



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **SHERMAN ELEMENTARY** SCHOOL

2020-21

37-68338-6040158
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: Enriquez, Nicole

Contact Person: Enriquez, Nicole

Position: Principal

Telephone Number: (619) 615-7000

Address: 301 22nd St, Sherman Elementary, San Diego, CA, 92102-2918

E-mail Address: nenriquez@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 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: **Sherman Elementary School**

DUE: October 5, 2020

SITE CONTACT PERSON: **Nicole Enriquez**

PHONE: (619) 615-7000

FAX: (619) 615-7090

E-MAIL ADDRESS: **nenriquez@sandi.net**

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

- Title 1 Schoolwide Programs (SWP) CSI School

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

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

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

- | | |
|--|--------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 09/30/20 |
| <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 type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <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: October 1, 2020

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

Nicole Enriquez	
Type/Print Name of School Principal	Signature of School Principal / Date
Deborah Waddell	/Deborah Waddell/ 10/06/20
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Silvia Leon	/Silvia Leon/ 10/06/20
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date
Mitzi Merino	 10/8/2020
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

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

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a *Title I School wide plan*. The staff at Sherman Elementary strives for excellence in meeting the needs of all students. The Spanish 50/50 Dual Language Immersion Program is strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, staff at Sherman work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high quality education that includes rigorous lessons that are standards based.

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

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Sherman, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, ELAC, ILT, and staff meetings held throughout the year.

- September 18, 2019 the Annual Title I Parent Meeting was held.
- January 14, 2020- ILT met to analyze data and provided budget recommendations.
- January 23, 2020- Staff met to analyze data and provided budget recommendations.

- February 3, 2020- ELAC provided input on funding that would support English Language Learners.
- January 8, 2020- SSC met to discuss the evaluation and assessment survey.
- February 5, 2020-SSC reviewed and approved the 19-20 budget.
- March 4, 2020 SSC developed the School Parent Compact and Parent Involvement Policy.
- August 17, 2020 ILT developed 2020-2021 SPSA goals to be reviewed by staff and parents
- September 16, 2020 - SSC reviewed goals to present to ELAC
- September 30, 2020 - ELAC provided input regarding goals for English Language Learners.
- October 1, 2020 - SSC developed and approved 2020-2021 SPSA.

RESOURCE INEQUITIES

Sherman's root cause analysis involved examining data from, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2019-20 SPSA Evaluation.

Based on the California Dashboard, there are inequities in the area of chronic absenteeism having staying in the orange range at 15.4%, with 26.7% of students with disabilities and 27.8% of homeless students experiencing chronic absenteeism. However, suspension rates moved from orange to yellow, as the suspension rate is extremely low at 1.4%. The school community has done extensive work in collaborating with therapeutic services (YMCA and SEEP) and has put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor, and certificated staff to monitor attendance and social emotional needs. The staff will receive training in Social Emotional Learning, Restorative Practices, and particularly in Culturally Responsive Teaching in order to implement the philosophy of a safe, collaborative, and inclusive culture.

In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. Mental health services are available (5 days a week) to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the clinicians will work directly with families to provide strategies to support students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will implement Culturally Responsive Teaching School wide to cultivate a positive school culture for all stakeholders.

According our site reading assessments (during 2nd Trimester), we continue to hover between 54-68% of student reading at or above grade level, per the results of the Developmental Reading Assessment (DRA). With an average of 62%, we were meeting our Graduation/Promotion Rate Goal.

Therefore we will continue to budget Title I monies for Retired Teacher Literacy Support via Guided Reading. We have also seen that our sub groups of EL's and Special Education students continue to need improvement, and therefore we have also set monies aside to pay for Professional Learning

Communities (Visiting Teachers) inclusive our Education Specialists. We will also reorganize the deployment for Designated ELD/SLD, so that we capitalize on all our Title I resources (Literacy Resource Teacher, Retired Teachers, Spanish Language Expert).

According to our site math assessments (during 2nd Trimester), we continue to hover around 40% of students at or above grade level. We will budget Title I monies for Professional Learning Communities (Visiting Teachers) and Math Coaching Cycles, so that classroom teachers continue to analyze student data and plan lesson design and instruction accordingly, alongside our district math resource teacher. We have also seen that our sub groups of EL's and Special Education students continue to need improvement, and therefore we have set monies aside to pay for the ELA Benchmark curriculum as well as Professional Development training.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Nicole Enriquez	Principal
Ruth Carrasquillo	Classroom Teacher
Astrid Aldave	Classroom Teacher
Kimberly Bazan	Other School Representative
Beatriz Alvarez	Other School Representative
Deborah Waddell	Parent
Marisol Higareda	Parent
Terrence Pesta	Parent
Michelle Luellen	Parent
Lucy Castillo	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

According to the 2019 Ca Dashboard, we have 3 red indicators in regards to subgroups within chronic absenteeism. The subgroups include homeless students, students with disabilities, and students of two or more races.

*Major Differences

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

There are no major differences. We will continue to work in collaboration with AmeriCorps to maintain a PASS AmeriCorps Mentor who will work collaboratively with school administration, school registrar, school counselor, and YMCA/TIDES therapists, in order to improve chronic absenteeism and school suspensions.

*Changes

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

We will continue to monitor our chronic absenteeism. Our attendance clerk, along with our school counselor, and PASS AmeriCorps Mentor will work together in reaching students with chronic absenteeism.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate.	15.4%	10%	Attendance	Trimester
June 2021	TK-5	Increase the average parent involvement rate (“strongly agree” in each of the 4 indicators).	49.5%	58.9%	CAL-SCHLS (CHKS)	Annually
*Identified Need						
<p>On the California Dashboard (2019), Sherman is in the orange in the following indicator: Chronic Absenteeism. The overall school chronic absenteeism rate is 15.4%.</p> <p>Chronic Absenteeism Rates (subgroups): Students with disabilities=26.7% Homeless=27.8% Two or More Races=33.3%</p> <p>According to the 2019 California School Parent Survey (CSPS), the average parent involvement rate is at 49.5% (with the response of “strongly agree” in each of the indicators (see below). 163 parents completed the survey in a student population of 612 students.</p> <p>Parent Involvement (indicators): -School allows input and welcomes parents’ contributions=53% -School encourages me to be an active partner with the school in educating my child=54% -School actively seeks the input of parents before making important decisions=40% -Parents feel welcome to participate at this school=51%</p>						
*Online Learning Implications						
<p>-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.</p> <p>-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.</p>						

Sherman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

-Culturally Responsive-Sustaining Practices

-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.

-Schools will continue wellness efforts via school wellness coordinators.

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

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

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

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

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Decrease the overall school wide chronic absenteeism rate.	26.7%	16.7%	Chronic Absenteeism	Annually
June 2021	TK-5	Homeless/Foster	Decrease the overall school wide chronic absenteeism rate.	27.8%	17.8%	Chronic Absenteeism	Annually

Sherman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK-5	Two or More Races	Decrease the overall school wide chronic absenteeism rate.	33.3%	23.3%	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	Decrease the overall school wide chronic absenteeism rate.	32%	22%	Chronic Absenteeism	Annually

Strategy/Activity 1- PASS AmeriCorps Mentor

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

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: students with disabilities, students who are homeless, and students of two or more races.

***Strategy/Activity - Description**

The PASS AmeriCorps Mentor will continue to support students' social/emotional and academic wellbeing and needs in grades 3-5 (and all grade levels during online learning). This will allow students to maximize their learning time and academic progress in class. In addition, the PASS AmeriCorps Mentor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism. The PASS AmeriCorps Mentor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The PASS AmeriCorps Mentor will also be an active member of the PTA and/or other subcommittees as needed to support the positive school culture.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0259BJ	Consultants <=\$25K		\$7,000.00	\$7,000.00	0259-09800-00-5801-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		The PASS AmeriCorps Mentor will support students in the area of chronic absenteeism, suspension rates, and academic growth.

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

- Literacy Teacher (LRT) to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development. LRT to facilitate/coordinate EPLAC Initial and summative assessments and CAASPP assessments for Grades 3-5.
- Two Retired Classroom Teachers to provide Response to Intervention services to at-risk students in the primary grades, through a double-dose of guided reading and designated ELD.
- Retired Classroom Teacher to provide literacy instruction via educational technology for students on a weekly basis, while teachers participated in collaborative planning opportunities.
- Visiting teachers to release classroom teachers from the classroom for Professional Learning Communities (PLC) in order to analyze student work/data, design assessments and goals, improve instructional strategies, and design lessons.

***Major Differences**

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

- Literacy Resource Teacher (LRT) supported classroom teachers with tier 1 instruction, but supported few struggling students with tier 2 interventions. LRT supported classroom teachers with integrated and designated ELD curriculum for English Learners. She coordinated and taught school wide designated ELD. LRT supported and collaborated with teachers to impact teacher effectiveness with providing more differentiated and supports for students. LRT also ensured that 83% of our students on the English Learner Potential Reclassification students were reclassified.
- Retired Classroom Teachers (RCT) were not able to be scheduled on the same days, which impacted the efficiency of the support. This year, we have reorganized the deployment for Designated ELD/SLD, so that we can capitalize on the support of our Retired Teachers.

***Changes**

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

Literacy Resource Teacher (LRT) will support at risk students with Response to Intervention as determined by SSTs and Learning Contracts. Retired Classroom Teachers (RCT) will provide Guided Reading and designated ELD and will be scheduled to do so 4 days a week.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	49.5%	59.5%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	48.9%	59%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and	50.6%	60%	CAASPP ELA	Annually

Sherman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		exceeding grade level standards.				
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	49.6%	59.5%	CAASPP ELA	Annually
June 2021	TK-5	Increase the percentage of students perform at grade level on the district's Grade Level Reading Expectations.	62%	64.8%	DRA 2	Trimester
June 2021	TK-5	Increase the percentage of students perform at grade level on the district's Spanish Reading Assessment	49.2%	61%	Other (Describe in Objective)	Trimester

***Identified Need**

The school's overall data for the 2018 school year indicates 51% of 3rd-5th grade students met or exceeded standards in ELA. In the 2019 school year, the data indicates 49.6% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight drop of 1.4% in the area of ELA from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 40.8% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 47.8% (ELA). When this group of students moved to 5th grade in the 2018-19 school year, their performance at the met or exceeded grade level standards was at 50.6% (ELA). This is a 9.8% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

The 2017-2018 3rd grade student group met or exceeded grade level standards at 52% (ELA). When this group of students moved to 4th grade in the 2018-19 school year, their performance at the met or exceeded grade level standards was at 48.9% (ELA). This is a 3.1% decrease in ELA.

To continue to support student progress in ELA, professional development will focus on student monitoring and using data to determine next strategic steps in instruction and assessment (teachers will participate in 5 full-day PLCs, and 5 half-day PLCs); strengthening instruction by aligning small group instruction with tier 1, 2 & 3 supports; and administering common interim assessments (3 times a year) using the SBAC Interim Assessment Blocks and/or Illuminate.

