51	62.7	33	60.6	-1.2	-2.1
African American	7	-	7	52.9	6	-	4	-	3	-	-	-	7	-	7	-	6	-	4	-	3	-	-	-
Asian**	4	-	3	35.0	1	-	4	-	4	-	-	-	4	-	3	-	1	-	4	-	4	-	-	-
Filipino	45	44.4	24	79.2	21	71.4	14	78.6	13	69.2	24.8	-9.4	44	56.8	24	75.0	20	70.0	14	78.6	12	91.7	34.9	13.1
Hispanic	29	37.9	24	58.3	33	42.4	34	52.9	27	51.9	14.0	-1.0	29	44.8	23	47.8	34	47.1	34	44.1	28	42.9	-1.9	-1.2
Indochinese**	18	55.6	11	63.6	11	90.9	18	88.9	-	-	-	-	18	72.2	12	58.3	11	72.7	18	77.8	-	-	-	-
Native American	0	-	0	64.7	0	-	2	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
Pacific Islander	3	-	2	47.6	1	-	0	-	0	-	-	-	3	-	2	-	1	-	0	-	0	-	-	-
White	10	90.0	11	54.5	14	71.4	9	-	9	-	-	-	10	80.0	11	63.6	14	50.0	9	-	10	60.0	-20.0	-
Multiracial	14	57.1	13	69.2	5	-	9	-	9	-	-	-	14	57.1	13	69.2	6	-	9	-	9	-	-	-
English Learner	34	20.6	26	38.5	22	36.4	26	26.9	17	23.5	2.9	-3.4	33	33.3	27	40.7	22	27.3	26	26.9	19	42.1	8.8	15.2
English-Speaking	96	62.5	69	72.5	70	72.9	68	79.4	48	77.1	14.6	-2.3	96	66.7	68	67.6	71	64.8	68	72.1	47	68.1	1.4	-4.0
Reclassified†	23	73.9	12	91.7	17	94.1	17	100.0	7	-	-	-	23	87.0	12	66.7	16	68.8	17	82.4	6	-	-	-
Initially Eng. Speaking	73	58.9	57	68.4	53	66.0	51	72.5	41	73.2	14.3	0.7	73	60.3	56	67.9	55	63.6	51	68.6	41	65.9	5.6	-2.7
Econ. Disadv.*	79	43.0	58	50.0	47	53.2	58	56.9	43	48.8	5.8	-8.1	78	53.8	58	48.3	48	45.8	58	46.6	44	47.7	-6.1	1.1
Non-Econ. Disadv.	51	64.7	37	83.8	45	75.6	36	77.8	22	90.9	26.2	13.1	51	64.7	37	78.4	45	66.7	36	80.6	22	86.4	21.7	5.8
Gifted	39	69.2	30	80.0	19	78.9	11	90.9	9	-	-	-	39	89.7	30	80.0	20	70.0	11	90.9	9	-	-	-
Not Gifted	91	44.0	65	55.4	73	60.3	83	61.4	56	60.7	16.7	-0.7	90	44.4	65	50.8	73	52.1	83	55.4	57	57.9	13.5	2.5
With Disabilities	10	10.0	31	9.7	10	20.0	7	-	27	7.4	-2.6	-	10	0.0	7	-	10	60.0	7	-	27	7.4	7.4	-
WO Disabilities	120	55.0	88	68.2	82	69.5	87	69.0	60	68.3	13.3	-0.7	119	63.0	88	64.8	83	55.4	87	63.2	61	65.6	2.6	2.4
Homeless	2	-	4	20.0	10	60.0	4	-	3	-	-	-	2	-	4	-	10	70.0	1	-	1	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	25	60.0	21	66.7	23	73.9	22	77.3	21	76.2	16.2	-1.1	25	64.0	20	65.0	24	66.7	22	72.7	21	61.9	-2.1	-10.8

