

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **CHEROKEE POINT ELEMENTARY** SCHOOL

2022-23

37-68338-0108282

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Corral, Quyen

Contact Person: Corral, Quyen

Position: Principal

Telephone Number: 619/641-3400;

Address: 3735 38th St., Cherokee Point Elementary, San Diego, CA, 92105,

E-mail Address: qnguyen@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: *January 24, 2023*



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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Cherokee Point PHONE: 619-641-3400 FAX: 619-282-2665
 SITE CONTACT PERSON: Quyen Conal E-MAIL ADDRESS: quyen@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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: <u>9/27/22</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>9/27/22</u> |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/27/22

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

Quyen Conal
Type/Print Name of School Principal

Jackie Estrada
Type/Print Name of SSC Chairperson

Sahiri Mendozga
Type/Print Name of ELAC Representative

CHRISTINA CUSTAS
Type/Print Name of Area Superintendent

[Signature] 10/7/22
Signature of School Principal / Date

[Signature] 10/7/22
Signature of SSC Chairperson / Date

[Signature]
Signature of ELAC Representative / Date

[Signature] 10/25/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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

This School Plan for Student Achievement fulfills the requirements Title *I Schoolwide Program*. The staff at Cherokee Point Elementary works collaboratively with staff, community, and students to meet the needs of all students. School programs are developed based on school data to strategically address the needs of students and staff in teaching and learning. Cherokee Point Elementary is a Trauma Informed School and understands that each staff member works with each child to support their academic and social emotional growth as well. Cherokee Point works with different entities in the community to provide our students with the social emotional support they need in order to be successful at school. Cherokee Point is home to students where 94.8% are socioeconomically disadvantaged, 55.2% are English Learners, 12.4% Students with Disabilities, and 3.9% homeless.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement and attendance. 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.

ENGAGING EDUCATIONAL PARTNERS

Community and staff engagement included the following meetings with SSC, SGT, and ELAC. These school governing bodies held meetings to identify school needs, evaluation of spending, and planning of 2022-2023 school year expenditures. The meetings gathered valuable input from all stakeholders regarding school site needs in order to improve student achievement.

- February 22, 2022 - SSC approved SBB
- September 2, 2022:SGT Meeting - Budget Review 2022-2023 , Parent Chat meeting to review Annual Title 1 Parent Meeting was held.
- September 22, 2022: ELAC provided input regarding goals for English Language Learners
- September 27, 2022 : Approval of 2022-2023 SPSA with SSC Meeting

RESOURCE INEQUITIES

Cherokee Point's root cause analysis involved examining our data from the California Dashboard, California Healthy Kid Survey, site data (report cards and formative assessments), and a review of the 2021- 22 California Assessment of Student Performance and Progress (CAASPP) CAASPP results indicate overall growth in the area of ELA with 41% of grades 3-5 students scoring proficient or advanced. Cherokee Point's four year data analysis from 2019- 2022 for ELA showed that students in grades 3-5 increased from 34% to 41%. However Math decreased from 34.0% to 26%. The incremental growth in ELA in the past three years indicate that there needs to be continued work to improve student achievement by focusing on additional reading support for all students. As part of the LAP Focus School cohort in San Diego Unified, Cherokee Point is receiving additional support with Tier 2 reading intervention with a Reading Support Teacher on site five days a week which allows the site Resource Teacher to support grades 3-5 in the same manner. Both teachers use a push in Tier 2 Reading Intervention model where all classroom teachers do small group reading instruction using the district's guided reading model. Math continues to serve as an area of need. Staff are finding at that student number sense at primary grade levels are lacking as the current curriculum need to provide more concrete experiences. Teachers are meeting to plan and discuss ways to integrate more work with manipulatives and bridging that concept to more abstract representations. FP data from Spring 2022 show 42% of TK-2 students are at or above grade level. This information is consistent with decision made to provide extra support in the area of reading. The FAST Reading scores from Fall 2022 indicates that 57% of students in grades 3-5 are low risk and advanced while the percentage is moving in the right direction, our goal is to increase this FAST indicator by 10% each time students take this assessment. Funds were spent last year to support students needing additional support. A 1.0 FTE Resource Teacher was funded to work with underachieving students in the area of reading and English Learners. Based on our data, we need to continue our focus to improve student achievement and close the achievement gap specific to our English Learners and Students with Disabilities. Although we would like to continue to fund the Resource Teacher at 1.0FTE, our resources only allowed us to purchase a .8 FTE. The work outlined for this position will remain the same as we saw an increase in CAASPP scores in grades 3-5.

Our staff shifted to strategic schedules to ensure that special education student services would not interfere with Core Tier 1 instruction. Master schedules were created to ensure that students with disabilities would not be missing instruction and that pull out sessions needed to be done when independent work is happening in the classroom. Education Specialists and Classroom teachers collaborate to ensure that students with IEPs receive their services during strategic times during their day and ensure that Tier 1 instruction is not interrupted. This year the Reading Support Teacher through the LAP will support TK-2 students and the Resource Teacher will support grades 3-5 through a guided reading push-in Tier 2 intervention support model.

Our Professional Development plan will include PLCs to focus on the Literacy Acceleration Plan, school-wide learning with STEAM. Teachers will continue to dedicate time to plan balanced literacy instruction and commit to launching STEAM district created lessons throughout the year. PLC work this year will be an inquiry base model where grade levels will look at a problem of practice, reflect on their individual practice, and select an area to explore within the Quality Teacher Practices (QTP) and/or Quality Learning Interactions (QLI) through the year. This Action Learning Model will serve as our PLC structure for the entire year giving staff agency over their professional learning. Staff will be asked to bring data within their chosen domain, decide which professional reading to include into their PLC as they reflect on practice, integrate anti-bias and anti-racist lens on their teaching, generate new ways to serve EL and students with disabilities, and discover new ways to evolve and sharpen their teaching craft.

Cherokee Point is a Trauma Informed School where staff have been trained to understand that creating a safe and welcoming environment is the most important component in establishing a relationship with students before learning can happen. We recognize the importance of a positive school environment where all students are safe, welcome and are successful. In examining our data, our attendance rate demonstrated a need to focus on chronic absenteeism at the school. With the use of Restorative Justice Practices, staff are seeking to connect before correcting and finding avenues to reach our students with compassion and understanding.

The school counselor position is a full time position with two days funded by the district and the remaining three days (.6FTE) is funded by Cherokee Point. A large component of the counselor's work is to help create a welcoming environment, supporting with the anti-racist and anti-bias curriculum, teach a social emotional curriculum by using components of Leader in Me curriculum, connecting families with community resources, and supporting chronic attendance schoolwide.