*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, Sherman will refine our comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	20%	30%	CAASPP ELA	Annually

Sherman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	28.2%	35.4%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	58.3%	62.4%	CAASPP ELA	Annually
June 2021	TK-5	English Learner	Increase the percentage of students perform at grade level on the district's Grade Level Reading Expectations.	45.4%	50.9%	DRA 2	Trimester
June 2021	TK-5	Students with Disabilities	Increase the percentage of students perform at grade level on the district's Grade Level Reading Expectations.	26.6%	33.9%	DRA 2	Trimester
June 2021	TK-5	Black or African American	Increase the percentage of students perform at grade level on the district's Grade Level Reading Expectations.	50%	55%	DRA 2	Trimester

Strategy/Activity 1- Literacy Resource Teacher

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: English Learners and students with disabilities. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Literacy Resource Teacher (LRT) will continue to support classroom teachers with tier 1 instruction, and directly support struggling students with tier 2 interventions. LRT will continue to support classroom teachers with integrated and designated ELD curriculum for English Learners. She will coordinate and instruct school wide designated ELD. LRT will also ensure that 85% of our students on the English Learner Potential Reclassification students are reclassified.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02592I	Inschool Resource Tchr	0.90000	\$85,578.30	\$121,851.17	0259-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Literacy Resource Teacher provides Tier I support through facilitating PLCs, professional development, and coordination of designated ELD.

Strategy/Activity 2- Retired Classroom Teachers

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: English Learners. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Three Retired Classroom Teachers (RCT) will continue to provide Tier 2 support to at-risk students in the primary grades, through a double-dose of guided reading in 10-week cycles. In addition, one RCT will continue to provide Tier 2 interventions to at-risk students in the upper grades. RCTs will continue to support students with designated ELD via our Designated ELD dispersement, and support students who are Newcomers access to extra-designated ELD. RCT will continue to provide literacy instruction via educational technology for students on a weekly basis, while teachers participate in collaborative planning opportunities.

Sherman 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
N02593M	Retired Clsrm Teacher Hrly		\$44,210.88	\$54,065.49	0259-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]		Small guided reading groups for students who are below grade level.

Strategy/Activity 3- Professional Learning Communities

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

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: English Learners. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Visiting teachers to release classroom teachers from the classroom for Professional Learning Communities (PLC) in order to analyze student work to gather patterns and trends (data); Adjust lessons to improve instructional practices; Create common formative assessments based on common core state standards/critical concepts and learning targets; and improve instructional strategies.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N025988	Prof&Curriclm Dev Vist Tchr		\$41,039.33	\$50,187.00	0259-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Visiting teachers to provide release for PLC collaboration.

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In order to ensure a Guaranteed and Viable Curriculum for Math, our Instructional Leadership Team (ILT) decided to implement the district's Prioritized Math Units of Study. We continue to receive Professional Development and PLC support from the district Math Resource team.

A Retired Classroom Teacher (RCT) will support upper grade students who are at-risk in Math. RCT to support students in the classroom during small group instruction and via after-school support.

Visiting teachers to release classroom teachers from the classroom for Professional Learning Communities (PLC) in order to analyze student work/data, design assessments and goals, improve instructional strategies, and design lessons.

*Major Differences

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

Retired Classroom Teacher (RCT) supported upper grade students who were at-risk in Math in the classroom during small group instruction and via after-school support. Few students participated in the after-school support and it did not start until later in the school year.

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments in a timely manner or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs.

***Changes**

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

Retired Classroom Teacher (RCT) will provide after-school (online or on-site) support for students in Math with a focus on number sense, operations, and mathematical practices, from October-May.

We will create a bank of effective and reliable visiting teachers in order to ensure that teachers will be released for all PLCs; focus the PLC work on aligning to the Common Core State Standards, more specifically the Critical Concepts, and articulation between grade levels.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	43.1%	48%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	36.8%	48%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	31.9%	43%	CAASPP Math	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	37.3%	46%	CAASPP Math	Annually
June 2021	TK-5	Increase the percentage of students meeting and	48.8%	53.9%	End of Unit Assessments	Trimester

		exceeding grade level standards.				
*Identified Need						
<p>The school's overall data for the 2018 school year indicates % of 3rd-5th grade students met or exceeded standards in Math. In the 2019 school year, the data indicates % of 3rd-5th grade students met or exceeded grade level standards in Math. There was a slight drop of % in the area of Math from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities.</p>						
<p>The 2016-2017 3rd grade student group met or exceeded grade level standards at % (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 39.8 % (Math). When this group of students moved to 5th grade in the 2018-19 school year, their performance at the met or exceeded grade level standards was at 37.3% (Math). This is a 2.5% decrease in Math. The 2018-19 SPSA was focused on Math and funding supported Math development.</p>						
<p>The 2017-2018 3rd grade student group met or exceeded grade level standards at 46% (Math). When this group of students moved to 4th grade in the 2018-19 school year, their performance at the met or exceeded grade level standards was at 36.9% (Math). This is a 9.1% decrease in Math.</p>						
<p>The 2019-20 TK-5th grade students met or exceeded grade level standards at 48.8% (End of Unit Math Assessments- Trimester 2). This was an increase from Trimester 1 End of Unit Math Assessments from 45.5%, a 3.3% increase.</p>						
<p>To continue to support student progress in Math, professional development will focus on student monitoring and using data to determine next strategic steps in instruction and assessment (teachers will participate in 4 full-day PLCs and 5 half-day PLCs); RtI interventions in Math from Grades 3-5 both during and after school; and administering common interim assessments (3 times a year) using the SBAC Interim Assessment Blocks, EnVision Math, and/or Illuminate.</p>						
*Online Learning Implications						
<ul style="list-style-type: none"> -In preparation for offering both online and on-site learning during the 2020-2021 school year, Sherman will refine our comprehensive assessment plans to include both virtual assessment tools and in-person assessments. -Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. - It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades. -Structures and digital tools to support student collaboration -Flexibility for teachers to provide both whole group, small group and individual instruction -Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery 						

- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	15.8%	24.5%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	16.2%	24.6%	CAASPP Math	Annually
June 2021	TK-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	baseline year	24.5%	End of Unit Assessments	Trimester
June 2021	TK-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	baseline year	24.6%	End of Unit Assessments	Trimester
June 2021	TK-5	Black or African American	Increase the percentage of students meeting	baseline year	47.4%	End of Unit Assessments	Trimester

			and exceeding grade level standards.				
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	41.6%	47.4%	CAASPP Math	Annually

Strategy/Activity 1- Retired Classroom Teacher

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

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: English Learners and students with disabilities. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

A Retired Classroom Teacher (RCT) will continue to provide Tier 2 support to at-risk students in the upper grades, through RtI in 10-week cycles.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02592A	Retired Clsrm Teacher Hrly		\$36,567.18	\$44,718.00	0259-30106-00-1189-1000-4760-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Small guided math groups for students who are below grade level.

Strategy/Activity 2- Professional Learning Communities

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

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: English Learners and students with disabilities. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Visiting teachers to release classroom teachers from the classroom for Professional Learning Communities (PLC) in order to analyze student work/data, design assessments and goals, improve instructional strategies, and design lessons.

Sherman 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				0259-30106-00-1192- 1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N025988	Visiting teachers to provide release for PLC collaboration.

Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

- Literacy Resource Teacher (LRT) will continue to support classroom teachers with tier 1 instruction of ELD by meeting with teachers on a daily basis during collaborative planning. LRT will continue to support classroom teachers with integrated and designated ELD curriculum for English Learners. She will continue to coordinate and teach school wide designated ELD. LRT support and collaborate with teachers to impact teacher effectiveness with providing more differentiated and supports for students. LRT will work to ensure that 85% of our students on the English Learner Potential Reclassification students are reclassified.
- Extended learning in English Language Development was provided by a classroom teacher to address specific student needs in Grades 4-5 as identified through Summative ELPAC assessment analysis. This support was provided twice a week from Oct. 2 - Feb. 5. (14 weeks), along with support from the same teacher for Designated ELD during the school day.
- Retired Classroom Teachers (RCT) provided instruction for students in designated ELD via our Designated ELD deployment.

***Major Differences**

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

- Literacy Resource Teacher (LRT) supported classroom teachers with tier 1 instruction in Integrated and Designated ELD on a weekly basis. She coordinated and taught school wide designated ELD. LRT supported and collaborated with teachers to impact teacher effectiveness with providing more differentiated and supports for students.
- Extended learning in English Language Development will be provided by a classroom teacher to address specific student needs in Grades 4-5 as identified through Summative ELPAC assessment analysis. This support will be provided twice a week from Oct. 7 - Feb. 6. (15 weeks). The teacher will take attendance and use the Class Dojo application to keep families informed. A waitlist will be formed in order to keep the intervention fully attended.
- Retired Classroom Teachers (RCT) provided instruction for students in designated ELD via our Designated ELD dispersement, however our students who are Newcomers need access to designated ELD more often.

***Changes**

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

Extended learning in English Language Development will continue to be provided by a classroom teacher to address specific student needs in Grades 4-5 as identified through Summative ELPAC assessment analysis. This support will be provided twice a week from Oct. 7 - Feb. 6. (15 weeks). The teacher will take attendance and use the Class Dojo application to keep families informed. A waitlist will be formed in order to keep the intervention fully attended.

Retired Classroom Teachers (RCT) will continue to provide instruction for students in designated ELD via our Designated ELD deployment. This year, we have reorganized the deployment for Designated ELD/SLD, so that we can capitalize on the support of our Retired Teachers.

***Integrated English Language Development**

Sherman Elementary teachers have had 3 years of focused Professional Development in the ELD standards, strategies for Integrated and Designated ELD, and have developed lessons that align with their units of study. This year they will utilize the units of study developed by the OLA office and the Benchmark ELD Curriculum as a resource to further enhance their ELD units.

Integrated ELD strategies are implemented throughout literacy lessons both during direct instruction and during small group instruction, on a daily basis.

***Designated English Language Development**

Sherman Elementary teachers have had 3 years of focused Professional Development in the ELD standards, strategies for Integrated and Designated ELD, and have developed lessons that align with their units of study. This year they will utilize the units of study developed by the OLA office and the Benchmark ELD Curriculum as a resource to further enhance their ELD units.