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2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Mason
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	113	61.9	101	58.4	87	69.0	93	64.5	100	68.0	6.1	3.5	114	43.9	102	51.0	89	61.8	93	44.1	100	53.0	9.1	8.9
Female	60	65.0	53	54.7	47	76.6	42	69.0	46	76.1	11.1	7.1	60	43.3	54	38.9	50	66.0	42	38.1	46	54.3	11.0	16.2
Male	53	58.5	48	62.5	40	60.0	51	60.8	54	61.1	2.6	0.3	54	44.4	48	64.6	39	56.4	51	49.0	54	51.9	7.5	2.9
African American	6	-	6	52.9	1	-	8	-	5	-	-	-	6	-	6	-	1	-	8	-	5	-	-	-
Asian**	5	-	2	35.0	6	-	0	-	22	77.3	-	-	5	-	3	-	6	-	0	-	22	68.2	-	-
Filipino	21	66.7	31	64.5	19	84.2	18	88.9	17	76.5	9.8	-12.4	21	38.1	31	61.3	21	71.4	18	61.1	17	64.7	26.6	3.6
Hispanic	32	56.3	30	43.3	23	60.9	33	39.4	37	54.1	-2.2	14.7	32	43.8	30	43.3	23	56.5	33	12.1	37	40.5	-3.3	28.4
Indochinese**	19	63.2	14	64.3	12	66.7	10	90.0	-	-	-	-	19	52.6	14	50.0	11	54.5	10	70.0	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	3	47.6	2	-	0	-	0	-	-	-	0	-	3	-	2	-	0	-	0	-	-	-
White	16	68.8	6	54.5	11	81.8	12	66.7	10	60.0	-8.8	-6.7	17	47.1	6	-	12	66.7	12	66.7	10	40.0	-7.1	-26.7
Multiracial	14	64.3	9	69.2	13	53.8	12	66.7	9	-	-	-	14	42.9	9	-	13	61.5	12	41.7	9	-	-	-
English Learner	18	16.7	20	35.0	12	8.3	14	7.1	21	23.8	7.1	16.7	18	5.6	21	23.8	13	15.4	14	14.3	21	33.3	27.7	19.0
English-Speaking	95	70.5	81	64.2	75	78.7	79	74.7	79	79.7	9.2	5.0	96	51.0	81	58.0	76	69.7	79	49.4	79	58.2	7.2	8.8
Reclassified†	27	85.2	23	73.9	22	77.3	24	95.8	22	86.4	1.2	-9.4	27	70.4	23	73.9	23	65.2	24	54.2	22	81.8	11.4	27.6
Initially Eng. Speaking	68	64.7	58	60.3	53	79.2	55	65.5	57	77.2	12.5	11.7	69	43.5	58	51.7	53	71.7	55	47.3	57	49.1	5.6	1.8
Econ. Disadv.*	66	47.0	67	52.2	46	54.3	53	60.4	59	62.7	15.7	2.3	67	29.9	67	41.8	47	51.1	53	39.6	59	50.8	20.9	11.2
Non-Econ. Disadv.	47	83.0	34	70.6	41	85.4	40	70.0	41	75.6	-7.4	5.6	47	63.8	35	68.6	42	73.8	40	50.0	41	56.1	-7.7	6.1
Gifted	42	92.9	29	72.4	25	84.0	14	71.4	17	88.2	-4.7	16.8	42	76.2	29	82.8	25	80.0	14	57.1	17	100.0	23.8	42.9
Not Gifted	71	43.7	72	52.8	62	62.9	79	63.3	83	63.9	20.2	0.6	72	25.0	73	38.4	64	54.7	79	41.8	83	43.4	18.4	1.6
With Disabilities	16	12.5	9	9.7	27	18.5	24	4.2	27	7.4	-5.1	3.2	16	12.5	9	-	27	29.6	24	4.2	27	7.4	-5.1	3.2
WO Disabilities	97	70.1	92	63.0	78	76.9	83	72.3	90	75.6	5.5	3.3	98	49.0	93	55.9	80	68.8	83	49.4	90	58.9	9.9	9.5
Homeless	4	-	2	20.0	6	-	2	-	1	-	-	-	4	-	2	-	6	-	2	-	1	-	-	-
Foster	2	-	0	50.0	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	19	73.7	20	60.0	19	73.7	29	75.9	28	78.6	4.9	2.7	19	36.8	20	50.0	18	72.2	29	51.7	28	53.6	16.8	1.9

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APPENDIX E

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

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: MASON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Professional Development for Classified Staff

***Strategy/Activity - Description**

Mason will pay our classified staff to work additional hours to attend professional development focused on creating a safe, inclusive school community. They will attend staff meetings and professional development meetings a throughout the school year that will help the site with the vision of creating a safe, collaborative and inclusive school for all of our students. This professional development opportunity for these staff members will be for the primary benefit of our unduplicated students but all students will benefit.

***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.
Classroom PARAS Hrly		\$606.87	09800-2151	Extra Hours for Classified Staff to Attend Meetings	SETs, SEAs, SEBTs and Noon Duty are able to attend operational staff meetings and professional development meetings. This has been a beneficial way to include all staff and to have all staff on the same	We did not allocate enough extra hours for SEAs, SETs, SEBTs to collaborate regarding the needs of students with IEPS.	We are increasing the amount of money to allow for additional hours for staff collaboration and professional development.

page regarding
common
instructional
practices and
school wide
initiatives.

Note/Reminders (optional):

Goal 2 - English Language Arts

Professional Learning Communities

*Strategy/Activity - Description

The Unduplicated Pupil Percentage at Mason is 69.5%. With this in mind, the site supported the decision to use LCFF monies for professional development opportunities for our staff. All Mason Elementary teachers will meet monthly in grade level PLCs, facilitated by the building administrator. During these meetings, teachers will bring reading data to analyze. Teachers will analyze data, plan for instruction and reflect on instruction.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$11,251.46	09800-1192	Substitutes will release teachers for PLC meetings	Teachers have been released as grade level teams to participate in professional development. Staff has been able to collaborate around best instructional		Continue releasing teachers in grade levels to participate in School Based PD.