We also want to strengthen our community engagement with all of our families at Cherokee Point. Every month, parents meet with the principal at a Cheetah Parent Chat where parents are connected to school resources, learn about school progress as reading and math data are shared, and encouraged to get involved at the school. The English Learner Advisory Committee also meet monthly to receive data and offer ideas to support our multilingual population. Our staff and community are eager to regain the on campus community that has been lacking due to the closure and COVID19 restrictions.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Hector Gonzalez	Teacher
Jacqueline Escobar	Teacher
Quyen Corral	Principal
Guadalupe Arenas	Parent
Sophianara Pum	Parent
Jaime Hernandez	Parent
Marie Del Toro	Parent
Elizabeth Ayala	Teacher
Julie Aquino	Other
Jessica Bautista	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Cherokee Point staff and community work together to create a warm and welcoming environment for staff and students. Parents are welcome to support our school through several opportunities at SSC, SGT, and ELAC Meetings. Monthly Parent Cheetah Chat Meetings offer parents an opportunity to connect with other parents and community members to learn from a variety of topics covered at the meetings. Some topics include Trauma-informed practices, self care, social emotional support, curriculum, ways to support their child at home, and many other ways to support their learner at home. Parents are encouraged to have a strong connection and open communication with staff on campus to work together to create a powerful relationship. Trauma-Informed and Restorative Justice Practice trained staff work with students in a respectful and loving manner. To continue to support the student's social-emotional development, the district counselor who is funded to be present at the school full time will continue to serve full time in the 2022-23 school year. The character development program on our campus supports creating a welcoming environment for our students and vital problem solving skills that support a balanced approach to social emotional well being. The Second Step Program is a powerful program used by the District Counselor to support a welcoming environment as well. Cherokee Point has been an active participant with No Place for Hate where the students actively take a leadership role in cultivating a loving and warm school environment. After a review of LCCF and Title 1 goals, it is clear that the continued use of funds to have a district counselor on-site to support the character development and teach problem solution skills to students directly correlates to the suspension

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rates at the school. The number of referrals to the counseling program onsite to support students in the Project Impact and Douglas Young Youth Services has increased in the past four years which translates to more students receiving much needed social emotional support. Counselor support will cover the following areas: connect with families of the absent students, provide additional supports for families to improve attendance, survey families, serve on chronic absenteeism team, classroom lessons, positive behavior support plans for individual students, and small groups for social emotional support and problem solving skills.

Strategic scheduling proved to be vital in making sure interventions across our campus was being done during independent work time and not Tier 1 direct instruction time. Additional intervention support from the Literacy Acceleration Plan, Special Education, and the Resource Teacher supported our most vulnerable students on campus needed much needed support in reading.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

After careful analysis, Cherokee Point decided to fund the same positions for the same amount of time as the previous year as we found our plan has effectively supported our highlighted subgroups. The only change made to the additional funding was shifting our full time resource teacher to four days a week to maintain a counselor at five days a week. With this minor shift, we are still able to provide social emotional and academic support across our campus.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Cherokee Point will continue to fund the District Counselor to continue the work of supporting building culture and teaching social emotional learning in a full time position with two days funded by the district. The Resource Teacher will support students not at grade level in reading in grades 3-5 in a push in Tier 2 guided reading model four days a week.

***Identified Need**

According to District records, Cherokee Point's overall attendance maintained a rate of 26.2 % chronic absenteeism. The CAL-SCHLS (CSPS) had all four indicators under 53%. 41% of 5th graders expressed a strong connection to the school as reported in the California Healthy Kids Student Survey. 15% of 5th graders felt strongly that there was meaningful participation at school. 38% of the parents indicated that they were engaged in important decisions of the school. The counselor can support our school with addressing the chronic absenteeism when meeting with the attendance team weekly to discuss chronic absenteeism, do home visits, and build rapport with families to problem solve and improve attendance. The counselor also has a key role in establishing a welcoming environment at the school and working directly with students and guardians to feel connected to the school. Second Step and Leader in Me Lessons will help with being connected to the school.

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*Goal 1 - Safe, Collaborative and Inclusive Culture							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	K-5	decrease chronic absenteeism	58%	10%	Chronic Absenteeism	monthly	
June 2023	K-5	Increase average parent involvement rate (strongly agree in each of the four indicators)	42%	75%	CAL-SCHLS (CSPS)	annually	
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	Students with Disabilities	decrease chronic absenteeism	23.5%	12%	Attendance	Monthly
June 2023	K-5	Hispanic or Latino	decrease chronic absenteeism	27%	13%	Attendance	Monthly
June 2023	K-5	Socioeconomically Disadvantaged	decrease chronic absenteeism	26.6%	13%	Attendance	Monthly
June 2023	K-5	English Learner	decrease chronic absenteeism	22%	11%	Attendance	Monthly
June 2023	K-5	Black or African American	decrease chronic absenteeism	25%	12%	Attendance	Monthly
Supporting Black Youth - Additional Goals							
<p>✓ 1. Cherokee Point's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.</p> <p>✓ 2. The staff diversity goal at [school name] is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. [school name]'s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)</p> <p>✓ 3. In the 2022-23 school year, Cherokee Point will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.</p> <p>✓ 4. Cherokee Point will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.</p>							

- ✓ 5. Cherokee Point’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Cherokee Point will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Cherokee Point will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Attendance Team

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

All students will be served by this strategy.

***Strategy/Activity - Description**

To accomplish this goal, our team will communicate to students with 2 or more absences in a given week. An action plan will be developed to engage students at school and provide resources/supports. This communication will include dates of the absences and steps parents/guardians can take to improve their student’s attendance. Contacts will be made by office staff, administrators, support staff, or counselor. A weekly log will record the contacts. Chronic tardy families will meet with the principal to develop a plan of action to get their child on school on time daily. Tardy fliers are handed to families as a visual reminder to bring their child on time. Since the start of this new procedure, we have seen a drop in the amount of daily tardy students.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00621F	School Counselor -	0.20000	\$17,908.60	\$26,168.25	0062-09800-00-1210-3110-0000-01000-3999	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		The counselor meets with nurse, office staff, and principal to discuss chronically absent students and develop a plan of action for each team member to support individual families.
F00621I	Inschool Resource Tchr -	0.20000	\$19,783.20	\$29,475.70	0062-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource Teacher works directly with student for Tier 2 reading intervention.
F00621L	School Counselor -	0.17500	\$15,670.03	\$22,897.24	0062-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Counselor works directly with students by delivering lessons about character and social emotional support.

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N00623E	Counselor Hrly		\$1,788.00	\$2,213.73	0062-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding to cover actual salary
N006243	Supplies		\$4,883.00	\$4,883.00	0062-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		supplies for instructional materials toner, journals and classroom supplies to support all students.
N006260	Classroom Teacher Hrly		\$5,750.00	\$7,119.08	0062-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		funds to cover actual salary
N006261	Classroom Teacher Hrly		\$820.00	\$1,015.24	0062-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Funds to cover actual salary
N006262	Counselor Hrly		\$3,023.00	\$3,742.77	0062-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Funding to cover actual salary
N00629D	Counselor Hrly		\$5,942.00	\$7,356.79	0062-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Funding to cover actual salary
N0062B2	Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0062-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		supplies for instruction in all subject ares.

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

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LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

In reflecting upon our SPSA Goals from 2021-22, we need to continue to tighten and strengthen our overall support for ELA. As a year two focus school with the LAP in the district, our focused efforts in grades TK-2 in daily guided reading is proving to already support many after one month of the 22-23 school year. The focused reading support in Tk-2 with the Reading Support Teacher and Grades 3-5 with the Resource Teacher will support all subgroups. An additional support for the entire year is a resource teacher from the Office of Language Acquisition. This teacher will work with the resource teacher and classroom teacher to look closely at data, designated ELD lessons, small group focusing on ELPAC listening, reading, writing, and speaking skills. The EL population targeted for this Tier 2 Intervention are at risk for long term EL status and students who are already identified as long term English Learners. Resources were set aside to support underperforming students in grades K-3 in an intervention ELA pull out program that showed minimal results. Pull-out intervention interfered with Tier 1 instruction and limited the effectiveness of the pull out intervention due to missed instruction. The scheduling of additional services for underperforming students were in conflict with other schedules. Last year we switched to strategic scheduling and will continue that this year in an effort to serve all students without removing students from core Tier 1 instruction. This year, the Literacy Acceleration Program will continue to support TK-2 learners with direct support from a full time reading support teacher.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Will continue the same plan for intervention for ELA as we saw an increase in CAASPP scores.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

***Identified Need - English Language Arts**

Based on the results for the 2021-22 CAASPP, our school will continue to focus on literacy instruction with hiring a .8FTE resource teacher to provide much needed Tier 2 intervention support to all students identified as needed Tier 2 intervention supports based on district assessments, and site assessments (FAST reading , CAASPP, F and P reading assessments). These supports will be push in reading support during classroom GR time by the