Sherman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Designated ELD occurs school wide via Grade level deployment and in class small group instruction. Each grade level, with support from the Literacy Resource Teacher and Retired Teachers, receive instruction at their specific ELD levels.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	20%	30%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math.	15.8%	24.5%	CAASPP Math	Annually
June 2021	1-5	English Learner	Increase a minimum of one performance level.	26%	38%	Summative ELPAC	Annually
June 2021	TK-5	English Learner	Increase the percentage of students perform at grade level on the district's Grade Level Reading Expectations.	45.4%	50.9%	DRA 2	Trimester
June 2021	TK-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards on End	baseline year	24.5%	Other (Describe in Objective)	Trimester

			of Unit Math Assessments				
*Identified Need							
<p>The school's overall data for the 2019 school year indicates 51% of 3rd-5th grade students met or exceeded standards in ELA. In the 2019 school year, the data indicates 49.6% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight drop of 1.4% in the area of ELA from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities.</p> <p>The 2016-2017 3rd grade student group met or exceeded grade level standards at 40.8% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 47.8% (ELA). When this group of students moved to 5th grade in the 2018-19 school year, their performance at the met or exceeded grade level standards was at 50.6% (ELA). This is a 9.8% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.</p> <p>The 2017-2018 3rd grade student group met or exceeded grade level standards at 52% (ELA). When this group of students moved to 4th grade in the 2018-19 school year, their performance at the met or exceeded grade level standards was at 48.9% (ELA). This is a 3.1% decrease in ELA.</p> <p>To continue to support student progress in ELA, professional development will focus on student monitoring and using data to determine next strategic steps in instruction and assessment (teachers will participate in 4 full-day and 5 half-day PLCs); strengthening instruction by aligning small group instruction with tier 1, 2 & 3 supports; and administering common interim assessments (3 times a year) using the SBAC Interim Assessment Blocks and/or Illuminate.</p>							
*Online Learning Implications							
<ul style="list-style-type: none"> -District will provide students with targeted small group support through a push-in integrated model. -The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development. -Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner. - Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses. -Online professional development modules with iELD (integrated English Language) -The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education) - These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support. 							

Sherman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.
- Formative assessment data will be collected, analyzed and feedback given to students.
- Professional development will also be offered to teachers across the district serving this English Learner group
- The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
- This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	1-5	Dual Identified	Increase a minimum of one performance level.	43%	48.7%	Summative ELPAC	Annually

Strategy/Activity 1: Literacy Resource Teacher

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Development, specifically the following subgroups: English Learners and students with disabilities. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Literacy Resource Teacher (LRT) will support classroom teachers with tier 1 instruction of Integrated ELD by meeting with teachers on a weekly basis during collaborative planning. LRT will support classroom teachers with integrated and designated ELD curriculum for English Learners. She will continue to coordinate and teach school wide designated ELD. LRT support and collaborate with teachers to impact teacher effectiveness with providing more differentiated and supports for students.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02592J	Inschool Resource Tchr	0.10000	\$9,508.70	\$13,539.02	0259-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Literacy Resource Teacher provides Tier I support through facilitating PLCs, professional development, and coordination of designated ELD.

Strategy/Activity 2- Extended ELD

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

All students at the school will benefit from this strategy/activity in the area of English Language Development, specifically the following subgroups: English Learners and students with disabilities. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Extended learning in English Language Development will be provided by a classroom teacher to address specific student needs in Grades 4-5 as identified through Summative ELPAC assessment analysis. This support will be provided twice a week from Oct. 7 - Feb. 6. (15 weeks). The teacher will take attendance and use the Class Dojo application to keep families informed. A waitlist will be formed in order to keep the intervention fully attended.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0259CR	Classroom Teacher Hrly		\$3,300.17	\$4,035.77	0259-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Tutoring for students who are on the cusp of reclassifying as RFEP.
N0259CS	Classroom Teacher Hrly		\$1,410.00	\$1,724.30	0259-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Tutoring for students who are on the cusp of reclassifying as RFEP.

Strategy/Activity 3- Retired Classroom Teachers

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

All students at the school will benefit from this strategy/activity in the area of English Language Development, specifically the following subgroups: English Learners and students with disabilities. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Retired Classroom Teachers (RCT) will provide instruction for students in designated ELD via our Designated ELD dispersement. They will also provide Designated ELD instruction 2 more days a week for students who are Newcomers.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Retired Clrm Teacher Hrly				0259-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N02593M	Instruction of Designated ELD via a school wide deployment strategy

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The data from our Ca Dashboard shows that we need to continue to work with our students with disabilities to guide them towards becoming independent learners.

*Major Differences

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

We will continue to work in collaboration between our Special Ed team and gen ed teachers in meeting the needs of our students with disabilities. We will continue to focus on their needs during our monthly PLC meetings.

*Changes

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

Continue to collaborate during our monthly PLC's by looking at data and areas of need and how to address them. We will also schedule our Education Specialists during our weekly grade level collaboration meetings in order to ensure that Tier I, II, & III interventions are impactful for students and that goals are being met by students with disabilities.

*Goal 5- Students with Disabilities						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA.	28.2%	35.4%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in Math.	16.2%	24.6%	Other (Describe in Objective)	Annually
June 2021	TK-5	Increase the percentage of students perform at grade level on the district's Grade Level Reading Expectations.	26.6%	33.9%	DRA 2	Trimester
June 2021	TK-5	Increase the percentage of students meeting and exceeding grade level standards.	baseline year	24.6%	Other (Describe in Objective)	Trimester

***Identified Need**

The school’s overall data for the 2018 school year indicates 21.2% of 3rd-5th grade students with disabilities met or exceeded standards in ELA. In the 2019 school year, the data indicates 28.2% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was an increase of 7% in the area of ELA from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with students with disabilities, since they lag behind students without disabilities by 24% in ELA in 2019.

The school’s overall data for the 2018 school year indicates 12.1% of 3rd-5th grade students with disabilities met or exceeded standards in Math. In the 2019 school year, the data indicates 16.2% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was an increase of 4.1% in the

Sherman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

area of Math from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with students with disabilities, since they lag behind students without disabilities by 23.9% in Math in 2019.

The school's overall data for DRA2, as of the 2nd Trimester of the 2019-2020 school year, 26.6% of our students with disabilities TK-5 met or exceeded standards in reading. This is 35.4% lower than our overall school average.

*Online Learning Implications

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and Para educators.
- All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	1-5	English Learner	Increase the percentage of students perform at grade level on the district's Grade Level Reading Expectations.	22.2%	30%	DRA 2	Trimester

Strategy/Activity 1- Professional Learning Communities

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Special Education, specifically the following subgroup: students with disabilities. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Visiting teachers to release Special Education teachers from the classroom for Professional Learning Communities (PLC) with grade level general education teachers in order to analyze student work/data, design assessments and goals, improve instructional strategies, and design lessons for students with disabilities.

Sherman 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				0259-30106-00-1192- 1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N025988	During PLC,'s teachers will analyze data, and plan for instruction.

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/African-American Students	Increase the percentage of students perform at grade level on the district's Grade Level Reading Expectations.	50%	55%	Grades	Trimester

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Sherman site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Sherman will develop and implement a site-specific system for tracking classroom referrals.
3. Sherman will create a process for ensuring a student is assigned a Student Champion (Angelina Bennici, School Counselor) to help them through any suspension or expulsion process.
4. Sherman 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. This will be a sub-committee of School Governance Team (SGT)
5. In the 2020-21 school year, Sherman will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Sherman is to maintain or increase the percentage of diverse educators from current year to the following
7. The focus of the 2020-21 Professional Development is Culturally Responsive Teaching. The school has purchased the text "Culturally Responsive

Teaching and The Brain" by Zaretta Hammond for all Certificated Staff.

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

The school's overall data for the 2019-20 school year, according the 2nd Trimester DRA2 assessments, indicates 62% of TK-5th grade students meeting or exceeding grade level reading expectations. The data also indicates only 50% of Black/African-American students meeting or exceeding grade level reading expectations. There is a difference of 12%. Based on the data, we need to focus on improving student achievement and closing the achievement gap specifically with our Black/African-American students.

***Online Learning Implications**

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

Strategy/Activity 1- Professional Learning Communities

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

All students at the school will benefit from this strategy/activity, specifically our Black/African-American students. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Visiting teachers to release classroom teachers from the classroom for Professional Learning Communities (PLC) in order to analyze student work to gather patterns and trends (data); Adjust lessons to improve instructional practices; Create common formative assessments based on common core state standards/critical concepts and learning targets; and improve instructional strategies. This will also give teachers the opportunity to implement Culturally Responsive Teaching strategies that will be the focus of our 2020-21 Professional Development.

***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				0259-30106-00-1192- 1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N025988	Visiting teachers to provide release for PLC collaboration.

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In order for parents to be involved, parents often request childcare support. This allows our parents to receive training so they can directly support their children at home and at school.

*Major Differences

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

Childcare was provided for parent trainings and meetings. However, the number of parents who attended trainings/meetings and utilized this support was minimal.

*Changes

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

Continue to provide childcare for parent trainings/meetings. In addition, subcommittees of PTA and ELAC will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	49.5%	58.9%	CAL - SCHLS (CSPS)
*Identified Need					
<p>Based on the California Dashboard, there are inequities in the areas of chronic absenteeism (orange). The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social emotional needs. There will be consistent communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the school-home relationships with families. There will be mental health services on-site (5 days a week) to support students with social and emotional needs via the YMCA TIDES Program and School Counselor. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the clinician will work directly with staff and families to provide resources in the community. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will begin to implement Culturally Responsive Teaching practices school wide to cultivate a positive school culture.</p> <p>According to the 2019 California School Parent Survey (CSPS), the average parent involvement rate is at 49.5% (see indicators below). *Note: The percentages only include the response of "Strongly Agree." 168 parents completed the survey in a student population of 650 students.</p> <p>Parent Involvement (indicators) that include only "Strongly Agree" responses:</p> <ul style="list-style-type: none"> -School allows input and welcomes parents' contributions= 53% -School encourages me to be an active partner with the school in educating my child= 54% -School actively seeks the input of parents before making important decisions= 40% -Parents feel welcome to participate at this school= 51% 					
*Online Learning Implications					
<ul style="list-style-type: none"> -A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all. -All Students will receive a district issued device to ensure access to curriculum while in a distance learning format. -Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning. 					

- District is also supplying families with training on SEL, Wellness, Health and Safety.
- These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
- These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups. For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.
- This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.
- Training for parents and other caregivers
- Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Volunteers	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	49.5%	58.9%	Other - Describe in Objective

Strategy/Activity 1 - Child Care

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

All families will be served by this strategy; specifically those with small children and who would otherwise not participate in parent leadership committees or trainings without this support

***Strategy/Activity - Description**

Provide childcare for parent trainings/meetings. Subcommittees of PTA and ELAC will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N025917	Other Nonclsrn PARAS Hrly		\$414.19	\$550.01	0259-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Childcare for parent involvement activities.

Strategy/Activity 2 - Supplies

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

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

***Strategy/Activity - Description**

Allocate funds for In-service supplies for parent meetings and workshops.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02598P	In-service supplies		\$2,952.00	\$2,952.00	0259-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parent engagement activities and refreshments.

Strategy/Activity 3 - Parent Workshops

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

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

***Strategy/Activity - Description**

Allocate funds for entry costs for parents to attend county and/or statewide trainings or workshops.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

Spanish Program Coordinator (SPC) to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for Spanish Learners in acquiring Spanish and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in SLA and other content areas; Support professional development.

Three Retired Classroom Teachers (RCT) provided Tier 2 supports to at-risk students in the primary grades, through a double-dose of guided reading in 10-week cycles.

*Major Differences

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

Spanish Program Coordinator (SPC) supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. SPC wrote curriculum that integrated SLD supports for Spanish Learners. SPC supported and collaborated with teachers to impact teacher effectiveness with providing more differentiated and supports for students. SPC also supported professional development.