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

practices and observe demonstrations and co-teach as a method to try on the instructional practices.

Note/Reminders (optional):

Literacy Consultants

*Strategy/Activity - Description

Mason Elementary is hiring two consultants from the Teachers College Reading and Writing Project (Columbia University). Knowing that this professional development will be for the primary benefit of Mason's unduplicated students (69.5%) who traditionally struggle in core content areas, the site decided to use LCFF money to support targeted professional development. Each grade level will receive five days of grade level specific school based professional development. Because all teachers are receiving this learning opportunity, all students at Mason will benefit. Additional Title I money will be needed to support the visiting teachers during the release days for our staff.

- Professional Development: Reading and Writing initial training, mini-lesson, small groups, conferring
- Classroom Embedded Teaching and Coaching
- Assessment: PD around Administration and Analyzing student work

*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.
Consultants <=\$25K		\$24,000.00	09800-5801	TCRWP Staff Developers to support	Mason teachers participated in 5 days of site based professional		We will continue this for the 20-21 school year with a focus on reading.

Mason Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

implementation of development with a focus on GVC implementing and refining instructional practices in writing. Teachers gained a better understanding of the curriculum, grade level CCSS, assessment and differentiated instruction.

Note/Reminders (optional):

Tutoring

*Strategy/Activity - Description

Knowing that our unduplicated students (69.5%) are at a greater risk of not achieving academic success in core content areas, the site has decided to use LCFF money to fund targeted intervention support in the form of a tutoring program. While this tutoring will be for the primary benefit of unduplicated students, all of Mason's students who have this need will be provided this opportunity. Before or After School Tutoring for Mason students who are at-risk readers. Small group reading intervention, three days a week for eight week sessions.

*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.
Classroom Teacher Hrly		\$3,178.62	09800-1157	Before and after school reading tutoring	This allocation supported part of the Mason	We need more time to provide additional	We are increasing the amount of funds we are

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

afterschool tutoring program. This allowed for 11 weeks of afterschool tutoring in either math or reading.	afterschool tutoring. We want to start this support in late September/October and run through the Spring.	allocating to Classroom Teacher Hourly in order to be able to provide:
Session 1: 5 weeks, 3 days a week, 6 teachers.		- 23 weeks of tutoring
Session 2: 6 weeks, 3 days a week, 4 teachers.		-4 teachers -3 days a week

Note/Reminders (optional):

Supplemental Instructional Supplies

*Strategy/Activity - Description

Considering Mason's relatively high population (69.5%) of unduplicated students who might not have access to all of the supports they need to be successful in school, the site has decided to set aside a large chunk of money to fund the purchase of supplemental instructional materials, materials to support the intervention programs, and books for classroom libraries. While the purchase of these materials is for the primary benefit of Mason's UPP, we believe that all students will benefit from these resources. We will also use some funds to purchase Professional Texts that will be used during our PLCs and site-wide professional development days. Teachers will work together on grade level teams to determine which instructional materials are needed for both classroom and intervention support based on student needs. Teachers across the site have requested additional books to increase their classroom libraries to provide students a wider variety of texts that cover additional genres, support different student reading levels, and present more diversity through authors, topics, and themes.

*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.
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Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies

\$19,000.00

09800-4301

Books,
Curriculum
Materials,
Additional
Instructional
Materials beyond
the norm

We have been able to:
- purchase books for students to use in the classroom.
These are current, culturally responsive, relevant text.
-Supplemental curriculum supports
-Additional supplies for students:
elapsd timers, seating options

Note/Reminders (optional):

Goal 3 - Mathematics

Grade Level Meetings

*Strategy/Activity - Description

The Unduplicated Pupil Percentage at Mason is 69.5%. With this in mind, the site supported the decision to use LCFF monies for professional development opportunities for our staff. All Mason Elementary teachers will meet monthly in grade level PLCs, facilitated by the building administrator. During these meetings, teachers will meet by grade level to plan, administer and analyze math instruction and assessments.

*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.
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Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm	--	--	09800-1192	Substitutes will release teachers for PLC meetings
Dev Vist Tchr				

Note/Reminders (optional):

Tutoring

*Strategy/Activity - Description

Knowing that our unduplicated students (69.5%) are at a greater risk of not achieving academic success in core content areas, the site has decided to use LCFF money to fund targeted intervention support in the form of a tutoring program. While this tutoring will be for the primary benefit of unduplicated students, all of Mason's students who have this need will be provided this opportunity. After school tutoring will be offered to students in grades 4-5 who are at risk/not at standard in Operations and Algebraic Thinking and/or Numbers and Operations. Tutoring sessions will be held three times a week in eight week sessions.