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resource teacher at the same time the classroom teacher is working with a guided reading group. It is equally important that teachers are given time to strengthen their own teaching craft by meeting monthly in PLCs to begin inquiry based PLC work using an action learning structure. VAPA will provide music, art, performing arts during PLC meetings to give staff time to meet and improve on their practice. Teachers will work on using the CAASPP assessment blocks provided to assess smaller units of study throughout the year to give all students an opportunity to practice using the platform and become better and accessing curriculum to result in a higher percentage of students who are proficient.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students meeting and exceeding grade level standards	39%	60%	CAASPP ELA	Annually
June 2023	4	Increase the percentage of students meeting and exceeding grade level standards	42%	60%	CAASPP ELA	Annually
June 2023	5	Increase the percentage of students meeting and exceeding grade level standards	40%	60%	CAASPP ELA	Annually
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards	41%	60%	CAASPP ELA	Annually
June 2023	3- 5	Increase the percentage of students scoring proficient and advance students	52%	60%	FAST aReading	Each Trimester

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*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	Meet or exceed standard	40%	60	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Meet or exceed standard	50%	50	CAASPP ELA	Annually
June 2023	3-5	English Learner	Meet or exceed standard	32%	50	CAASPP ELA	Annually
*Identified Need - Math							
<p>The school's overall data show that students in grades 3-5 were meeting or exceeding math standards at a 26%. After reviewing the data, the students had a difficult time accessing the math due to not being able to read or understand what the question is asking. The reading proficiency still remains to be a significant need at the school as reading skills are a large portion of accessing math. Number sense is an area that needs support as through observational data, students are not able to decompose and compose numbers with automaticity. This poses a problem for multi-step problems that require number sense to solve.</p>							
*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3-5	meet or exceed standards	26%	43.9%	CAASPP Math	annually	
June 2023	3-5	proficient and strong	C:45.6%, K: 64.9%, A:56.3%	C:60%, K:80%, A:70%	DEMI	Fall and Spring	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	meet or exceed standards	5%	25%	CAASPP Math	annually
June 2023	3-5	Black or African American	meet or exceed standards	80%	90%	CAASPP Math	annually
June 2023	3-5	Students with Disabilities	meet or exceed standards	20%	45%	CAASPP Math	annually
June 2023	3-5	English Learner	meet or exceed	A:41%, K:56%, C:31.4%	A: 60%, K:70%, C:50%	DEMI	End of Trimester
*Identified Need - English Learners							
<p>The English Learner population at Cherokee Point has one of the the largest achievement gap among subgroups based on CAASPP data. This continues</p>							

Cherokee Point Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

to be a challenge for our staff on how to best support multilingual students in ELA and Math. Additional supports with a .5FTE resource teacher from the Office of Language acquisition will help guide our team on what areas to focus on and how intervention should be implemented for best results. This support in conjunction with the site Resource Teacher and classroom teachers in grades 3-5, staff will be able to isolate groups of students to target who are LTLs and provide Tier 2 support.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase amount of reclassified students each year.	17%	25%	Reclassification Rates	annually

*Identified Need - Graduation/Promotion Rate

Analysis came from CAL-SCHLS student survey and Smarter Balanced Summative Assessments show that students need to feel welcome and safe at school in order to increase student achievement. Student engagement is an area that teachers will take a closer look at as staff spend time in PLC to dive in QLIs and QTPs as well as looking at what data is collected and how that data will be used to make decisions in daily and weekly planning. The goal is to increase the amount of students reading at grade level in grades 3-5. Close attention will be given to reading behaviors and data around reading levels as staff make decisions on how to best support students in the area of reading.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grade 5	Increase the percentage of students reading at or above grade level as measured by the FAST.	48.9%	60%	Grade 5 ELA Reading	annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	5	English Learner	Increase the percentage of students reading at or above grade level as measured by the FAST	15%	35%	Grade 3 ELA Reading	annually

Optional School Goal(s)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
Intervention Supports									
*Students to be served by this Strategy/Activity									
All students.									
*Strategy/Activity - Description									
<p>Resource teacher will work with students below grade leveling a literacy intervention push in program targeting students who are in of foundational skills. The general education teacher will pull the same group for additional intervention group. The strategic schedules will support all students as they will not miss Tier 1 instruction as they receive intervention support. ELD will be taught every day for a minimum of 20 minutes. Teachers will attend conferences to enhance their professional learning in order to close the achievement gap. Software licenses will provide additional differentiated interventions to support closing the achievement gap. Staff will take district wide FAST aReading in grades 3-5 to find out at risk data for students. Staff will utilize this data to support with their initial planning with guided reading groups and creating a plan of action for readers in grades 3-5. This data was used to decide on intervention groups that is supported by the resource teacher and by the Office of Language Acquisition Resource Teacher. Groups are taken daily during the GR time so ensure that the most vulnerable learners receive a double dose of reading instruction as done in the primary grades through the LAP program in the district. The school counselor works side by side with the classroom teachers in providing social emotional lessons to support the academic achievement in all subject areas. Funding has been allocated for an Inschool Resource Teacher to support reading intervention support with EL students and students not performing at grade level. Funding was also allocated for a counselor to support a social emotional curriculum in support of a safe and welcoming school. In addition, funding was also allocated to purchase license and fees for software and/or online reading resources.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00621G	Inschool Resource Tchr -	0.50000	\$49,458.00	\$73,689.25	0062-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Provide small group instruction for students in grades 3-5
F00621J	Inschool Resource Tchr -	0.10000	\$9,891.60	\$14,737.87	0062-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Provide small group instruction for students in grades 3-5
F00621K	School Counselor -	0.22500	\$20,147.18	\$29,439.30	0062-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Provide social emotional lessons

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N0062B1	Software License		\$2,500.00	\$2,500.00	0062-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental resource for ELA instruction including possible licenses including razkids, reading a-z etc.
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***Additional Supports for this Strategy/Activity**

Professional Development

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

All students

***Strategy/Activity - Description**

PLCs this year will focus on an inquiry based PLC model where staff will have time to select an area of focus in QTPs and QLIs based on a problem of practice as noted by the teacher. Teachers will work in grade level teams to identify a focus area for a selected amount of time, decide on data to collect, and create an attainable goal that will be measurable. The goal is for staff to have agency over their professional learning and use an action learning model to address the selected focus area. The continuous cycle of improvement will be a structure used to constantly reflect on how to improve practice across their day. VAPA will provide visiting teachers during one a month PLCs for staff to look at data, reflect on practice, and shift practice as a result of the data collection.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00628L	Interprogram Svcs/VAPA		\$15,000.00	\$15,000.00	0062-09800-00-5738-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		visiting teachers to support PLC work

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

Professional Learning Communities/Student Support

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

Students with disabilities.

***Strategy/Activity - Description**

PLC will provide a launching opportunity this year to embark in inquiry based PLC were staff will have an opportunity to be agents of their learning and select a problem of practice in their classrooms that they want to address this year with their grade level. Teachers are looking at QTPs and QLIs during their PLC time to analyze data and improve their teaching craft.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools									
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 2021-22									
*Analysis									
Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).									
In order for parents to be involved, parents need to feel welcome and it needs to be easy for them to attend. Food and drinks are very welcoming to our families and they enjoy the light refreshments while they attend various functions at our school. Child care often happens in the same space since many of them do not like leaving their young children with other adults. This allows our parents to receive training so they can directly support their children at home and at school.									
*Major Differences									
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).									