Three Retired Classroom Teachers (RCT) provided Tier 2 supports to at-risk students in the primary grades, through a double-dose of guided reading in 10-week cycles. However, they were not able to provide Tier 2 interventions to at-risk students in the upper grades.

***Changes**

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

Spanish Program Coordinator (SPC) will continue to support classroom teachers with tier 1 instruction. SPC will support the implementation of the Benchmark Adelante curriculum by planning with teachers on a weekly basis. SPC will continue to support and collaborate with teachers to impact teacher effectiveness with providing more differentiated and supports for students. SPC will also continue to support professional development. Three Retired Classroom Teachers (RCT) will continue to provide Tier 2 support to at-risk students in the primary grades, through a double-dose of guided reading in 10-week cycles. In addition, a third RCT will provide Tier 2 interventions to at-risk students in the upper grades.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	will meet or exceed the district's Grade Level Reading Expectations	68%	71.2%	Grade 3 ELA Reading	Trimester
June 2021	5	will meet or exceed the district's Grade Level Reading Expectations	54%	58.6%	Grade 5 ELA Reading	Trimester
June 2021	TK-5	will meet or exceed the district's Grade Level Reading Expectations	49.2%	61%	Other (Describe in Objective)	Trimester

***Identified Need**

According to the 2019 SPSA goal of 62% of students reading at grade level in English on the DRA, our students surpassed the goal at 65%, 3% over the anticipated growth. Therefore, we will continue to support our students via Retired Teacher RtI reading interventions and targeted small group instruction.

According to the 2019 SPSA goal of 61% of students reading at grade level in Spanish on the EDL, our student increased from 37% to 50% (an increase of 13%). The goal was not met; however, the growth was significant.

*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)	Students with Disabilities	will meet or exceed the district's Grade Level Reading Expectations	25.6%	33%	Other (Describe in Objective)	Trimester
June 2021	TK-5 (English)	English Learner	will meet or exceed the district's Grade Level Reading Expectations	45.4%	50.8%	Other (Describe in Objective)	Trimester
June 2021	TK-5 (Spanish)	Students with Disabilities	will meet or exceed the district's Grade Level Reading Expectations	10%	19%	Other (Describe in Objective)	Trimester
June 2021	TK-5 (Spanish)	English Learner	will meet or exceed the district's Grade Level Reading Expectations	34.2%	40.8%	Other (Describe in Objective)	Trimester
June 2021	TK-5 (English)	Black or African American	will meet or exceed the district's Grade Level Reading Expectations	50%	55%	Other (Describe in Objective)	Trimester
June 2021	TK-5 (Spanish)	Black or African American	will meet or exceed the district's Grade Level Reading Expectations	21%	28.9%	Other (Describe in Objective)	Trimester

Strategy/Activity 1

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

All students at the school will benefit from this strategy/activity in the area of English Language Arts and Spanish Language Arts, specifically the following subgroups: English Learners and students with disabilities. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Spanish Program Coordinator (SPC) will continue to support classroom teachers with tier 1 instruction. SPC will support the implementation of the Benchmark Adelante curriculum by planning with teachers on a weekly basis. SPC will continue to support and collaborate with teachers to impact teacher effectiveness with providing more differentiated and supports for students. SPC will also continue to support professional development.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02595G	Classroom NonUnion Hrly		\$60,086.00	\$79,788.20	0259-09800-00-2183-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Spanish Language Coordinator provides Tier I support through facilitating PLCs, professional development, and coordination of the Spanish Language Arts program.

Strategy/Activity 2

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

All students at the school will benefit from this strategy/activity in the area of English Language Arts and Spanish Language Arts, specifically the following subgroups: English Learners and students with disabilities. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Three Retired Classroom Teachers (RCT) will continue to provide Tier 2 supports to at-risk students in the primary grades, through a double-dose of guided reading in 10-week cycles. In addition, a third RCT will provide Tier 2 interventions to at-risk students in the upper grades.

RCTs and classroom teachers will utilize newly purchased Fountas & Pinnell Benchmark Assessment System to better ascertain the guided reading levels of students. Since the DRA does not fully inform teachers of students' reading levels at times.

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

1. The Sherman Elementary Principal, Nicole Enriquez, will integrate the priorities and strategies that are outlined in our SPSA by ensuring that she is part of the monthly grade level PLC's and work with teachers in progress monitoring throughout the year. She will make sure that she is consistently in the classroom to support teacher and student learning. She will continue to conduct monthly monitoring meetings with teachers to ensure adequate progress of all students and subgroups.
2. The specific leadership actions that she will take are to ensure that she is working collaboratively with teachers in monitoring student progress throughout the year and making adjustments as needed to ensure that we meet or exceed our SPSA goals. She will also continue to work collaboratively with teachers in identifying the needs of every student in their classes to ensure that we are reaching all students.
3. Our school staff has been, and will continue to study Culturally Responsive Teaching throughout the year. Our District has also provided training for teachers during the first week of school on various learning management systems and Professional Development through Doug Fisher and his latest "The Distance Learning Playbook". The District also provided training for parents and students during the first week of school. We will continue to support students and parents throughout the year to ensure successful participation. The entire school is connected through Class Dojo where families receive important messages from classroom teachers and school events. Parents can also connect with their classroom teacher and administration when problems or concerns arise through online learning.

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

Sherman ES Budget Summary

DESCRIPTION

AMOUNT

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

\$ 181,142.97

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)

\$ 380,410.96

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)	\$94,905.00
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$94,905

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)	\$104,362.99
[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): \$ 104,362.99

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$380,410.96

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Sherman Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109	Pull/Out Push In	0.1000	\$ 9,508.70	
		Inschool Resource Tchr	3000			\$ 4,030.32	
			1157	Classroom Teacher Hrly		\$ 3,300.17	
			2183	Classroom NonUnion Hrly		\$ 60,086.00	
			3000			\$ 20,437.80	
			5801	Consultants <=\$25K		\$ 7,000.00	
	09800 LCFF Intervention Support Total					0.1000	\$ 104,362.99
	30100 Title I Basic Program	Inschool Resource Tchr	Inschool Resource Tchr	1109	Pull/Out Push In	0.9000	\$ 85,578.30
				3000			\$ 36,272.87
				1157	Classroom Teacher Hrly		\$ 1,410.00
				1189	Retired Clsrm Teacher Hrly		\$ 44,210.88
				3000			\$ 10,168.91
	30100 Title I Basic Program Total					0.9000	\$ 177,640.96
	30103 Title I Parent Involvement			2955	Other Nonclsrm PARAS Hrly		\$ 414.19
				3000			\$ 135.82
			4304	Inservice supplies		\$ 2,952.00	
30103 Title I Parent Involvement Total						\$ 3,502.01	
30106 Title I Supplmnt Prog Imprvmnt			1189	Retired Clsrm Teacher Hrly		\$ 36,567.18	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 41,039.33	
			3000			\$ 17,298.49	
30106 Title I Supplmnt Prog Imprvmnt Total						\$ 94,905.00	
Grand Total					1.0000	\$ 380,410.96	

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

SHERMAN ACADEMY

Title I Parent and Family Engagement Policy 2020-2021

During the fall, an annual meeting will be held to inform parents about the Title I program and its requirements.

Sherman Academy has developed a written policy for Title I parent involvement with recommendations from Title I parents. In preparation for the upcoming school year the policy is reviewed and updated during a spring public meeting of the School Site Council, to which all interested parties are invited.

The policy is disseminated to parents of Title I students during the annual Title I parent meeting and is posted on the school website.

The policy describes ways to meet the following Title I requirements for parental involvement [20 USC 6318 Section 1118 (a) - (f) inclusive].

Parental involvement in the Title I program

The school provides parents of Title I students with timely information about Title I programs and 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 through:

- New parent orientations
- Parent Handbook
- Back-to-school/curriculum meetings
- Monthly newsletters
- Electronic communications
- Advisory group meetings
- Family Fridays
- Parent-Teacher/administrator conferences

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

- 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 through the ongoing monitoring of the School Plan for Student Achievement through School Site Council and the English Language Advisory Committee.

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

- The Title I Parent Meeting is held within the month of October to inform parents of their rights to be involved in Title I decisions and how to be involved in the shared-decision making process here at Sherman Academy.

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

- The school offers a variety of scheduled meeting times for Title I parents, in both English and Spanish. 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 through the above-mentioned advisory group meetings, curricular events and parent-teacher/administrator conferences.

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

- Back-to-school/curriculum meetings
- Advisory group meetings
- Family Fridays
- Principal/Parent Meetings
- Parent-Teacher/administrator conferences

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- New parent orientations
- Parent Handbook
- Back-to-school/curriculum meetings
- Monthly newsletters
- Electronic communications
- Advisory group meetings
- Family Fridays
- Principal/Parent Meetings
- Parent-Teacher/administrator conferences

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- The school offers a variety of scheduled meeting times for Title I parents, in both English and Spanish. 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 through the above-mentioned advisory group meetings, curricular events and parent-teacher/administrator conferences.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Back-to-school/curriculum meetings
- Advisory group committee and general meetings
- Family Fridays
- Principal/Parent Meetings
- Parent-Teacher/administrator conferences
- Seeking opportunities for parent trainings & workshops

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

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

- Back-to-school/curriculum meetings
- Monthly newsletters and electronic communications
- Family Fridays
- Principal/Parent Meetings
- Advisory group committee and general meetings
- Parent-Teacher/administrator conferences

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

- Back-to-school/curriculum meetings
- Family Fridays
- Advisory group committee and general meetings
- Parent-Teacher/administrator conferences
- Parent workshops

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

- Advisory group meetings
- Staff meetings
- Professional development

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

- Back-to-school/curriculum meetings
- Advisory group committee and general meetings
- Family Fridays
- Principal/Parent Meetings
- Academic family nights
- Seeking opportunities for parent trainings & workshops

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

- Monthly newsletters
- Automated phone messages
- Event reminders via flyers
- Electronic communications

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

- Back-to-school/curriculum meetings
- Advisory group committee and general meetings
- Family Fridays
- Parent-Teacher/administrator conferences
- Seeking opportunities for parent trainings & workshops

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]).

- Interpretations of all meetings, translation of information and school reports
- Americans with Disabilities Act compliant facilities
- Collaboration with Youth in Transition services

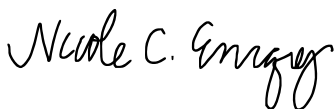
If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- Family Fridays
- Advisory group committee and general meetings
- Parent-Teacher/administrator conferences

This policy was adopted by Sherman Elementary on September 16, 2020 and will be in effect for the period of 2020-2021 academic year (until October 2021).

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 16, 2020.

Nicole Enriquez, Principal



Date Approved: September 16, 2020

APPENDIX C

SCHOOL PARENT COMPACT



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

SHERMAN ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

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

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

How does the school address this?

School Responsibilities

Sherman Academy will...