*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.
Classroom Teacher Hrly	--	--	09800-1157	Before/After School Tutoring for grade 4 and 5 students not at math standard	This allocation supported part of the Mason afterschool tutoring program. This allowed for 11 weeks of afterschool tutoring in either math or reading. Session 1: 5 weeks, 3 days a week, 6 teachers.	We need more time to provide additional afterschool tutoring. We want to start this support in late September/October and run through the Spring.	We are increasing the amount of funds we are allocating to Classroom Teacher Hourly in order to be able to provide: - 23 weeks of tutoring -4 teachers -3 days a week



Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Session 2: 6 weeks,
3 days a week, 4
teachers.

Note/Reminders (optional):

Goal 4- English Learners

ELIRT Coaching Cycles

***Strategy/Activity - Description**

This professional development strategy is for the primary benefit of Mason's UPP though all students will benefit. Mason will receive support from our English Language Instructional Resource Teacher via four weeklong Coaching cycles with Mason Staff that will include: Co-teaching ELD, Lesson Studies, Professional Development, Classroom observations.

***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	--	--	09800-1192	money for subs to release teachers	Grade 2 is the focus grade level for the ELIRT coaching cycle. I release the teachers to meet with the Resource teacher.		

Note/Reminders (optional):

Classified Staff Support

***Strategy/Activity - Description**

Classified staff will be trained to administer the ELPAC. This will allow for Mason to assess our students more efficiently in a timely manner. Classified staff will be asked to attend training to learn how to best support our English Language Learners. Classified staff will be compensated for additional hours when supporting non-English Speaking Families.

***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.

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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.
Classroom PARAS Hrly		\$392.37	09800-2151	ELPAC Testing Support	In the beginning of the school year, we paid staff to help administer ELPAC for incoming students.		We have increased the Visiting Teachers to support ELPAC as well.

Note/Reminders (optional):

Literacy Consultant

*Strategy/Activity - Description

This professional development strategy is partially funded with LCFF dollars. It is for the primary benefit of Mason's UPP, though all of our students will benefit. Mason Elementary is hiring two consultants from Teachers College Reading and Writing Project (Columbia University). Each grade level will receive 5 days of grade level specific school based professional development.

- Professional Development: Reading and Writing initial training, minilesson, small groups, conferring
- Classroom Embedded Teaching and Coaching
- Assessment: PD around Administration and Analyzing student work

*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.
Consultants <=\$25K	--	--	09800-5801	Consultants for ELA	Mason teachers participated in 5		We will continue this for the 20-21

Mason Elementary SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

days of site based professional development with a focus on implementing and refining instructional practices in writing. Teachers gained a better understanding of the curriculum, grade level CCSS, assessment and differentiated instruction.

school year with a focus on reading.

Note/Reminders (optional):

Tutoring

*Strategy/Activity - Description

This intervention support is for the primary benefit of Mason's UPP though all students will benefit. We will be offering Before or After School Tutoring for Mason students who are at-risk readers. This will consist of small group reading intervention, three days a week for eight week sessions.

*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.
Classroom Teacher Hrly	--	--	09800-1157	Before and after school reading tutoring	This allocation supported part of the Mason	We need more time to provide additional	We are increasing the amount of funds we are

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

afterschool tutoring program. This allowed for 11 weeks of afterschool tutoring in either math or reading.	afterschool tutoring. We want to start this support in late September/October and run through the Spring.	allocating to Classroom Teacher Hourly in order to be able to provide: - 23 weeks of tutoring -4 teachers -3 days a week
Session 1: 5 weeks, 3 days a week, 6 teachers.		
Session 2: 6 weeks, 3 days a week, 4 teachers.		

Note/Reminders (optional):

PLCs

*Strategy/Activity - Description

The Unduplicated Pupil Percentage at Mason is 69.5%. With this in mind, the site supported the decision to use LCFF monies for professional development opportunities for our staff. All Mason Elementary teachers will meet monthly in grade level PLCs, facilitated by the building administrator. During these meetings, data from our English Language Learners will be analyzed and instruction will be planned and implemented.

*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	--	--	09800-1192	PLCS	Teachers are released from their teaching duties to attend grade level professional		Teachers would like additional time to plan for instruction. Mason will increase allocation for VT in

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

learning meetings.
Once a month for 2
hours. These
meetings focus on
reading/writing
data, planning to
support students
and assessing
student progress.

the 20-21 budget to
allow for two ½ day
curriculum planning
sessions per
teacher.

Note/Reminders (optional):

Instructional Supplies

*Strategy/Activity - Description

This strategy supports both the classroom and intervention work being done for Mason's UPP and is for their primary benefit while all students will benefit. Money will be spent to purchase books to increase classroom libraries: Genre, Levels, Diversity. Teachers will work together to determine additional supplemental Instructional Materials that are needed to support Tier 1 instruction for all including items such as Math Manipulatives. Lastly, there are Curriculum Needs around Professional Texts for the work being done across campus to support our learners during our PLC time.