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

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Continue to provide childcare for parent trainings/meetings. In addition, we will hold volunteer meetings to encourage new parents to join in a welcoming environment. We will plan and facilitate events that will increase parent involvement with their input as to what events they would like to continue, start, or discontinue. Classroom teachers and staff will 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.

***Identified Need**

According to the 2022 California School Parent Survey (CSPS), the average parent involvement rate is at 42% (see indicators below). *Note: The percentages only include the response of "Strongly Agree." Cherokee Point would like to see these numbers increase by getting more parents involved who will feel like they are a true partner in their child's education by adding their ideas to school groups and decision making entities.

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

- School encourages me to be an active partner with the school in educating my child= 40%
- School actively seeks the input of parents before making important decisions=38%
- Parents feel welcome to participate at this school=37%

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

- School encourages me to be an active partner with the school in educating my child (40% 45%=85%)
- School actively seeks the input of parents before making important decisions (38% 44%= 82%)
- Parents feel welcome to participate at this school (37% 47%= 84%)

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators)	46.5%	56.5%	CAL - SCHLS (CSPS)

Cherokee Point Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	Other (Describe in Objective)	from all parent groups. increase number of parent participation on the CAL-SCHLS (CSPS)	234	350	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding Strongly Agree for Promotion of Parental Involvement	42%	60%	Meeting Attendance
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding Strongly Agree for Feel welcome to participate in this school	37%	55%	Other - Describe in Objective
Parent Support					
*Families to be served by this Strategy/Activity					
All families and students at the school will benefit attending Parent Cheetah Chats where parents will receive resources, learn about ways to support their child, get connected with other parents who can work together to support each other. Parents have opportunities to get involved with different school groups on our campus to support our school with ideas on how to support all students through ELAC, Parent Cheetah Chats, SSC, and SGT meetings. Additional opportunities are provided through parent trainings on social emotional, academic, and restorative justice practice topics throughout the year. Trainings will be offered in person and on Zoom if that is more convenient for our families to participate.					
*Strategy/Activity - Description					
Allocate funds for Inservice supplies and services for parent meetings and workshops. Incentives like books, binders and other supplies will be used to encourage parents to attend the meetings. Light refreshments will be offered to the parents as they attend meetings on campus or during parent trainings.					

Cherokee Point Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00629X	Supplies		\$2,274.00	\$2,274.00	0062-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Meeting materials for on site trainings like printed resources, pens, paper, flyers, and folders.

*Additional Supports for this Strategy/Activity									

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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:

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APPENDIX A**BUDGET SUMMARY**

Cherokee Point Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 139,198
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)	\$ 243,512

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)	\$ 52,549
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 52,549

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)	\$ 51,765
[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): \$ 51,765

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 243,512

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Cherokee Point Elementary	09800 LCFF Intervention Support	School Counselor	1210 Counselor	Counselor	17,908.60	0.2	\$17,908.60
Cherokee Point Elementary			3000 Benefits			0	\$8,259.65
Cherokee Point Elementary		School Counselor Total				0.2	\$26,168.25
Cherokee Point Elementary		(blank)	1260 Counselor Hrly	Counselor Hrly	1,788.00	0	\$1,788.00
Cherokee Point Elementary			3000 Benefits			0	\$425.73
Cherokee Point Elementary			4301 Supplies	Supplies	4,883.00	0	\$4,883.00
Cherokee Point Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	1,000.00	0	\$1,000.00
Cherokee Point Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	15,000.00	0	\$15,000.00
Cherokee Point Elementary			5841 Software License	Software License	2,500.00	0	\$2,500.00
Cherokee Point Elementary		(blank) Total				0	\$25,596.73
Cherokee Point Elementary	09800 LCFF Intervention Support Total					0.2	\$51,764.98
Cherokee Point Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	69,241.20	0.7	\$69,241.20
Cherokee Point Elementary			3000 Benefits			0	\$33,923.75
Cherokee Point Elementary		Inschool Resource Tchr Total				0.7	\$103,164.95
Cherokee Point Elementary		School Counselor	1210 Counselor	Counselor	15,670.03	0.175	\$15,670.03
Cherokee Point Elementary			3000 Benefits			0	\$7,227.21
Cherokee Point Elementary		School Counselor Total				0.175	\$22,897.24
Cherokee Point Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	5,750.00	0	\$5,750.00
Cherokee Point Elementary			1260 Counselor Hrly	Counselor Hrly	3,023.00	0	\$3,023.00
Cherokee Point Elementary			3000 Benefits			0	\$2,088.85
Cherokee Point Elementary		(blank) Total				0	\$10,861.85
Cherokee Point Elementary	30100 Title I Basic Program Total					0.875	\$136,924.04
Cherokee Point Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	2,274.00	0	\$2,274.00
Cherokee Point Elementary		(blank) Total				0	\$2,274.00
Cherokee Point Elementary	30103 Title I Parent Involvement Total					0	\$2,274.00
Cherokee Point Elementary	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	9,891.60	0.1	\$9,891.60
Cherokee Point Elementary			3000 Benefits			0	\$4,846.27
Cherokee Point Elementary		Inschool Resource Tchr Total				0.1	\$14,737.87
Cherokee Point Elementary		School Counselor	1210 Counselor	Counselor	20,147.18	0.225	\$20,147.18
Cherokee Point Elementary			3000 Benefits			0	\$9,292.12
Cherokee Point Elementary		School Counselor Total				0.225	\$29,439.30
Cherokee Point Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	820	0	\$820.00
Cherokee Point Elementary			1260 Counselor Hrly	Counselor Hrly	5,942.00	0	\$5,942.00
Cherokee Point Elementary			3000 Benefits			0	\$1,610.03
Cherokee Point Elementary		(blank) Total				0	\$8,372.03
Cherokee Point Elementary	30106 Title I Supplmnt Prog Imprvmnt Total					0.325	\$52,549.20

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APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Cherokee Point Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022 - 2023

2.0 With approval from the local governing board, **Cherokee Point Elementary** has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Cherokee Point values parent involvement and asks parents for ideas and feedback during monthly Parent Cheetah Chat Meetings one a month about ways to improve parent involvement at the school. Opportunities for volunteering are shared with parents and guardians throughout the year. SSC, SGT, and ELAC meetings provide yet another platform for parents to get involved as these meetings are open to our parents and guardians to attend once a month. The Title 1 Parent and Family Engagement Policy is shared electronically every year on Class Dojo and hard copies are made available in different languages as needed so that all parents and guardians all have the same information.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how **Cherokee Point Elementary** school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Every year Cherokee Point holds a Parent Cheetah Chat once a month to provide families an opportunity to gather information, stay connected to the school's resources, and learn about the Title 1 Program at the school. The

annual meeting takes place at the first Parent Cheetah Chat Meeting of the year usually being the first Friday in September.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

Cherokee Point works hard to connect with our families to the best of our ability. Knowing that the families that we serve have different schedules, we try to provide information in different ways that is convenient and accessible to our families. If families are not able to attend meetings, slides and resources are shared through our digital platform Class Dojo. We have held meetings in the early afternoon and in the mornings to connect with various parents and guardians who have different schedules.

- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Cherokee Point works hard to connect with our families. Groups like SSC, SGT , and ELAC groups meet regularly to monitor and discuss progress made toward goals outlined in the SPSA that directly addresses the Title 1 program on site. Parents and staff on the SSC continuously review the schoolwide program plan. These meetings are open to the public to review.