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

achievement standards as follows:

- Maintain an expert and talented teaching staff.
- Assure high academic achievement and to prepare students for success in our Global Society via the 50/50 Dual Immersion Program
- Offer extensions of the curriculum and enrichment experiences on a daily basis.

Provide parents reasonable access to staff:

- It is always our intent to keep parents informed and resolve concerns at the lowest possible level.
- If a parent has a classroom concern, it is expected that he/she will try to resolve the concern by meeting with the classroom teacher at an agreed upon time before or after school.
- If the concern is not resolved, the principal may be contacted and a meeting between the parties involved will be arranged in an effort to resolve the issue.
- Finally, if the concern cannot be resolved with the principal, the parent may address their concern to the district.

Provide parents opportunities to volunteer and participate in their child's school and to observe classroom activities:

- At Sherman Academy there are many opportunities for parents to participate in the decision-making process, as well as volunteer to support the academic program, such as, participation in governance committees, special events, fundraising events, parent organizations, parent-teacher meetings and classrooms.

Hold parent-teacher conferences to discuss each child's academic achievement (at least 2 times a year).

Provide parents with formal reports on their child's progress (3 times a year).

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

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

- Back-to-school/curriculum meetings
- Monthly newsletters and electronic communications
- Family Fridays
- Principal/Parent Meetings

- Advisory group committee and general meetings
- Parent-Teacher/administrator conferences

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

- Back-to-school/curriculum meetings
- Family Fridays
- Advisory group committee and general meetings
- Parent-Teacher/administrator conferences
- Parent workshops

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

- Advisory group meetings
- Staff meetings
- Professional development

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

- Back-to-school/curriculum meetings
- Advisory group committee and general meetings
- Family Fridays
- Principal/Parent Meetings
- Academic family nights
- Seeking opportunities for parent trainings & workshops

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

The school offers a variety of scheduled meeting times for Title I parents, in both English and Spanish. 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 through the above-mentioned advisory group meetings, curricular events and parent-teacher/administrator conferences.

- Monthly newsletters
- Automated phone messages

- Event reminders via flyers
- Electronic communications

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

Provide parents opportunities to volunteer and participate in their child's school and to observe classroom activities:

- At Sherman Academy there are many opportunities for parents to participate in the decision-making process, as well as volunteer to support the academic program, such as, participation in governance committees, special events, fundraising events, parent organizations, parent-teacher meetings and classrooms.

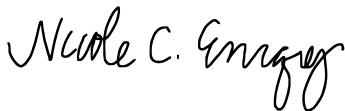
The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family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

- Interpretations of all meetings, translation of information and school reports
- Americans with Disabilities Act compliant facilities
- Collaboration with Youth in Transition services

This Compact was adopted by the Sherman on 08-31-2020, and will be in effect for the period of 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: 08-31-2020.

Nicole Enriquez, Principal



08-31-2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

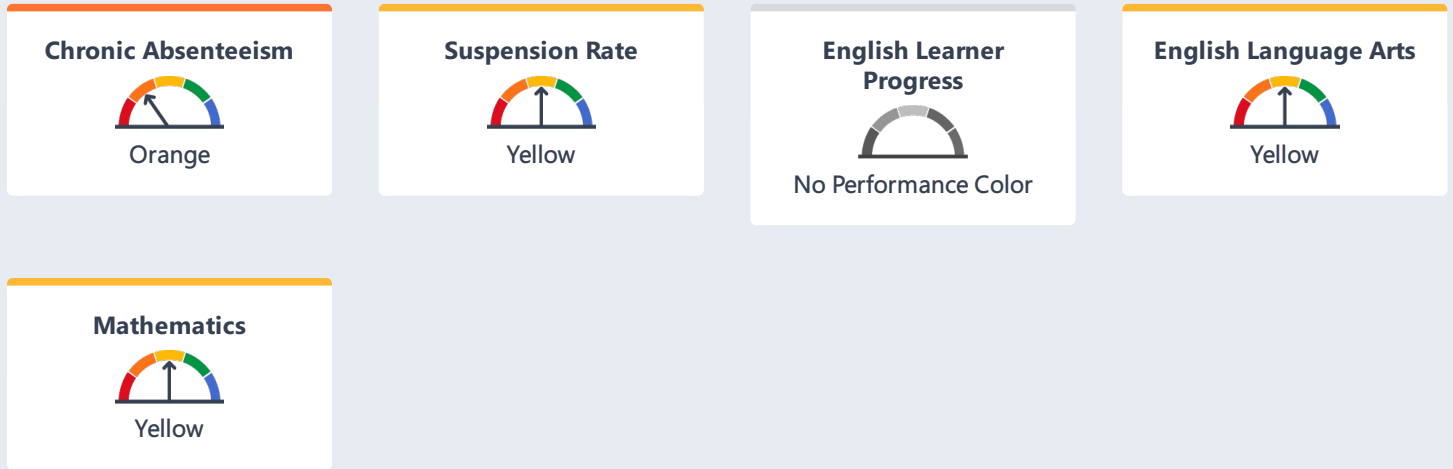
Reclassification data results can be requested from the school site.

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

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

Sherman Elementary

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

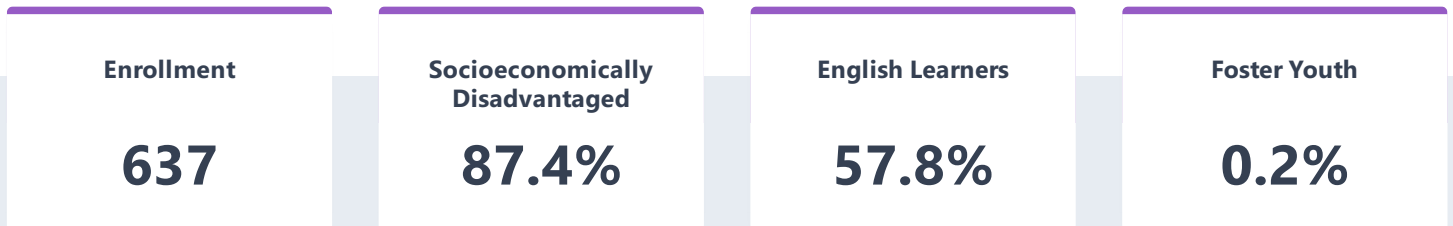


School Details

NAME Sherman Elementary	ADDRESS 301 22nd Street San Diego, CA 92102-2918	WEBSITE N/A	GRADES SERVED K-5
-----------------------------------	---	-----------------------	-----------------------------

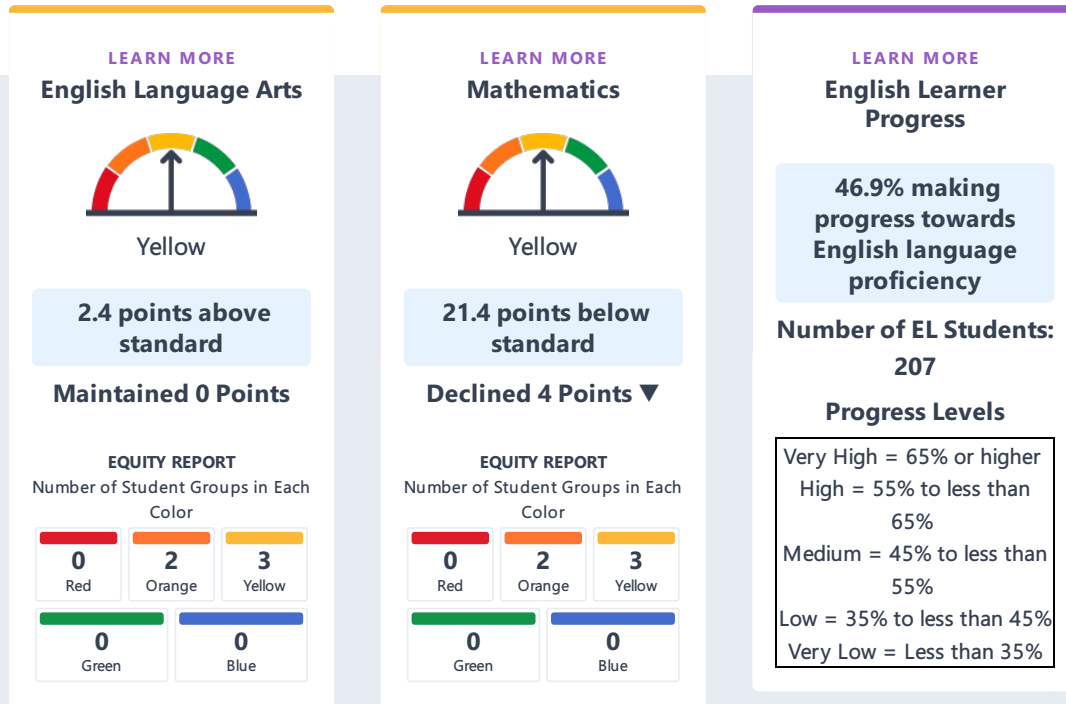
Student Population

Explore information about this school's student population.



Academic Performance

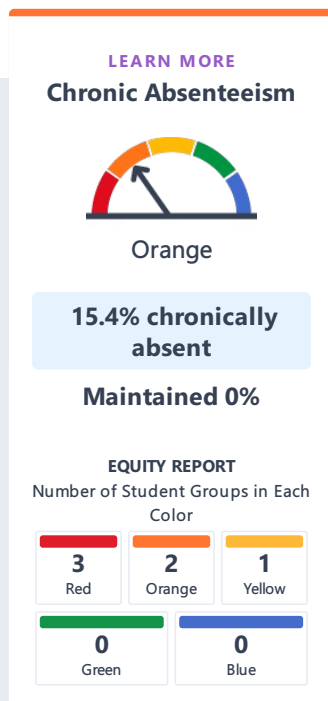
View Student Assessment Results and other aspects of school performance.