*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	--	--	09800-4301	Books to increase classroom libraries: Genre, Levels, Diversity Instructional Materials Curriculum	We have been able to: - purchase books for students to use in the classroom. These are current, culturally		

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Needs: responsive,
Professional Texts relevant text.
-Supplemental curriculum supports
-Additional supplies for students:
elapsed timers,
seating options,
math materials

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Professional Development for Classified Staff

*Strategy/Activity - Description

Classified staff will be asked to attend professional development with a focus on writing instruction and creating safe, inclusive collaborative school environments.

*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.
Classroom PARAS Hrly	--	--	09800-2151	PD for Classified Staff	Mason offered SEAs, SETs, SEBTs and Noon Duty to attend school operational meetings and professional	We need more time for staff to collaborate with the SEAs, SETs, SEBTs.	We are increasing the allocation for Classroom Para hourly.

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

development meetings. This was utilized by some of our staff that serves students with disabilities.

Note/Reminders (optional):

Additional Support for Certificated Staff

*Strategy/Activity - Description

Mason staff will participate in PLCs, attend professional development from Literacy Consultants in order to broaden their ability to serve all students. Mason Education Specialists will attend job specific professional development.

*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.
Consultants <=\$25K	--	--	09800-5801	Consultants	Mason teachers participated in 5 days of site based professional development with a focus on implementing and refining instructional practices in writing. Teachers gained a better understanding of		We will continue this for the 20-21 school year with a focus on reading.

Mason Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Release to attend PLCs	the curriculum, grade level CCSS, assessment and differentiated instruction. Teachers are released from their teaching duties to attend grade level professional learning meetings. Once a month for 2 hours. These meetings focus on reading/writing data, planning to support students and assessing student progress.	Teachers would like additional time to plan for instruction. Mason will increase allocation for VT in the 20-21 budget to allow for two ½ day curriculum planning sessions per teacher.
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Note/Reminders (optional):

Instructional Materials

*Strategy/Activity - Description

This strategy supports both the classroom and intervention work being done for Mason's UPP and is for their primary benefit while all studnets will benefit. Money will be spent to purchase books to increase classroom libraries: Genre, Levels, Diversity. Teachers will work together to determine additional supplemental Instructional Materials that are needed to support Tier 1 instruction for all including items such as Math Manipulatives. Lastly, there are Curriculum Needs around Professional Texts for the work being done across campus to support our learners during our PLC time.

*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.

Mason Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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	--	--	09800-4301	Books, Materials	We have been able to: - purchase books for students to use in the classroom. These are current, culturally responsive, relevant text. -Supplemental curriculum supports -Additional supplies for students: elapsed timers, seating options, math materials		

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: MASON ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Counselor

***Strategy/Activity - Description**

Mason staff and SSC voted to add increased FTE to our district allocated counselor. For the 2019-2020 school year, the site was allocated 0.3 FTE of a counselor to serve our student population of more than 500 students. We felt that there was a need to increase this service so that all of our students have greater access to the counselor.

Our Counselor will:

- Contact parents of chronically absent students
- Advise on attendance incentive programs
- Hold meeting with parents/students/admin to support student attendance at school.
- Create attendance contracts with students and parents
- Facilitate monthly attendance meetings with Principal and Attendance Assistant
- Create and help administer school wide survey for students TK-5 for Safe and Caring Relationships
- Facilitate parent partnership programs
- Collaborate with our Military Counselor in the areas of attendance and students having a sense of a safe and caring school.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512065	0.19000	\$26,171.25	30106-1210	counselor to support Mason	The counselor has supported 1:1 student needs and	More time is needed in order to effectively serve	Mason is allocating funds to increase this position to .5

Mason Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

students and their families small groups. Additionally, the counselor was able to teach and support teachers in teaching SEL curriculum. students and support the school community. and SDUSD contributes .3 (4 days a week).

Note/Reminders (optional):

Attendance Assistant

*Strategy/Activity - Description

Mason staff and SSC voted to continue the increased FTE to our district allocated attendance assistant. The district has been able to allocate our site 0.5 FTE and we are using Title I funds to cover an additional 0.1 FTE. We see great value in having increased services provided by the Guidance Assistant to help serve all of our students.

Our Attendance Assistant will:

- Contact parents of chronically absent students
- Contact parents of absent students on a daily basis
- Advise on attendance incentive programs
- Hold meetings with parents/students/admin to support student attendance at school.
- Create attendance contracts with students and parents
- Attend monthly attendance meetings with Principal and Counselor
- Collaborate with our Military Counselor in the areas of attendance
- Provide principal and counselor with student attendance reports

*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.
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Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Attendance Asst - Parker, Shirley	0.10000	\$7,072.88	30100-2404	Helping with Attendance	Chronic Attendance has not decreased. The position does not need the increased time in order to perform job duties.	The position is being reduced to the original allocation.
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Note/Reminders (optional):

Goal 2 - English Language Arts

Literacy Consultants

*Strategy/Activity - Description

Mason Elementary is hiring two consultants from the Teachers College Reading and Writing Project (Columbia University). Knowing that this professional development will be for the primary benefit of Mason's unduplicated students (69.5%) who traditionally struggle in core content areas, the site decided to use LCFF money to support targeted professional development. Each grade level will receive five days of grade level specific school based professional development. Because all teachers are receiving this learning opportunity, all students at Mason will benefit. Additional Title I money will be needed to support the visiting teachers during the release days for our staff.