- d) The school provides parents of participating children with the following:
- i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
- SSC agendas are posted 72 hours ahead of the meeting and announced on Class Dojo.
 - SSC meeting notes are shared on the school website.
 - At the beginning of the year, parents attend a Title 1 Meeting to be informed of the site Title 1 program.
 - Hard copies are made available to all parents in their primary language.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- Benchmark materials are used for ELA instruction
- Staff meet students in small groups to address individualized support
- Students participate in state testing once a year and district assessments every trimester. Some assessments are F and P reading assessment, DEMI math, and reading/math FAST.
- These assessments help teachers understand where students are performing and where to support students and identify next steps.
- Students participate in informal assessments where teachers take anecdotal notes to inform their instruction.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Cherokee Point Elementary holds regular meetings once a month for Parent Cheetah Chat, SSC, SGT, and ELAC meetings. These four different opportunities give families ample opportunities to get connected to the school to share ideas and suggestions. Suggestions are often noted and integrated into the school planning. Parents are given access to staff emails so that the ability to communicate at any time is available and constant throughout the year.

e) If the schoolwide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5])

Cherokee Point families are always encouraged to provide feedback and ideas to any portion of school operations and program. All comments will be recorded and included to provide to the community.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- *Cherokee Point staff works with all parents to explain and provide information in a way that makes sense. When parents need additional support, our staff works to provide explanation and reasoning in the family's primary language.*
- *Cherokee Point staff prides ourselves with our open door policy of connecting with teachers and staff at any time when they have questions.*
- *Staff provide different ways for families to connect with the classroom teacher as convenient to the parent. .*

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

- *Every year we work to provide parents with opportunities to learn how to work their child at monthly Cheetah Chat Meetings.*
- *Staff encourages parents to become volunteers to become more involved at the school and understand the importance of parent involvement.*

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- Our staff encourage parent participation at many levels. They are encouraged to get involved with the school by becoming a member on SSC, SGT, or ELAC.
- Parent Volunteer meetings are held to train parents to support events on campus and support the work inside the classroom.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- Our staff encourage parent participation at many levels. They are encouraged to get involved with the school by becoming a member on SSC, SGT, or ELAC.
- A parent room was established to welcome parents to work and get connected to the school and resources.
- Community groups are encouraged to provide resources and trainings to parents throughout the year.
- Parents are encouraged to become parent leaders to lead trainings .

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- Cherokee Point believes that information should be sent to parents in many ways.
- Teachers send home information in their classroom Dojo .
- Hard copies of materials are printed in different languages as needed for any primary language.
- Information is sent to families via email as needed if other forms of communication do not work for the families.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- Additional staff are available to families and can be connected with daily as team members are physically at the front the school every day to provide information as needed.
- For families who don't have email or connected to electronics, paper copies are made available so that information can be disseminated in multiple languages in a variety to ways.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [Cherokee Point Elementary](#) , to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- Cherokee Point believes that information should be sent to parents in many ways.
- Anytime a request is made for information in a specific language, the request is filled within 24 hours of the request.
- Families can approach staff daily for any support and staff will connect them to the correct resource or explanation of that resource in their primary language.
- Teachers send home information in their classroom Dojo .
- Hard copies of materials are printed in different languages as needed for any primary language.
- Information is sent to families via email as needed if other forms of communication do not work for the families.

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APPENDIX C**SCHOOL PARENT COMPACT**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-23
Cherokee Point

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Cherokee Point staff are committed to the goal of providing students with the skills and knowledge necessary to be successful. Professional learning communities are established to look at student data to address next steps and consider how to shift teaching to be responsive to all learners at the school. Tier 2 instruction is embedded at our school for UTK- 5 with resource teachers designated for primary and upper reading support. Parents are encouraged to be processed as school volunteers to support the learning across the campus.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])
 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Cherokee Point values parent involvement and encourages parents and guardians to support the work at the school by becoming school partners. The key to a powerful partnership is ongoing communication and being connected to the learning happening at the school. Parents can informally set up meetings with teachers at any time during the year to discuss and review their child's progress. Every year two dates are set up throughout the year for parent teacher conferences, one in November of every school year and the second in March of every school year.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Cherokee Point staff values parent involvement with their child's academic and social emotional development throughout the year. Counselor and teaching staff reach out to parents via letter, Class Dojo messages, emails, and informal parent conferences during morning drop off and pick to ensure that parents are aware of how their child is doing on a regular basis. Report cards are sent three times a year and parents are aware of how students are performing prior to the final grades at the end of the year.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

All staff members have a district email address and check it at least daily. Staff share either email or connect families to Class Dojo the school wide communication system used in every classroom. Schoolwide messages are sent from the principal to all parents connected to their teacher's Class Dojo account. Parents are encouraged to be registered volunteers to support staff onsite inside and outside of the classroom.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Parent Cheetah Chats that happen every first Friday of the month and information and resources are provided with translation as well as written communication. Weekly Cheetah Calls go through school

messenger to all primary phone numbers and translation is also provided. Technology like translation devices are used for families who need messages or communication in their primary language. The use of technology has been useful in translating documents into primary languages.