SHERMAN 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



Yellow

1.2% suspended at least once

Maintained 0%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	1 Yellow
3 Green	0 Blue	

Academic Performance

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

English Language Arts

All Students

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

All Students



Yellow

2.4 points above standard

Maintained 0 Points

Number of Students: 264

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

English Learners

Students with Disabilities



Yellow

Hispanic

Homeless

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Filipino

Two or More Races

White

African American



No Performance Color

3.7 points below standard

No Data

Number of Students: 11

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners



Orange

9 points below standard

Maintained -2.6 Points

Number of Students: 205

Students with Disabilities



Orange

60 points below standard

Maintained 2.4 Points

Number of Students: 32

Hispanic



Yellow

1 points above standard

Maintained 1 Points

Number of Students: 241

Homeless



Yellow

10.6 points below standard

Increased 3.9 Points ▲

Number of Students: 34

Socioeconomically Disadvantaged



Yellow

1.5 points below standard

Maintained -0.4 Points

Number of Students: 243

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

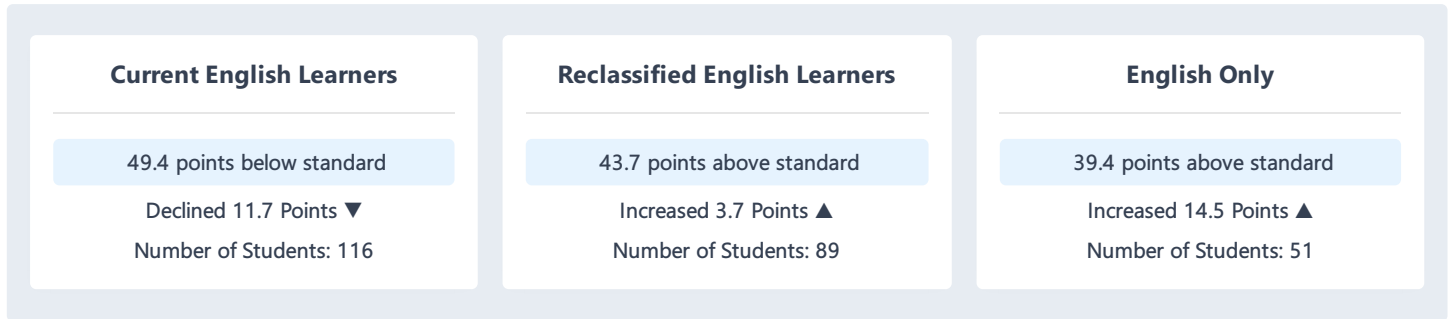
All Students 4.1 points below standard

2.4 points above standard

2.4 points above standard

English Language Arts Data Comparisons: English Learners

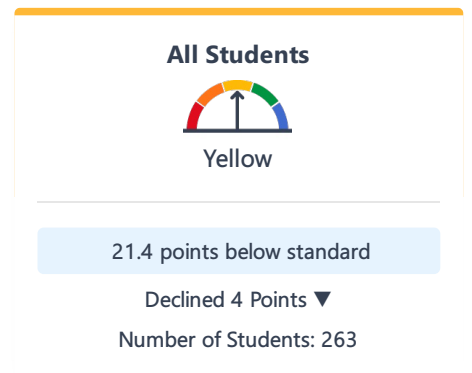
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

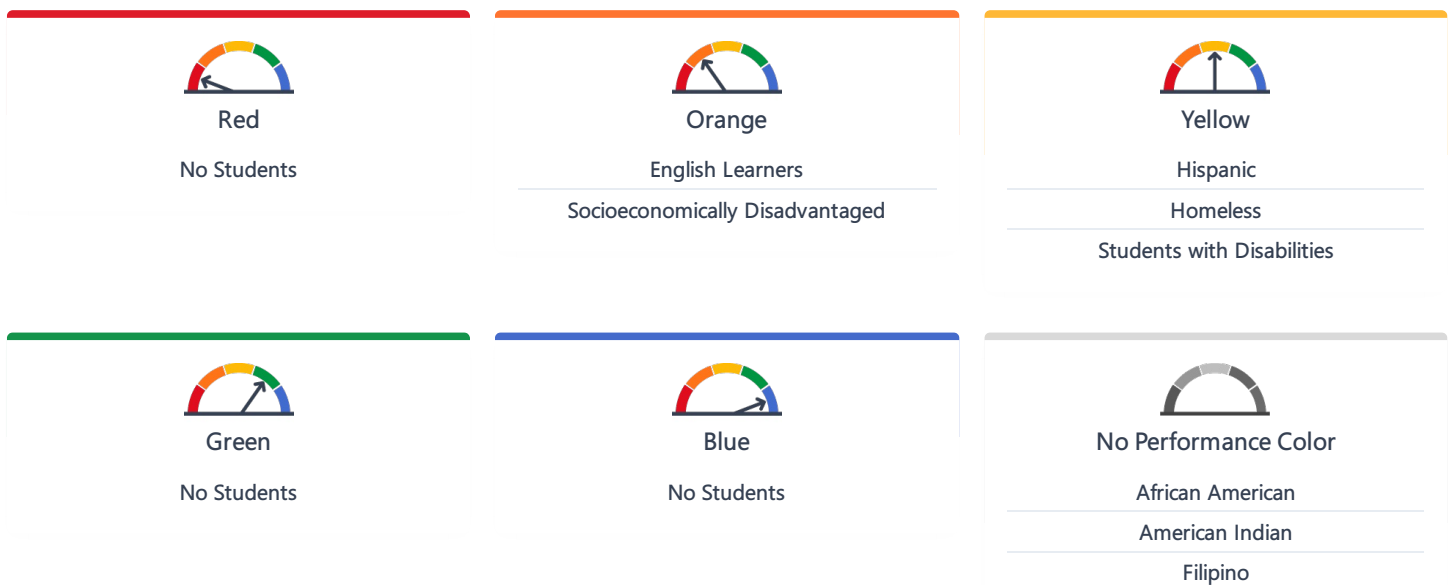
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



**African American**

No Performance Color

6.2 points below standard

No Data

Number of Students: 11

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners

Orange

29.4 points below standard

Declined 7.4 Points ▼

Number of Students: 205

Socioeconomically Disadvantaged

Orange

25.9 points below standard

Declined 4.4 Points ▼

Number of Students: 242

Hispanic

Yellow

23.7 points below standard

Declined 4.9 Points ▼

Number of Students: 241

Homeless

Yellow

28.6 points below standard

Increased 8.3 Points ▲

Number of Students: 34

Students with Disabilities

Yellow

80.4 points below standard

Increased 8 Points ▲

Number of Students: 31

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	17.9 points below standard	17.4 points below standard	21.4 points below standard

Mathematics Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
63.5 points below standard	14.7 points above standard	3.5 points above standard
Declined 19.3 Points ▼	Increased 3.8 Points ▲	Increased 10.8 Points ▲
Number of Students: 116	Number of Students: 89	Number of Students: 50

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

46.9% making progress towards English language proficiency

Number of EL Students: 207

Performance Level: Medium

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.

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	21.7%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	31.4%
ELs who Maintained ELPI Level 4	0.9%
ELs Who Progressed at Least One ELPI Level	45.8%

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

15.4% chronically absent

Maintained 0%

Number of Students: 654

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

Students with Disabilities

Homeless

Two or More Races



Orange

English Learners

Socioeconomically Disadvantaged



Yellow

Hispanic



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Pacific Islander

White



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

African American



No Performance Color

23.5% chronically absent

Increased 10.5% ▲

Number of Students: 34

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

11.8% chronically absent

Increased 4.4% ▲

Number of Students: 17

Students with Disabilities



Red

26.7% chronically absent

Increased 5.2% ▲

Number of Students: 120

Homeless



Red

27.8% chronically absent

Increased 4.8% ▲

Number of Students: 79

Two or More Races



Red

33.3% chronically absent

Increased 11.1% ▲

Number of Students: 30

English Learners



Orange

13.4% chronically absent

Increased 1.1% ▲

Number of Students: 374

Socioeconomically Disadvantaged



Orange

16% chronically absent

Maintained -0.3%

Number of Students: 575

Hispanic



Yellow

14.3% chronically absent

Declined 1.3% ▼

Number of Students: 565

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



Yellow

1.2% suspended at least once

Maintained 0%

Number of Students: 671

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Homeless

Two or More Races



Yellow

Socioeconomically Disadvantaged



Green

English Learners

Hispanic

Students with Disabilities



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Pacific Islander

White

African American



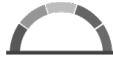
No Performance Color

2.9% suspended at least once

Declined 0.8% ▼

Number of Students: 35

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 19

Homeless



Orange

2.3% suspended at least once

Increased 1.3% ▲

Number of Students: 86

Two or More Races



Orange

3% suspended at least once

Increased 3% ▲

Number of Students: 33

Socioeconomically Disadvantaged



Yellow

1.2% suspended at least once

Maintained 0.1%

Number of Students: 589

English Learners



Green

0.8% suspended at least once

Maintained -0.1%

Number of Students: 379

Hispanic



Green

1% suspended at least once

Maintained -0.2%

Number of Students: 576

Students with Disabilities



Green

2.5% suspended at least once

Declined 1.8% ▼

Number of Students: 121



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sherman
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	298	41.9	304	56.3	307	48.9	288	51.0	272	49.6	7.7	-1.4	303	24.4	312	38.1	314	40.4	291	39.9	271	37.3	12.9	-2.6
Female	155	45.8	149	62.4	141	57.4	131	51.1	125	54.4	8.6	3.3	159	22.6	154	35.7	144	37.5	132	32.6	124	33.9	11.3	1.3
Male	143	37.8	155	50.3	166	41.6	157	51.0	147	45.6	7.8	-5.4	144	26.4	158	40.5	170	42.9	159	45.9	147	40.1	13.7	-5.8
African American	11	45.5	12	58.3	8	-	8	-	12	58.3	12.8	-	11	18.2	12	25.0	9	-	9	-	12	41.7	23.5	-
Asian**	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Hispanic	275	41.1	268	55.6	279	50.9	261	49.0	247	48.6	7.5	-0.4	280	23.9	275	39.3	284	41.5	262	38.5	247	36.0	12.1	-2.5
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	4	-	11	72.7	9	-	13	61.5	5	-	-	-	4	-	12	33.3	9	-	14	50.0	4	-	-	-
Multiracial	7	-	11	54.5	9	-	5	-	6	-	-	-	7	-	11	27.3	10	10.0	5	-	6	-	-	-
English Learner	159	25.2	143	35.7	113	14.2	124	27.4	120	20.0	-5.2	-7.4	161	16.1	150	26.0	119	19.3	125	23.2	120	15.8	-0.3	-7.4
English-Speaking	139	61.2	161	74.5	194	69.1	164	68.9	152	73.0	11.8	4.1	142	33.8	162	49.4	195	53.3	166	52.4	151	54.3	20.5	1.9
Reclassified†	86	65.1	59	94.9	114	78.1	83	75.9	90	74.4	9.3	-1.5	86	31.4	59	69.5	114	57.9	83	59.0	90	54.4	23.0	-4.6
Initially Eng. Speaking	53	54.7	102	62.7	80	56.3	81	61.7	62	71.0	16.3	9.3	56	37.5	103	37.9	81	46.9	83	45.8	61	54.1	16.6	8.3
Econ. Disadv.*	298	41.9	276	54.3	282	47.2	258	48.8	247	46.6	4.7	-2.2	303	24.4	280	35.7	287	38.7	260	38.1	246	33.7	9.3	-4.4
Non-Econ. Disadv.	0	-	28	75.0	25	68.0	30	70.0	25	80.0	-	10.0	0	-	32	59.4	27	59.3	31	54.8	25	72.0	-	17.2
Gifted	84	57.1	68	76.5	57	66.7	37	81.1	28	89.3	32.2	8.2	85	41.2	68	64.7	57	68.4	37	78.4	28	71.4	30.2	-7.0
Not Gifted	214	36.0	236	50.4	250	44.8	251	46.6	244	45.1	9.1	-1.5	218	17.9	244	30.7	257	34.2	254	34.3	243	33.3	15.4	-1.0
With Disabilities	13	0.0	23	21.7	21	14.3	33	21.2	30	23.3	23.3	2.1	13	0.0	22	13.6	21	9.5	33	12.1	29	10.3	10.3	-1.8
WO Disabilities	285	43.9	281	59.1	286	51.4	255	54.9	242	52.9	9.0	-2.0	290	25.5	290	40.0	293	42.7	258	43.4	242	40.5	15.0	-2.9
Homeless	31	38.7	30	56.7	37	27.0	30	40.0	37	43.2	4.5	3.2	34	14.7	33	33.3	38	28.9	30	26.7	37	27.0	12.3	0.3
Foster	2	-	0	-	3	-	1	-	0	-	-	-	2	-	1	-	0	-	1	-	0	-	-	-
Military	3	-	3	-	6	-	3	-	4	-	-	-	3	-	3	-	6	-	3	-	4	-	-	-