- Professional Development: Reading and Writing initial training, mini-lesson, small groups, conferring
- Classroom Embedded Teaching and Coaching
- Assessment: PD around Administration and Analyzing student work

*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		\$10,809.76	30106-1192	Substitutes will release teachers to	Teachers have been released as grade level teams to		Continue releasing teachers in grade

Mason Elementary

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

attend school
based PD

participate in
professional
development. Staff
has been able to
collaborate around
best instructional
practices and
observe
demonstrations
and co-teach as a
method to try on
the instructional
practices.

levels to participate
in School Based PD.

Note/Reminders (optional):

Resource Teacher

*Strategy/Activity - Description

The Resource Teacher will:

- Assess students as needed
- Work with Administrator to qualify students for additional reading instruction/Tier 2 interventions
- Attend PLCs
- Teach small groups of students who are at-risk readers

*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.
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Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	\$54,676.00	30100-4301	This will be for 0.4 FTE Resource Teacher to work with small groups of students who are not reading at grade level standard. These groups will be in addition to classroom reading instruction.	Students were supported by small group reading intervention. Students made growth. The district allocated .2 and this allowed us to run a 3 day a week intervention program.	2 days a week during the school day is not enough intervention to support. Students were pulled for intervention during the instructional day which caused students to miss out on something during the day.	We are eliminating this position. We are allocating the fund to support after school tutoring (extended day).
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Note/Reminders (optional):

Tutoring

*Strategy/Activity - Description

Knowing that our unduplicated students (69.5%) are at a greater risk of not achieving academic success in core content areas, the site has decided to use LCFF money to fund targeted intervention support in the form of a tutoring program. While this tutoring will be for the primary benefit of unduplicated students, all of Mason's students who have this need will be provided this opportunity. Before or After School Tutoring for Mason students who are at-risk readers. Small group reading intervention, three days a week for eight week sessions.

*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.
Classroom Teacher Hrly		\$1,220.20	30106-1157	Before and after school reading tutoring	This allocation supported part of the Mason afterschool tutoring	We need more time to provide additional afterschool	We are increasing the amount of funds we are allocating to

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

program. This program allowed for 11 weeks of afterschool tutoring in either math or reading. Session 1: 5 weeks, 3 days a week, 6 teachers. Session 2: 6 weeks, 3 days a week, 4 teachers.

tutoring. We want to start this support in late September/October and run through the Spring.

Classroom Teacher Hourly in order to be able to provide:
- 23 weeks of tutoring
-4 teachers
-3 days a week

Note/Reminders (optional):

Conference Attendance - Professional Learning

*Strategy/Activity - Description

Teachers will apply for, and if accepted, will be able to attend out-of-county professional development opportunities. Teachers will come back to Mason and share/present to colleagues an overview of the information learned from their conference attendance.

*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.
Travel Conference		\$5,000.00	30100-5207	to support teacher professional learning at ELA-focused conferences	Teachers attend week long professional development focused on balanced literacy.		Continue this for teachers to attend professional development

Note/Reminders (optional):

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplemental Instructional Supplies

*Strategy/Activity - Description

Considering Mason's relatively high population (69.5%) of unduplicated students who might not have access to all of the supports they need to be successful in school, the site has decided to set aside a large chunk of money to fund the purchase of supplemental instructional materials, materials to support the intervention programs, and books for classroom libraries. While the purchase of these materials is for the primary benefit of Mason's UPP, we believe that all students will benefit from these resources. We will also use some funds to purchase Professional Texts that will be used during our PLCs and site-wide professional development days. Teachers will work together on grade level teams to determine which instructional materials are needed for both classroom and intervention support based on student needs. Teachers across the site have requested additional books to increase their classroom libraries to provide students a wider variety of texts that cover additional genres, support different student reading levels, and present more diversity through authors, topics, and themes.

*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		\$2,000.00	30106-4301	Instr. Materials, Books, Curricular Resources,	We have been able to: - purchase books for students to use in the classroom. These are current, culturally responsive, relevant text. -Supplemental curriculum supports Books to support intervention program.		

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	\$669.00	30106-4301	Instructional resources needed for Literacy Curriculum and instruction	-Additional supplies for students: elapsed timers, seating options, math materials Purchased supplemental units of study. Purchased additional file folders, pens, post-its, staplers, post its, magnetic letters
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Note/Reminders (optional):

Online Subscription Programs

*Strategy/Activity - Description

Online subscriptions to programs that will support students in the development of their content knowledge through literacy and provide students additional access to literature at home and school.

*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.
Software License		\$3,000.00	30106-5841	Online programs	Students access the online platforms for		



Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

and content knowledge. science and reading.

