

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **CHOLLAS/MEAD ELEMENTARY** SCHOOL

2022-23

37-68338-6039382
CDS Code

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

Principal: Hunter-Clark, Kristi

Contact Person: Hunter-Clark, Kristi

Position: Principal

Telephone Number: 619/362-3300;

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

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

The following items are included:

- Recommendations and Assurances
- Data Reports
- 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: Chollas Mead PHONE: 619-362-3300 FAX: 619-362-3349
 SITE CONTACT PERSON: Kristi Hunter-Clark E-MAIL ADDRESS: Khunter-Clark@Sandi.net

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

- Title 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>10/7/22</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>10/4/22</u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>10/4/22</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: 10/6/22

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.

Kristi Hunter-Clark
Type/Print Name of School Principal

[Signature]
Signature of School Principal / Date

Yolanda Jordan
Type/Print Name of SSC Chairperson

[Signature] 10-6-22
Signature of SSC Chairperson / Date

Sandra A. Bernal
Type/Print Name of ELAC Representative

[Signature] 10-7-22
Signature of ELAC Representative / Date

[Signature]
Type/Print Name of Area Superintendent

[Signature] 10-11-22
Signature of Area Superintendent / Date

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

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

This School Plan for Student Achievement fulfills the requirements of a Title I school wide program school. In addition, it meets the requirements of an Additional Targeted Support and Intervention Plan.

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

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

- SSC Meeting occurred on March 4, 2022. Budget was approved.
- SSC Meeting occurred in October 6, 2022. SPSA was approved.
- ELAC Meeting occurred on February 3, 2022. Reviewed and gave budget recommendations.
- ELAC Meeting occurred in September 2022. Reviewed SPSA section on English Learners and gave feedback.

RESOURCE INEQUITIES

Chollas Mead's root cause analysis involved examining data from CAASPP, 2021/22 Hoonuit data, California Healthy Kids Survey, California Parent Survey, site F&P, DRA, FAST and DEMI data; and a review of the 2021-21 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate a slight decrease in ELA.

Root cause analysis: curriculum

- Due to the statewide pandemic and district staff shortages, Chollas Mead weekly PLCs were put on hold during the 21/22 school year. Aligning curriculum and analyzing data was an area of focus throughout the school year during minimal planning times.
- Chollas Mead Professional Development took place on Zoom throughout the school year. While we planned with California Reading Literacy Project (CRLP) staff needs were not met.
- We received a supplement for the EnVision math to align the curriculum with the common core state standards
- Student attendance and high chronic absenteeism highly effected the growth of student academics.

Root cause analysis: Staffing

- Our nursing allocation was reduced, and we did not have a nurse or health tech for the majority of the school year.

- Our guidance counselor who is in her first year at Chollas Mead is assigned to support the school 3 days a week. She used the school year to push into classrooms and build relationship with students.
- Our site voted to add 0.1 to our School Counselor allocation, giving us a 0.6 allocation. We feel that with the high needs of our student population, the school should be provide with a 1.0 School Counselor FTE
- The SSC and school staff voted for a 1.0 attendance clerk to help support with chronic absentee.
- The SSC and staff voted to increase district allocation 0.5 Associate Principal to a 1.0 to assist with instruction, IEP meetings and facilitation committee meetings.

Root cause analysis: materials

- Our staff saw a great need for common core aligned and planning around the district provided curriculum. Our school voted to continue the weekly PLC model costing close to \$55,500 for weekly guest teachers.
- Art supplies such as art paper, paint, markers, crayons and glue sticks are purchased to provide art to students while teachers are released for PLCs.

Root cause analysis: English Learners

- Chollas Mead has been provided Benchmark curriculum to support designated ELD curriculum
- The district provides partial ELST support to the school site.
- Chollas Mead continues to employ 1.0 Resource Teacher to assist with small group new comers instruction and work with L-Tels.
- Chollas Mead increased our Associated Principal from 0.5 to 1.0 to support ELD instruction.