* 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
Sherman
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	113	33.6	111	51.4	98	40.8	98	52.0	93	49.5	15.9	-2.5	115	29.6	114	41.2	100	44.0	100	46.0	93	43.0	13.4	-3.0
Female	59	42.4	47	57.4	49	46.9	45	55.6	41	46.3	3.9	-9.3	61	32.8	50	36.0	50	36.0	46	37.0	41	36.6	3.8	-0.4
Male	54	24.1	64	46.9	49	34.7	53	49.1	52	51.9	27.8	2.8	54	25.9	64	45.3	50	52.0	54	53.7	52	48.1	22.2	-5.6
African American	4	-	5	-	2	-	5	-	4	-	-	-	4	-	5	-	2	-	6	-	4	-	-	-
Asian**	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Hispanic	103	32.0	92	50.0	94	41.5	88	50.0	84	47.6	15.6	-2.4	105	29.5	94	43.6	96	44.8	88	46.6	84	41.7	12.2	-4.9
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	5	-	0	-	5	-	1	-	-	-	1	-	6	-	0	-	6	-	1	-	-	-
Multiracial	4	-	8	-	1	-	0	-	3	-	-	-	4	-	8	-	1	-	0	-	3	-	-	-
English Learner	82	24.4	71	42.3	50	16.0	53	37.7	39	10.3	-14.1	-27.4	83	22.9	73	35.6	52	23.1	53	35.8	39	10.3	-12.6	-25.5
English-Speaking	31	58.1	40	67.5	48	66.7	45	68.9	54	77.8	19.7	8.9	32	46.9	41	51.2	48	66.7	47	57.4	54	66.7	19.8	9.3
Reclassified†	12	83.3	5	-	22	77.3	20	80.0	35	80.0	-3.3	0.0	12	58.3	5	-	22	90.9	20	75.0	35	62.9	4.6	-12.1
Initially Eng. Speaking	19	42.1	35	62.9	26	57.7	25	60.0	19	73.7	31.6	13.7	20	40.0	36	44.4	26	46.2	27	44.4	19	73.7	33.7	29.3
Econ. Disadv.*	113	33.6	98	49.0	91	40.7	95	52.6	84	45.2	11.6	-7.4	115	29.6	99	37.4	92	44.6	96	46.9	84	38.1	8.5	-8.8
Non-Econ. Disadv.	0	-	13	69.2	7	-	3	-	9	-	-	-	0	-	15	66.7	8	-	4	-	9	-	-	-
Gifted	26	46.2	17	70.6	19	73.7	5	-	6	-	-	-	27	48.1	17	64.7	19	78.9	5	-	6	-	-	-
Not Gifted	87	29.9	94	47.9	79	32.9	93	49.5	87	46.0	16.1	-3.5	88	23.9	97	37.1	81	35.8	95	43.2	87	40.2	16.3	-3.0
With Disabilities	3	-	12	33.3	21	14.3	12	41.7	11	18.2	-	-23.5	3	-	11	27.3	21	9.5	12	25.0	11	9.1	-	-15.9
WO Disabilities	110	34.5	99	53.5	94	42.6	86	53.5	82	53.7	19.2	0.2	112	30.4	103	42.7	96	45.8	88	48.9	82	47.6	17.2	-1.3
Homeless	8	-	14	57.1	13	30.8	7	-	12	50.0	-	-	10	20.0	16	43.8	13	38.5	7	-	12	41.7	21.7	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	0	-	1	-	1	-	-	-	2	-	1	-	0	-	1	-	1	-	-	-

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



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sherman
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	93	48.4	108	51.9	107	46.7	92	47.8	88	48.9	0.5	1.1	96	22.9	108	38.9	110	38.2	92	34.8	87	36.8	13.9	2.0
Female	47	46.8	56	62.5	41	46.3	46	45.7	40	57.5	10.7	11.8	49	14.3	56	46.4	42	31.0	46	30.4	39	33.3	19.0	2.9
Male	46	50.0	52	40.4	66	47.0	46	50.0	48	41.7	-8.3	-8.3	47	31.9	52	30.8	68	42.6	46	39.1	48	39.6	7.7	0.5
African American	1	-	6	-	1	-	2	-	6	-	-	-	1	-	6	-	1	-	2	-	6	-	-	-
Asian**	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	88	48.9	98	53.1	93	49.5	88	45.5	78	46.2	-2.7	0.7	91	22.0	98	40.8	96	37.5	88	34.1	78	34.6	12.6	0.5
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	3	-	2	-	7	-	1	-	3	-	-	-	3	-	2	-	7	-	1	-	2	-	-	-
Multiracial	1	-	1	-	6	-	0	-	1	-	-	-	1	-	1	-	6	-	0	-	1	-	-	-
English Learner	50	30.0	57	29.8	40	10.0	41	22.0	48	29.2	-0.8	7.2	51	11.8	57	19.3	43	16.3	41	9.8	48	27.1	15.3	17.3
English-Speaking	43	69.8	51	76.5	67	68.7	51	68.6	40	72.5	2.7	3.9	45	35.6	51	60.8	67	52.2	51	54.9	39	48.7	13.1	-6.2
Reclassified†	26	80.8	31	93.5	33	81.8	25	64.0	22	77.3	-3.5	13.3	26	38.5	31	74.2	33	54.5	25	68.0	22	54.5	16.0	-13.5
Initially Eng. Speaking	17	52.9	20	50.0	34	55.9	26	73.1	18	66.7	13.8	-6.4	19	31.6	20	40.0	34	50.0	26	42.3	17	41.2	9.6	-1.1
Econ. Disadv.*	93	48.4	100	50.0	95	43.2	81	44.4	79	48.1	-0.3	3.7	96	22.9	100	38.0	97	35.1	81	33.3	78	34.6	11.7	1.3
Non-Econ. Disadv.	0	-	8	-	12	75.0	11	72.7	9	-	-	-	0	-	8	-	13	61.5	11	45.5	9	-	-	-
Gifted	26	73.1	23	69.6	16	62.5	18	77.8	4	-	-	-	26	46.2	23	65.2	16	75.0	18	77.8	4	-	-	-
Not Gifted	67	38.8	85	47.1	91	44.0	74	40.5	84	47.6	8.8	7.1	70	14.3	85	31.8	94	31.9	74	24.3	83	34.9	20.6	10.6
With Disabilities	6	-	5	-	10	20.0	12	16.7	13	30.8	-	14.1	6	-	5	-	10	20.0	12	8.3	12	16.7	-	8.4
WO Disabilities	87	51.7	103	53.4	97	49.5	80	52.5	75	52.0	0.3	-0.5	90	24.4	103	40.8	100	40.0	80	38.8	75	40.0	15.6	1.2
Homeless	14	50.0	7	-	15	20.0	12	33.3	8	-	-	-	15	13.3	7	-	15	26.7	12	25.0	8	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	0	-	1	-	1	-	-	-	0	-	2	-	0	-	1	-	1	-	-	-

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



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sherman
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	92	45.7	85	68.2	102	58.8	98	53.1	91	50.5	4.8	-2.6	92	19.6	90	33.3	104	39.4	99	38.4	91	31.9	12.3	-6.5
Female	49	49.0	46	67.4	51	76.5	40	52.5	44	59.1	10.1	6.6	49	18.4	48	22.9	52	44.2	40	30.0	44	31.8	13.4	1.8
Male	43	41.9	39	69.2	51	41.2	58	53.4	47	42.6	0.7	-10.8	43	20.9	42	45.2	52	34.6	59	44.1	47	31.9	11.0	-12.2
African American	6	-	1	-	5	-	1	-	2	-	-	-	6	-	1	-	6	-	1	-	2	-	-	-
Asian**	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	84	44.0	78	65.4	92	62.0	85	51.8	85	51.8	7.8	0.0	84	19.0	83	32.5	92	42.4	86	34.9	85	31.8	12.8	-3.1
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	4	-	2	-	7	-	1	-	-	-	0	-	4	-	2	-	7	-	1	-	-	-
Multiracial	2	-	2	-	2	-	5	-	2	-	-	-	2	-	2	-	3	-	5	-	2	-	-	-
English Learner	27	18.5	15	26.7	23	17.4	30	16.7	33	18.2	-0.3	1.5	27	3.7	20	10.0	24	16.7	31	19.4	33	6.1	2.4	-13.3
English-Speaking	65	56.9	70	77.1	79	70.9	68	69.1	58	69.0	12.1	-0.1	65	26.2	70	40.0	80	46.3	68	47.1	58	46.6	20.4	-0.5
Reclassified†	48	52.1	23	95.7	59	76.3	38	81.6	33	66.7	14.6	-14.9	48	20.8	23	56.5	59	47.5	38	44.7	33	45.5	24.7	0.8
Initially Eng. Speaking	17	70.6	47	68.1	20	55.0	30	53.3	25	72.0	1.4	18.7	17	41.2	47	31.9	21	42.9	30	50.0	25	48.0	6.8	-2.0
Econ. Disadv.*	92	45.7	78	66.7	96	57.3	82	48.8	84	46.4	0.7	-2.4	92	19.6	81	30.9	98	36.7	83	32.5	84	28.6	9.0	-3.9
Non-Econ. Disadv.	0	-	7	-	6	-	16	75.0	7	-	-	-	0	-	9	-	6	-	16	68.8	7	-	-	-
Gifted	32	53.1	28	85.7	22	63.6	14	78.6	18	88.9	35.8	10.3	32	31.3	28	64.3	22	54.5	14	71.4	18	66.7	35.4	-4.7
Not Gifted	60	41.7	57	59.6	80	57.5	84	48.8	73	41.1	-0.6	-7.7	60	13.3	62	19.4	82	35.4	85	32.9	73	23.3	10.0	-9.6
With Disabilities	4	-	23	21.7	7	-	9	-	6	-	-	-	4	-	6	-	21	9.5	9	-	6	-	-	-
WO Disabilities	88	47.7	79	73.4	95	62.1	89	58.4	85	52.9	5.2	-5.5	88	20.5	84	35.7	97	42.3	90	42.2	85	34.1	13.6	-8.1
Homeless	9	-	9	-	9	-	11	27.3	17	35.3	-	8.0	9	-	10	30.0	10	20.0	11	18.2	17	23.5	-	5.3
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	4	-	1	-	2	-	-	-	1	-	0	-	4	-	1	-	2	-	-	-

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

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

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

APPENDIX E

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

**SPSA Evaluation for Schools(SHERMAN)
LCFF (09800)**

Sample guiding questions to evaluate the effectiveness of programs funded with Title I funds:

- The district or a school allocates Title I/site funds to support the computer technician. Is this position based on the comprehensive needs assessment (or subsequent annual evaluations)? Does this position provide direct services to students? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?
- The district or a school allocates Title I/site funds for books and materials. Are they based on the comprehensive needs assessments (or subsequent annual evaluations)? Are these materials relevant, evidence-based intervention? How do they impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Sample guiding questions to determine the use of Title I /site funds to address the academic needs of Title I/all students, particularly those at risk of not meeting state academic content standards:

1. Will this be a program based upon a thorough and comprehensive assessment of student needs?
2. Will this program provide **direct services** to students?
3. Is it reasonable and necessary to use Title I/site (funds to address this issue (is it something that cannot be provided through unrestricted funds)?
4. Is this the best use of a limited categorical resource?
5. Is this an evidence-based intervention designed to improve academic achievement for at-risk students? How do you know? Please see links at the end of this document.
6. How and to what extent does this directly impact student learning, increase academic achievement, and close the achievement gap?
7. How will the use of funds be monitored and evaluated for effectiveness?
8. Is it approved by SSC and described in the SPSA for site funds and approved by the district for district funds?
9. For personnel, are Time Accounting Records kept to document the hours worked showing **direct services** to students?