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at:
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cherokee Point
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	191	31.4	173	31.8	175	30.3	165	33.9	138	40.6	9.2	6.7	195	25.1	182	27.5	178	27.5	165	33.9	140	26.4	1.3	-7.5
Female	95	40.0	79	32.9	74	36.5	72	43.1	68	45.6	5.6	2.5	96	17.7	86	20.9	75	25.3	72	34.7	68	27.9	10.2	-6.8
Male	96	22.9	94	30.9	101	25.7	93	26.9	70	35.7	12.8	8.8	99	32.3	96	33.3	103	29.1	93	33.3	72	25.0	-7.3	-8.3
African American	7	-	6	-	12	25.0	9	-	5	-	-	-	8	-	8	-	12	33.3	9	-	5	-	-	-
Asian	1	-	1	-	1	-	9	-	11	54.5	-	-	1	-	1	-	1	-	9	-	11	45.5	-	-
Filipino	0	-	2	-	2	-	2	-	0	-	-	-	0	-	2	-	2	-	2	-	0	-	-	-
Hispanic	169	29.6	148	31.1	145	29.0	135	30.4	111	37.8	8.2	7.4	171	24.6	152	25.0	147	26.5	135	31.1	113	20.4	-4.2	-10.7
Native American	1	-	0	-	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
White	2	-	6	-	4	-	1	-	2	-	-	-	3	-	7	-	5	-	1	-	2	-	-	-
Multiracial	5	-	6	-	7	-	7	-	8	-	-	-	5	-	6	-	7	-	7	-	8	-	-	-
English Learner	102	12.7	91	7.7	88	10.2	81	9.9	58	12.1	-0.6	2.2	105	19.0	99	12.1	91	20.9	81	11.1	60	5.0	-14.0	-6.1
English-Speaking	89	52.8	82	58.5	87	50.6	84	57.1	80	61.3	8.5	4.2	90	32.2	83	45.8	87	34.5	84	56.0	80	42.5	10.3	-13.5
Reclassified†	51	54.9	48	70.8	48	60.4	49	61.2	47	70.2	15.3	9.0	51	33.3	49	49.0	48	35.4	49	67.3	47	48.9	15.6	-18.4
Initially Eng. Speaking	38	50.0	34	41.2	39	38.5	35	51.4	33	48.5	-1.5	-2.9	39	30.8	34	41.2	39	33.3	35	40.0	33	33.3	2.5	-6.7
Econ. Disadv.*	186	31.7	167	31.1	166	29.5	161	32.9	125	40.0	8.3	7.1	190	25.3	174	27.0	168	26.8	161	32.9	126	25.4	0.1	-7.5
Non-Econ. Disadv.	5	-	6	-	9	-	4	-	13	46.2	-	-	5	-	8	-	10	40.0	4	-	14	35.7	-	-
Gifted	43	58.1	35	65.7	15	40.0	8	-	7	-	-	-	43	48.8	35	48.6	15	46.7	8	-	7	-	-	-
Not Gifted	148	23.6	138	23.2	160	29.4	157	31.8	131	38.9	15.3	7.1	152	18.4	147	22.4	163	25.8	157	31.8	133	24.1	5.7	-7.7
With Disabilities	10	10.0	16	6.3	18	5.6	19	5.3	20	35.0	25.0	29.7	10	0.0	16	6.3	18	11.1	19	10.5	20	20.0	20.0	9.5
WO Disabilities	181	32.6	157	34.4	157	33.1	146	37.7	118	41.5	8.9	3.8	185	26.5	166	29.5	160	29.4	146	37.0	120	27.5	1.0	-9.5
Homeless	10	50.0	6	-	10	40.0	12	41.7	3	-	-	-	11	18.2	6	-	10	60.0	12	33.3	2	-	-	-
Foster	3	-	4	-	0	-	0	-	1	-	-	-	3	-	4	-	0	-	0	-	1	-	-	-
Military	4	-	3	-	4	-	1	-	1	-	-	-	4	-	3	-	4	-	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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cherokee Point
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	59	32.2	62	21.0	50	34.0	0	-	51	39.2	7.0	-	61	36.1	64	31.3	52	46.2	62	45.2	51	25.5	-10.6	-19.7
Female	29	37.9	27	25.9	18	55.6	0	-	28	35.7	-2.2	-	30	20.0	29	34.5	20	45.0	28	39.3	28	25.0	5.0	-14.3
Male	30	26.7	35	17.1	32	21.9	0	-	23	43.5	16.8	-	31	51.6	35	28.6	32	46.9	34	50.0	23	26.1	-25.5	-23.9
African American	3	-	2	-	5	-	0	-	2	-	-	-	3	-	3	-	5	-	4	-	2	-	-	-
Asian	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	5	-	2	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Hispanic	48	31.3	51	21.6	40	35.0	0	-	42	35.7	4.4	-	49	36.7	51	27.5	41	46.3	49	42.9	42	19.0	-17.7	-23.9
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
White	1	-	3	-	0	-	0	-	1	-	-	-	2	-	4	-	1	-	0	-	1	-	-	-
Multiracial	3	-	4	-	3	-	0	-	3	-	-	-	3	-	4	-	3	-	1	-	3	-	-	-
English Learner	37	16.2	40	5.0	30	16.7	0	-	27	14.8	-1.4	-	38	28.9	42	14.3	32	40.6	24	12.5	27	7.4	-21.5	-5.1
English-Speaking	22	59.1	22	50.0	20	60.0	0	-	24	66.7	7.6	-	23	47.8	22	63.6	20	55.0	38	65.8	24	45.8	-2.0	-20.0
Reclassified†	6	-	8	-	7	-	0	-	10	90.0	-	-	6	-	8	-	7	-	23	78.3	10	70.0	-	-8.3
Initially Eng. Speaking	16	50.0	14	35.7	13	46.2	0	-	14	50.0	0.0	-	17	35.3	14	50.0	13	38.5	15	46.7	14	28.6	-6.7	-18.1
Econ. Disadv.*	58	32.8	60	20.0	47	34.0	0	-	47	38.3	5.5	-	60	35.0	62	29.0	49	46.9	62	45.2	47	23.4	-11.6	-21.8
Non-Econ. Disadv.	5	-	2	-	3	-	0	-	4	-	-	-	1	-	2	-	3	-	4	-	4	-	-	-
Gifted	8	-	7	-	1	-	0	-	7	-	-	-	8	-	7	-	1	-	3	-	7	-	-	-
Not Gifted	51	27.5	55	16.4	49	32.7	0	-	51	39.2	11.7	-	53	30.2	57	29.8	51	45.1	59	42.4	51	25.5	-4.7	-16.9
With Disabilities	1	-	9	-	5	-	0	-	6	-	-	-	1	-	9	-	5	-	8	-	6	-	-	-
WO Disabilities	58	31.0	53	22.6	45	35.6	0	-	45	35.6	4.6	-	60	36.7	55	34.5	47	48.9	54	48.1	45	24.4	-12.3	-23.7
Homeless	10	50.0	2	-	3	-	0	-	2	-	-	-	1	-	2	-	3	-	7	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	1	-	0	-	0	-	-	-	3	-	0	-	1	-	0	-	0	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cherokee Point
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	58	39.7	55	34.5	62	21.0	0	-	45	42.2	2.5	-	60	36.7	56	28.6	63	23.8	48	35.4	46	34.8	-1.9	-0.6
Female	27	51.9	26	26.9	29	27.6	0	-	17	58.8	6.9	-	27	33.3	26	7.7	29	27.6	18	38.9	17	35.3	2.0	-3.6
Male	31	29.0	29	41.4	33	15.2	0	-	28	32.1	3.1	-	33	39.4	30	46.7	34	20.6	30	33.3	29	34.5	-4.9	1.2
African American	1	-	2	-	3	-	0	-	1	-	-	-	2	-	2	-	3	-	3	-	1	-	-	-
Asian	0	-	1	-	0	-	0	-	6	-	-	-	0	-	1	-	0	-	2	-	6	-	-	-
Filipino	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Hispanic	54	37.0	46	32.6	51	19.6	0	-	35	37.1	0.1	-	55	34.5	47	27.7	52	23.1	38	36.8	36	30.6	-3.9	-6.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	2	-	3	-	0	-	0	-	-	-	1	-	2	-	3	-	1	-	0	-	-	-
Multiracial	0	-	2	-	3	-	0	-	3	-	-	-	0	-	2	-	3	-	4	-	3	-	-	-
English Learner	36	19.4	29	13.8	37	5.4	0	-	18	11.1	-8.3	-	38	21.1	29	20.7	38	7.9	25	20.0	19	5.3	-15.8	-14.7
English-Speaking	22	72.7	26	57.7	25	44.0	0	-	27	63.0	-9.7	-	22	63.6	27	37.0	25	48.0	23	52.2	27	55.6	-8.0	3.4
Reclassified†	13	76.9	15	73.3	11	54.5	0	-	20	70.0	-6.9	-	13	61.5	16	50.0	11	54.5	11	81.8	20	60.0	-1.5	-21.8
Initially Eng. Speaking	9	-	11	36.4	14	35.7	0	-	7	-	-	-	9	-	11	18.2	14	42.9	12	25.0	7	-	-	-
Econ. Disadv.*	58	39.7	53	34.0	57	19.3	0	-	40	42.5	2.8	-	60	36.7	54	29.6	58	22.4	46	34.8	40	35.0	-1.7	0.2
Non-Econ. Disadv.	5	-	2	-	5	-	0	-	5	-	-	-	0	-	2	-	5	-	2	-	6	-	-	-
Gifted	22	63.6	7	-	5	-	0	-	4	-	-	-	22	50.0	7	-	5	-	1	-	4	-	-	-
Not Gifted	36	25.0	48	29.2	57	21.1	0	-	41	41.5	16.5	-	38	28.9	49	22.4	58	24.1	47	34.0	42	31.0	2.1	-3.0
With Disabilities	10	10.0	3	-	8	-	0	-	8	-	-	-	4	-	3	-	8	-	4	-	8	-	-	-
WO Disabilities	54	42.6	52	36.5	54	24.1	0	-	37	45.9	3.3	-	56	39.3	53	30.2	55	25.5	44	38.6	38	36.8	-2.5	-1.8
Homeless	6	-	1	-	4	-	0	-	1	-	-	-	6	-	1	-	4	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	1	-	0	-	0	-	-	-	1	-	2	-	1	-	1	-	0	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cherokee Point
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	74	24.3	56	41.1	63	36.5	0	-	42	40.5	16.2	-	74	6.8	62	22.6	63	15.9	55	20.0	43	18.6	11.8	-1.4
Female	39	33.3	26	46.2	27	33.3	0	-	23	47.8	14.5	-	39	5.1	31	19.4	26	7.7	26	26.9	23	26.1	21.0	-0.8
Male	35	14.3	30	36.7	36	38.9	0	-	19	31.6	17.3	-	35	8.6	31	25.8	37	21.6	29	13.8	20	10.0	1.4	-3.8
African American	3	-	2	-	4	-	0	-	2	-	-	-	3	-	3	-	4	-	2	-	2	-	-	-
Asian	0	-	0	-	1	-	0	-	3	-	-	-	0	-	0	-	1	-	2	-	3	-	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Hispanic	67	22.4	51	39.2	54	33.3	0	-	34	41.2	18.8	-	67	7.5	54	20.4	54	14.8	48	14.6	35	11.4	3.9	-3.2
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	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	0	-	1	-	-	-
Multiracial	2	-	0	-	1	-	0	-	2	-	-	-	2	-	0	-	1	-	2	-	2	-	-	-
English Learner	29	0.0	22	4.5	21	9.5	0	-	13	7.7	7.7	-	29	3.4	28	0.0	21	14.3	32	3.1	14	0.0	-3.4	-3.1
English-Speaking	45	40.0	34	64.7	42	50.0	0	-	29	55.2	15.2	-	45	8.9	34	41.2	42	16.7	23	43.5	29	27.6	18.7	-15.9
Reclassified†	32	40.6	25	68.0	30	56.7	0	-	17	58.8	18.2	-	32	12.5	25	36.0	30	16.7	15	40.0	17	23.5	11.0	-16.5
Initially Eng. Speaking	13	38.5	9	-	12	33.3	0	-	12	50.0	11.5	-	13	0.0	9	-	12	16.7	8	-	12	33.3	33.3	-
Econ. Disadv.*	70	24.3	54	40.7	62	35.5	0	-	38	39.5	15.2	-	70	7.1	58	22.4	61	14.8	53	17.0	39	17.9	10.8	0.9
Non-Econ. Disadv.	4	-	2	-	1	-	0	-	4	-	-	-	4	-	4	-	2	-	2	-	4	-	-	-
Gifted	13	46.2	21	66.7	9	-	0	-	3	-	-	-	13	30.8	21	42.9	9	-	4	-	3	-	-	-
Not Gifted	61	19.7	35	25.7	54	35.2	0	-	39	35.9	16.2	-	61	1.6	41	12.2	54	9.3	51	17.6	40	15.0	13.4	-2.6
With Disabilities	10	10.0	4	-	5	-	0	-	6	-	-	-	5	-	4	-	5	-	7	-	6	-	-	-
WO Disabilities	69	26.1	52	44.2	58	39.7	0	-	36	44.4	18.3	-	69	7.2	58	24.1	58	17.2	48	22.9	37	21.6	14.4	-1.3
Homeless	4	-	3	-	3	-	0	-	3	-	-	-	4	-	3	-	3	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	2	-	0	-	1	-	-	-	0	-	1	-	2	-	0	-	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.