Note/Reminders (optional):

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Goal 3 - Mathematics

Tutoring

*Strategy/Activity - Description

Knowing that our unduplicated students (69.5%) are at a greater risk of not achieving academic success in core content areas, the site has decided to use LCFF money to fund targeted intervention support in the form of a tutoring program. While this tutoring will be for the primary benefit of unduplicated students, all of Mason's students who have this need will be provided this opportunity After school tutoring will be offered to students in grades 4-5 who are at risk/not at standard in Operations and Algebraic Thinking and/or Numbers and Operations. Tutoring sessions will be held three times a week in eight week sessions.

*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.
Classroom Teacher Hrly		\$1,430.07	30106-1157	Before/After School Tutoring for grade 4 and 5 students not at math standard	This allocation supported part of the Mason afterschool tutoring program. This allowed for 11 weeks of afterschool tutoring in either math or reading. Session 1: 5 weeks, 3 days a week, 2 teachers.	We need more time to provide additional afterschool tutoring. We want to start this support in late September/October and run through the Spring.	We are increasing the amount of funds we are allocating to Classroom Teacher Hourly in order to be able to provide: - 23 weeks of tutoring -2 teachers -3 days a week However, we will not do Math

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Session 2: 6 weeks,
3 days a week, 2
teachers.

Tutoring due to a
grant focused on
3-5 math which
included tutoring.

Note/Reminders (optional):

Instructional Materials

*Strategy/Activity - Description

Purchase supplies as needed to support math instruction:

Professional Texts

Math Manipulative Materials

Curricular Resources

Instructional Supplies as Needed

*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		\$600.00	30106-4301	Math Materials: Manipulatives, Professional Resources, Curriculum Materials	Ability to buy math materials to support the use of manipulatives	Staff does not need any more manipulatives.	We will eliminate the specific spending for math.

Note/Reminders (optional):

Goal 4- English Learners

ELIRT Coaching Cycles

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

*Strategy/Activity - Description

This professional development strategy is for the primary benefit of Mason's UPP though all students will benefit. Mason will receive support from our English Language Instructional Resource Teacher via four weeklong Coaching cycles with Mason Staff that will include: Co-teaching ELD, Lesson Studies, Professional Development, Classroom observations.

*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	--	--	30106-1192	money for subs to release teachers	Grade 2 is the focus grade level for the ELIRT coaching cycle. I release the teachers to meet with the Resource teacher.		

Note/Reminders (optional):

Literacy Consultant

*Strategy/Activity - Description

This professional development strategy is partially funded with LCFF dollars. It is for the primary benefit of Mason's UPP, though all of our students will benefit. Mason Elementary is hiring two consultants from Teachers College Reading and Writing Project (Columbia University). Each grade level will receive 5 days of grade level specific school based professional development.

- Professional Development: Reading and Writing initial training, minilesson, small groups, conferring
- Classroom Embedded Teaching and Coaching
- Assessment: PD around Administration and Analyzing student work

*Proposed Expenditures for this Strategy/Activity

Analysis:

Mason Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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	--	--	30106-1192	Release time for teachers to work with consultants	Teachers have been released as grade level teams to participate in professional development. Staff has been able to collaborate around best instructional practices and observe demonstrations and co-teach as a method to try on the instructional practices.		Continue releasing teachers in grade levels to participate in School Based PD.

Note/Reminders (optional):

Tutoring

***Strategy/Activity - Description**

This intervention support is for the primary benefit of Mason's UPP though all students will benefit. We will be offering Before or After School Tutoring for Mason students who are at-risk readers. This will consist of small group reading intervention, three days a week for eight week sessions.

***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.

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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.
Classroom Teacher Hrly	--	--	30106-1157	Before and after school reading tutoring	This allocation supported part of the Mason afterschool tutoring program. This allowed for 11 weeks of afterschool tutoring in either math or reading. Session 1: 5 weeks, 3 days a week, 6 teachers. Session 2: 6 weeks, 3 days a week, 4 teachers.	We need more time to provide additional afterschool tutoring. We want to start this support in late September/October and run through the Spring.	We are increasing the amount of funds we are allocating to Classroom Teacher Hourly in order to be able to provide: - 23 weeks of tutoring -4 teachers -3 days a week
Classroom Teacher Hrly	--	--	30106-1157	Before and after school reading tutoring	This allocation supported part of the Mason afterschool tutoring program. This allowed for 11 weeks of afterschool tutoring in either math or reading. Session 1: 5 weeks, 3 days a week, 6 teachers.	We need more time to provide additional afterschool tutoring. We want to start this support in late September/October and run through the Spring.	We are increasing the amount of funds we are allocating to Classroom Teacher Hourly in order to be able to provide: - 23 weeks of tutoring -4 teachers -3 days a week

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Session 2: 6 weeks,
3 days a week, 4
teachers.