Note: Please keep Title I and LCFF activity evaluations separate from one another as identified in the two following tables.

Links to evidence based interventions and research.

<https://www.cde.ca.gov/re/es/evidence.asp>

<https://ies.ed.gov/ncee/wwc/>

School Name: Evaluation of LCFF Funded (09800) Actions/Activities SPSA School Year Evaluated: 2019-20				
Goals	Actions/Activities (Strategies) List all activities/actions funded by LCFF. Must be evidence-based intervention designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
Area Goal 1: Safe, Collaborative, and Inclusive Culture	The PASS AmeriCorps Mentor will continue to support students' social/emotional and academic well being and needs in grades 3-5. This will allow students to maximize their learning time and academic progress in class. In addition, the PASS AmeriCorps Mentor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The PASS AmeriCorps Mentor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school everyday and on time. The PASS AmeriCorps Mentor will also be an active member of the PTA and/or other subcommittees as needed to support the positive school culture.	The mentor is able to effectively engage students (30 on her caseload) both academically by building a caring relationship with at-risk students.	N/A	N/A

<p>Area Goal 2: English Language Arts</p>	<p>Visiting teachers to release classroom teachers from the classroom for Professional Learning Communities (PLC) in order to analyze student work to gather patterns and trends (data); Adjust lessons to improve instructional practices; Create common formative assessments based on common core state standards/critical concepts and learning targets; and improve instructional strategies.</p>			
<p>Area Goal 3: Mathematics</p>	<p>N/A</p>			
<p>Area Goal 4: English Learners</p>	<p>Extended learning in English Language Development will be provided by a classroom teacher to address specific student needs in Grades 4-5 as identified through Summative ELPAC assessment analysis. This support will be provided twice a week from Oct. 7 - Feb. 6. (15 weeks). The teacher will take attendance and use the Class Dojo application to keep families informed. A waitlist will be formed in order to keep the intervention fully attended.</p>	<p>Students have been attending consistently, OLA has been supporting with model lessons and coaching. At this time, students are taking the ELPAC, results TBD</p>	<p>N/A</p>	<p>N/A</p>
<p>Area Goal 5: Students with Disabilities</p>	<p>N/A</p>			
<p>Area Goal 6: Family Engagement</p>	<p>N/A</p>			

<p>Area Goal 7: Graduation/ Promotion</p>	<p>RCTs and classroom teachers will utilize newly purchased Fountas & Pinnell Benchmark Assessment System to better ascertain the guided reading levels of students. Since the DRA does not fully inform teachers of students' reading levels at times.</p> <p>Spanish Program Coordinator (SPC) will continue to support classroom teachers with tier 1 instruction. SPC will support the implementation of the Benchmark Adelante curriculum by planning with teachers on a weekly basis. SPC will continue to support and collaborate with teachers to impact teacher effectiveness with providing more differentiated and supports for students. SPC will also continue to support professional development.</p>	<p>A committee was formed to dig deeper into the F&P, this work is informing new ways to analyze student monitoring. These strategies will be shared at the March PD.</p> <p>This year, the students reading at a proficient reading level in Spanish has increased from 38.6% to 48.4% in Trimester 1</p>	<p>N/A</p>	<p>N/A</p>
---	--	--	------------	------------

Conclusion: A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of low income, English Learners, foster youth students.

The strategies implemented have worked successfully. No changes or modifications were recommended by the SSC.

**SPSA Evaluation for Schools (SHERMAN)
Title I (30100, 30103, 30106)**

Sample guiding questions to evaluate the effectiveness of programs funded with Title I funds:

- The district or a school allocates Title I/site funds to support the computer technician. Is this position based on the comprehensive needs assessment (or subsequent annual evaluations)? Does this position provide direct services to students? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?
- The district or a school allocates Title I/site funds for books and materials. Are they based on the comprehensive needs assessments (or subsequent annual evaluations)? Are these materials relevant, evidence-based intervention? How do they impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Sample guiding questions to determine the use of Title I /site funds to address the academic needs of Title I/all students, particularly those at risk of not meeting state academic content standards:

1. Will this be a program based upon a thorough and comprehensive assessment of student needs?
2. Will this program provide **direct services** to students?
3. Is it reasonable and necessary to use Title I/site (funds to address this issue (is it something that cannot be provided through unrestricted funds)?
4. Is this the best use of a limited categorical resource?
5. Is this an evidence-based intervention designed to improve academic achievement for at-risk students? How do you know? Please see links at the end of this document.
6. How and to what extent does this directly impact student learning, increase academic achievement, and close the achievement gap?
7. How will the use of funds be monitored and evaluated for effectiveness?
8. Is it approved by SSC and described in the SPSA for site funds and approved by the district for district funds?
9. For personnel, are Time Accounting Records kept to document the hours worked showing **direct services** to students?

Note: Please keep Title I and LCFF activity evaluations separate from one another as identified in the two following tables.

Links to evidence based interventions and research.

<https://www.cde.ca.gov/re/es/evidence.asp>

<https://ies.ed.gov/ncee/wwc/>

<p style="text-align: center;">School Name:</p> <p style="text-align: center;">Evaluation of Title I Funded (30100, 30103, 30106, 31820)of Actions/Activities</p> <p style="text-align: center;">SPSA School Year Evaluated: 2019-20</p>				
Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
Area Goal 1: Safe, Collaborative, and Inclusive Culture	N/A			

<p>Area Goal 2: English Language Arts</p>	<p>Literacy Resource Teacher (LRT) will continue to support classroom teachers with tier 1 instruction, and directly support struggling students with tier 2 interventions. LRT will continue to support classroom teachers with integrated and designated ELD curriculum for English Learners. She will coordinate and instruct schoolwide designated ELD. LRT will also ensure that 85% of our students on the English Learner Potential Reclassification students are reclassified.</p> <p>Three Retired Classroom Teachers (RCT) will continue to provide Tier 2 supports to at-risk students in the primary grades, through a double-dose of guided reading in 10-week cycles. In addition, a third RCT will provide Tier 2 interventions to at-risk students in the upper grades. RCTs will continue to support students with designated ELD via our Designated ELD disbursement, and support students who are Newcomers access to extra designated ELD. RCT will continue to provide literacy instruction via educational technology for students on a weekly basis, while teachers participate in collaborative planning opportunities.</p>	<p>Extra support for cusp students in reading (English/Spanish)</p>	<p>Retired teachers were not able to be scheduled on the same days, this impacts the efficiency of the support.</p>	<p>Reorganize the deployment for Designated ELD/SLD so that we capitalize on all resources.</p>
---	---	---	---	---

<p>Area Goal 3: Mathematics</p>	<p>A Retired Classroom Teacher (RCT) will continue to provide Tier 2 supports to at-risk students in the upper grades, through Rtl in 10-week cycles.</p> <p>Visiting teachers to release classroom teachers from the classroom for Professional Learning Communities (PLC) in order to analyze student work/data, design assessments and goals, improve instructional strategies, and design lessons.</p>		<p>Develop another coaching cycle in the upper grades. Determine the schoolwide focus on math fluency (specifically basic facts, articulate consistent math routines)</p>	
-------------------------------------	--	--	---	--

<p>Area Goal 4: English Learners</p>	<p>Literacy Resource Teacher (LRT) will support classroom teachers with tier 1 instruction of Integrated ELD by meeting with teachers on a weekly basis during collaborative planning. LRT will support classroom teachers with integrated and designated ELD curriculum for English Learners. She will continue to coordinate and teach schoolwide designated ELD. LRT support and collaborate with teachers to impact teacher effectiveness with providing more differentiated and supports for students.</p> <p>Retired Classroom Teachers (RCT) will provide instruction for students in designated ELD via our Designated ELD disbursement. They will also provide Designated ELD instruction 2 more days a week for students who are Newcomers.</p>	<p>Designated ELD/SLD schedule With support from the Literacy Resource teacher and Retired Teachers</p>	<p>Improve the scheduling of retired teachers so that the Designated ELD is not so disjointed.</p>	
<p>Area Goal 5: Students with Disabilities</p>	<p>Visiting teachers to release Special Education teachers from the classroom for Professional Learning Communities (PLC) with grade level general education teachers in order to analyze student work/data, design assessments and goals, improve instructional strategies, and design lessons for students with disabilities.</p>	<p>Grade Level PLCs focused on student monitoring</p>	<p>N/A</p>	

<p>Area Goal 6: Family Engagement</p>	<p>Provide childcare for parent trainings/meetings. Subcommittees of PTA and ELAC will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.</p> <p>Allocate funds for Inservice supplies for parent meetings and workshops.</p> <p>Allocate funds for entry costs for parents to attend county and/or statewide trainings or workshops.</p>	<p>Multiple opportunities for parent engagement via committees, Family Fridays, general meetings, community events, etc.</p>		<p>Offer more Family Math Nights to support parents with understanding concepts and strategies.</p> <p>Offer online resources (links on the website)</p>
<p>Area Goal 7: Graduation/Promotion</p>	<p>Three Retired Classroom Teachers (RCT) will continue to provide Tier 2 supports to at-risk students in the primary grades, through a double-dose of guided reading in 10-week cycles. In addition, a third RCT will provide Tier 2 interventions to at-risk students in the upper grades.</p>	<p>The RCT teachers have increased the reading levels of 95% of the students who they work with.</p>	<p>N/A</p>	<p>N/A</p>

Conclusion: A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of Title I/all students.

For the most part, the strategies implemented have worked successfully. The only modifications made will be the way in which we schedule the resources so that the impact on student achievement is greater. Parents would also like to have opportunities to learn how to support their children by understanding the mathematical strategies taught in the classroom. This could be facilitated at possible Family Math Nights.