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: CHEROKEE POINT ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Attendance Team

***Strategy/Activity - Description**

To accomplish this goal, our team will communicate to students with 2 or more absences in a given week. An action plan will be developed to engage students at school and provide resources/supports. This communication will include dates of the absences and steps parents/guardians can take to improve their student’s attendance. Contacts will be made by office staff, administrators, support staff, or counselors. A weekly log will record the contacts. Chronic tardy families will meet with the principal to develop a plan of action to get their child on school on time daily. Tardy fliers are handed to families as a visual reminder to bring their child on time. Since the start of this new procedure, we have seen a drop in the amount of daily tardy students.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.37500	\$46,709.93	09800-1210	Counselor support safe and collaborative community through SEL	Student support groups and classroom lessons are working as SEL are addressing the need to feel included and safe at school so that school attendance is positively impacted by this	Counselor scheduled classroom visits are sometimes canceled by teacher or by counselor due to other events or duties that need to be addressed. Need to find different ways to	Continue to fund the counselor to support with SEL curriculum and small groups to address the

Cherokee Point Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				lessons, connecting with the community, and chronic absenteeism.	message. Attendance team meets with the counselor and nurse to discuss specific students.	communicate with parents who are not calling the school back, not home during home visits, and continue to be chronically absent.	importance of being at school, ways to feel connected at school and the importance of attendance.
Supplies		\$1,174.43	09800-4301	Instructional materials to support SEL lessons, trainings for the community, and materials to support parents with curriculum at home.	Notices for tardy, letters to chronically absent students, awards for perfect attendance, certificates, and rewards like pencils and stickers were used to support attendance.	More letters and communication to parents as warnings before students are chronically absent would support lower rates. Finding more ways to connect with families to support communication to lower absenteeism.	Continue to fund supplies to support attendance efforts.
Counselor Hrly		\$8,586.64	09800-1260	Additional funding to cover the actual salary of the counselor once budgets are finalized.	Student support This fund covers the actual salary of the counselor.	Counselor Scheduled classroom visits are sometimes canceled by teacher or by counselor due to other events or duties that need to be addressed.	Continue to fund the counselor to support with SEL curriculum and small groups to address friendship building and problem solving, and improve attendance.

Goal 2 - English Language Arts

Intervention Supports

***Strategy/Activity - Description**

Resource teacher will work with underperforming students in a literacy intervention push in program targeting students who are in of foundational skills. The general education teacher will pull the same group for additional intervention group. The strategic schedules will support all students as they will not miss Tier 1 instruction as they receive intervention support. ELD will be taught every day for a minimum of 35 minutes. Teachers will attend conferences to enhance their professional learning in order to close the achievement gap. Software licenses will provide additional differentiated interventions to support closing the achievement gap. Staff will take district wide FAST aReading in grades 3-5 to find out at risk data for students. Staff will utilize this data to support with their initial planning with guided reading groups and creating a plan of action for readers in grades 3-5. This data was used to decide on intervention groups that is supported by the resource teacher and by the Office of Language Acquisition Resource Teacher. Groups are taken daily during the GR time so ensure that the most vulnerable learners receive a double dose of reading instruction as done in the primary grades through the LAP program in the district.

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

Directions:

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

Guiding Questions:

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

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Interprogram Svcs/VAPA		\$9,900.00	09800-5738	Provides release time for staff to analyze student data to make decisions about next steps with literacy instruction.	Staff were released to PLC to address needs of multilingual students in multiple subject areas. Staff looked at EL student data to determine next steps in the classroom. While staff are released, students attend VAPA classes for music, dance, art, and theatre.	None	Continue to fund for the following year so teachers can continue to meet with grade level team members to reflect on teaching practices.

SCHOOL NAME: CHEROKEE POINT ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Attendance Team

***Strategy/Activity - Description**

To accomplish this goal, our team will communicate to students with 2 or more absences in a given week. An action plan will be developed to engage students at school and provide resources/supports. This communication will include dates of the absences and steps parents/guardians can take to improve their student’s attendance. Contacts will be made by office staff, administrators, support staff, or counselors. A weekly log will record the contacts. Chronic tardy families will meet with the principal to develop a plan of action to get their child on school on time daily. Tardy fliers are handed to families as a visual reminder to bring their child on time. Since the start of this new procedure, we have seen a drop in the amount of daily tardy students.