Note/Reminders (optional):

Instructional Supplies

*Strategy/Activity - Description

This strategy supports both the classroom and intervention work being done for Mason's UPP and is for their primary benefit while all students will benefit. Money will be spent to purchase books to increase classroom libraries: Genre, Levels, Diversity. Teachers will work together to determine additional supplemental Instructional Materials that are needed to support Tier 1 instruction for all including items such as Math Manipulatives. Lastly, there are Curriculum Needs around Professional Texts for the work being done across campus to support our learners during our PLC time.

*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	--	--	30106-4301	Books to increase classroom libraries: Genre, Levels, Diversity Instructional Materials Curriculum Needs: Professional Texts	We have been able to: - purchase books for students to use in the classroom. These are current, culturally responsive, relevant text. -Supplemental curriculum supports		

Note/Reminders (optional):

Online Subscriptions

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

*Strategy/Activity - Description

Online subscriptions to programs that will support students:

In the development of their content knowledge through literacy

By providing additional access to literature at home and school and to various levels of fiction and non-fiction texts.

*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.
Software License	--	--	30106-5841	Online subscriptions	Online programs to support literacy and content knowledge. Students access the online platforms for science and reading.		

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Additional Support for Certificated Staff

*Strategy/Activity - Description

Mason staff will participate in PLCs, attend professional development from Literacy Consultants in order to broaden their ability to serve all students.

Mason Education Specialists will attend job specific professional development.

*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.

Mason Elementary

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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	--	--	30106-1192	Release to attend PD with Literacy Consultants	Teachers have been released as grade level teams to participate in professional development. Staff has been able to collaborate around best instructional practices and observe demonstrations and co-teach as a method to try on the instructional practices.		Continue releasing teachers in grade levels to participate in School Based PD.

Note/Reminders (optional):

Online Literacy Subscriptions

***Strategy/Activity - Description**

Online subscriptions to programs that will support students:

In the development of their content knowledge through literacy

By providing additional access to literature at home and school and to various levels of fiction and non-fiction texts.

***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.

Mason Elementary

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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.
Software License	--	--	30106-5841	Literacy Online Subscriptions	Online programs to support literacy and content knowledge. Students access the online platforms for reading.		

Note/Reminders (optional):

Instructional Materials

***Strategy/Activity - Description**

This strategy supports both the classroom and intervention work being done for Mason's UPP and is for their primary benefit while all students will benefit. Money will be spent to purchase books to increase classroom libraries: Genre, Levels, Diversity. Teachers will work together to determine additional supplemental Instructional Materials that are needed to support Tier 1 instruction for all including items such as Math Manipulatives. Lastly, there are Curriculum Needs around Professional Texts for the work being done across campus to support our learners during our PLC time.

***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	--	--	30106-4301	Books, Materials	We have been able to:		

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- purchase books for students to use in the classroom. These are current, culturally responsive, relevant text.
- Supplemental curriculum supports

Note/Reminders (optional):

Goal 6 - Family Engagement

Counselor

***Strategy/Activity - Description**

- Facilitate parent partnership programs: Positive Parenting and Monthly Parent Workshops
- Resource for parents who need support/guidance regarding needs for their student
- Meet with parents in order to support Mason students

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512065	0.01000	\$1,377.44	30103-1210	counselor to support Mason students and their families	The Counselor works with our families to learn about students and how she can support at home. The counselor facilitated Positive parenting program.		Keep current allocation funded by 30103, but increase through other funding souce.

Note/Reminders (optional):

Parent Engagement Opportunities

***Strategy/Activity - Description**

Monthly Parent Engagement Classes at Mason. Each topic will offered twice, once in the morning and once in the evening. Topics cover: Math, Reading, Wellness

Coffee with the Principal/PTA : Monthly opportunity for the Principal to meet with families to share school information and to listen to family input/needs.

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Positive Parenting Program: 3 seminar sessions, 8 group sessions and individual sessions as needed.

Meet the Teacher Night: Before School opportunity for a meet and greet to build relationships.

Curriculum Night: Opportunity for parents to learn about the instructional program at Mason.

Spring Open House: Opportunity for parents to see see student work and talk with teachers.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
In-service supplies		\$419.00	30100-4304	Supplies for Parent Education Mornings and Evening: books, refreshments, packets etc.	We have purchased snacks, coffee and materials for our parent meetings: Family Learning Mornings Principal Coffee ELAC We have also provided materials for parents such as packets with information.		

Note/Reminders (optional):

Interprogram Svcs/Duplicating

*Strategy/Activity - Description

This will allow for us (Mason School) to make and distribute copies of our Student/Parent handbook, Title I Parent Compact and Title I Family Engagement Policy.

In addition this will allow for us to provide packets of parent resources and materials as needed.

*Proposed Expenditures for this Strategy/Activity

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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.
Interprogram Svcs/Duplicating		\$642.00	30103-5721	Duplicating for handbooks and parent resources		We did not need this. We moved these fund to supplies for parent in-services.	

Note/Reminders (optional):

What are my leadership strategies in service of the goals?