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

Directions:

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

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Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.22500	\$28,025.96	30106-1210	Counselor support safe and collaborative community through SEL lessons,	Student support groups and classroom lessons are working as SEL are addressing the need to feel included and safe at school so that school attendance is positively impacted by this	Counselor scheduled classroom visits are sometimes canceled by teacher or by counselor due to other events or duties that need to be addressed.	Continue to fund the counselor to support with SEL curriculum and small groups to address the importance of being

Cherokee Point Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				connecting with the community, and chronic absenteeism.	message. Attendance team meets with the counselor and nurse to discuss specific students.	Need to find different ways to communicate with parents who are not calling the school back, not home during home visits, and continue to be chronically absent.	at school, ways to feel connected at school and the importance of attendance.
Interprogram Svcs/Paper		\$1,000.00	30106-5733	Instructional materials necessary to support SEL lessons, communication/resources to families, and keeping the community connected to the school through flyers and informational packets.	Paper supplies were sufficient for staff, parents, and students to support curriculum on campus regarding inclusion, being safe, and collaborative.	Parents have voiced that the electronic communication system, Class Dojo, is working but parents would still appreciate the paper reminders and documents.	Continue to fund Interprogram Svcs/Paper the same way it has been funded this year.
Counselor Hrly		\$5,151.97	30106-1260	Additional funding to cover the actual salary of the counselor once budgets are finalized.	Student support This fund covers the actual salary of the counselor.	Counselor Scheduled classroom visits are sometimes canceled by teacher or by counselor due to other events or duties that need to be addressed.	Continue to fund the counselor to support with SEL curriculum and small groups to address friendship building and problem solving, and improve attendance.

Goal 2 - English Language Arts

Intervention Supports

***Strategy/Activity - Description**

Resource teacher will work with underperforming students in a literacy intervention push in program targeting students who are in of foundational skills. The general education teacher will pull the same group for additional intervention group. The strategic schedules will support all students as they will not miss Tier 1 instruction as they receive intervention support. ELD will be taught every day for a minimum of 35 minutes. Teachers will attend conferences to enhance their professional learning in order to close the achievement gap. Software licenses will provide additional differentiated interventions to support closing the achievement gap. Staff will take district wide FAST aReading in grades 3-5 to find out at risk data for students. Staff will utilize this data to support with their initial planning with guided reading groups and creating a plan of action for readers in grades 3-5. This data was used to decide on intervention groups that is supported by the resource teacher and by the Office of Language Acquisition Resource Teacher. Groups are taken daily during the GR time so ensure that the most vulnerable learners receive a double dose of reading instruction as done in the primary grades through the LAP program in the district.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.87300	\$117,626.13	30100-1109	Resource teachers support ELA by directly working with students with ELA guided reading groups to support long term English Learners, at risk long term English	Resource teacher worked with small groups of students and shifted 75% of the students that worked with more than 4 reading levels.	Previously, the schedule of resource teacher was filled with many tasks that were not directly impacting students. This year, we are working on protecting the resource teacher's schedule and eliminating extraneous distractions so that he can	Continue to fund the resource teacher to support small group instruction for grades 3-5 students in the area of reading and EL support.

Cherokee Point Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				learners, and students at risk.		concentrate and dedicate his time to supporting student below grade level in reading and EL students who need extra support with reading, writing, listening, and speaking.	
Inschool Resource Tchr -	0.12700	\$17,111.69	30106-1109	Resource teachers support ELA by directly working with students with ELA guided reading groups to support long term English Learners, at risk long term English learners, and students at risk.	Resource teacher worked with small groups of students and shifted 75% of the students that worked with more than 4 reading levels.	Previously, the schedule of resource teacher was filled with many tasks that were not directly impacting students. This year, we are working on protecting the resource teacher's schedule and eliminating extraneous distractions so that he can concentrate and dedicate his time to supporting student below grade level in reading and EL students who need extra support with reading, writing, listening, and speaking.	Continue to fund the resource teacher to support small group instruction for grades 3-5 students in the area of reading and EL support.
Supplies		\$4,832.75	30106-4301	Instructional supplies to support ELA instruction for all student groups.	Money used to purchase reading books, paper, and instructional supplies supported staff with teaching the curriculum.	None	Continue to fund supplies to support ELA instruction.
Software License		\$9,764.20	30100-5841	Direct supplemental literacy support for all students. Achieve 3000 supports TK-5 students in the area of literacy by tracking literacy progress and increasing student lexile levels.	Software License to Achieve 3000 is supportive for some primary classrooms.	For others it has not been effective as classroom were not engaging with the program as often as planned. Reading levels did not show enough improvement to warrant continuing to fund this license.	Do not fund license to Achieve 3000 for the upcoming year.

Cherokee Point Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Software License		\$1,895.20	30106-5841	Direct supplemental literacy support for all students. Achieve 3000 supports TK-5 students in the area of literacy by tracking literacy progress and increasing student lexile levels.	Programs such as Raz Kids provided students with additional resources to access more titles for independent reading, reading at home, and more reading opportunities during guided reading time.	None.	Continue to fund individual license money for Raz Kids and other reading licenses that allow for more access to reading material.
Classroom Teacher Hrly		\$9,413.47	30100-1157	Additional funding to cover the cost of Resource Teacher actual salary.	This was sufficient to cover the teacher's actual salary.		Continue to fund at the teacher's new rate for the following year.
Classroom Teacher Hrly		\$1,369.43	30106-1157	Additional funding to cover the cost of Resource Teacher actual salary.	This was sufficient to cover the teacher's actual salary.		Continue to fund at the teacher's new rate for the following year.
Supplies		\$396.20	30100-4301	Instructional supplies to support ELA instruction for all student groups.	Amount of funds for supplies was sufficient to purchase some literacy items for primary classes.		Continue to fund additional supplies.

Goal 3 - Mathematics

Professional Development

***Strategy/Activity - Description**

Staff will review professional development slides and use best practices from math professional development support from the last two years to support students this year. Staff will bring math data to PLC to discuss next steps and shifts in practice to support all students.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$1,003.55	30103-4301	Provide curriculum support and training so they are able to support students in the area of math. Supplies such as manipulatives, trainings, and resources.	Funds used were effective as they provided adults with materials they needed in order to support the math curriculum. Adults looked at student work, analyzed work, and with several student groups, they showed increased understanding of math.	Survey adults to create a list of other materials to support instruction.	Continue to fund for next year as we continue to improve instructional practices and brainstorm what is needed to teach more effectively (more whiteboards, markers, counters, visual representations)

Goal 4- Supporting English Learners

Professional Development

***Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA		\$2,000.00	30100-5738	Provide release time so staff are able to analyze data and strategize ways to support English Learners better in all subjects.	Staff were released to PLC to address needs of multilingual students in multiple subject areas. Staff looked at EL student data to determine next steps in the classroom. While staff are released, students attend VAPA classes for music, dance, art, and theatre.	None.	Continue to fund for the following year so teachers can continue to meet with grade level team members to reflect on teaching practices.

Cherokee Point Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svc/VAPA		\$5,479.00	30106-5738	Provide release time so staff are able to analyze data and strategize ways to support English Learners better in all subjects.	Staff were released to PLC to address needs of multilingual students in multiple subject areas. Staff looked at EL student data to determine next steps in the classroom. While staff are released, students attend VAPA classes for music, dance, art, and theatre.	None	Continue to fund for the following year so teachers can continue to meet with grade level team members to reflect on teaching practices.
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Goal 7 - Family Engagement							
Parent Support							
*Strategy/Activity - Description							
Allocate funds for inservice supplies and services for parent meetings and workshops.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Noon Supervision		\$665.45	30103-2951	Supervision staff to provide child care for parents to attend on site trainings as health and safety guidelines permit.	Parent meetings were attended and families brought younger children to see how they were able to get involved.	Parents didn't want to part from their younger children and supervision was not always needed.	Do not fund the following year.

Cherokee Point Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/Paper		\$500.00	30103-5733	Resources and materials provided to parents to support with them trainings on curriculum, SEL, and ways to get involved with the school.	Parents continue to want written communication and support on paper instead of electronic copies. In addition to communication on Class Dojo (electronic), parents received flyers and communication on paper.	None	Continue to fund for the following year.
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What are my leadership strategies in service of the goals?