Root cause analysis: Performance

- Many of our students arrive without having attended PreK and/or a lack of foundational skills
- Many of our student were sent home to quarantine for 10 days due to Covid, resulting in lose learning opportunities.
- Attendance rates were significantly lower in the 2021-22 school year due to Covid 19, this continues to be a root cause for underperformance.
- Many of our students experience or have experienced trauma (high number of ACES) - several students are not getting their basic safety needs met
- We have a significant number of homeless/foster students.
- An on-going challenge is teacher efficacy across the school site. We have identified capacity builders at every grade level who continue to support their colleagues with professional development.
- Online Professional development
- Sub shortages resulted in no release time for PLCs.

SCHOOL SITE COUNCIL MEMBERSHIP

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

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).

In 21-22 to address the schools chronic absenteeism, suspension rates, and student's socio-emotional needs we met with the school counselor the associate principal and school site council. We found that daily check-ins, daily announcements, and home visits were beneficial. We also added in monthly award ceremonies to celebrate those who had perfect attendance for the month. The school counselor, associate principal and school attendance clerk will continue to meet bi-weekly to review chronic absenteeism.

***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).

Modifications that occurred during the year were monthly perfect attendance rewards. (Slime the principals, pie the teachers, water balloon war, etc.) The School Site Council also voted to add a full time attendance clerk to support the needs of families.

***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.

The school attendance clerk will host interventions and attendance groups with students who are trending to be on the chronic absentee list. Attendance clerk will work with the leadership team to call and meet with parents throughout the school year to address attendance concerns. The principal and associate principal will continue to host monthly incentives such as, slime the principals, pie with the principals and more.

***Identified Need**

2021/22 Hoonuit data

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

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

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

Chronic Absenteeism Rates (subgroups):

African American students 3%

Hispanic 48%

English Learners 20%

Homeless 4%

Students with disabilities 17%

Foster Youth 4%

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

2021/22 Hoonuit data showed:

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

- Social and Emotional groups
- Teachers will attend PDs to ensure that they are trained to work with black youth and students of color.
- Teachers will continue to work in PLCs to ensure instruction is differentiated to meet student needs and curriculum represents the diversity of our campus.

- School Suspension Rate (Subgroups)

English Language Learners 0%
 Hispanic 0%
 Black Youth 0%
 Students with Disabilities 0%

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Tk-5	Decrease Chronic Absenteeism	18.7%	10%	Chronic Absenteeism	Monthly
June 2023	Tk-5	Maintain low suspension rate	0%	0%	Suspension	Monthly

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5th	Black or African American	Decrease chronic absentee	3%	2%	Chronic Absenteeism	Monthly
June 2023	UTK-5th	Students with Disabilities	Decrease chronic absentee	17%	10%	Chronic Absenteeism	Monthly
June 2023	UTK-5th	Hispanic or Latino	Decrease chronic absentee	48%	25%	Chronic Absenteeism	Monthly
June 2023	UTK-5th	English Learner	Decrease chronic absentee	20%	10%	Chronic Absenteeism	Monthly
June 2023	UTK-5th	Homeless/Foster	Decrease Chronic Absenteeism	4%	2%	Chronic Absenteeism	Monthly
June 2023	UTK-5th	English Learner	Maintain low Suspension rate	0%	0%	Suspension	Monthly
June 2023	UTK-5th	Students with Disabilities	Maintain low Suspension rate	0%	0%	Suspension	Monthly
June 2023	UTK-5th	Black or African American	Maintain low Suspension rate	0%	0%	Suspension	Monthly
June 2023	UTK-5th	Homeless/Foster	Maintain low Suspension rate	0%	0%	Suspension	Monthly
June 2023	UTK-5th	Hispanic or Latino	Maintain low Suspension rate	0%	0%	Suspension	Monthly

Supporting Black Youth - Additional Goals

- ✓ 1. Chollas Mead’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.
- ✓ 2. The staff diversity goal at Chollas Mead 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. Chollas Mead’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Chollas Mead 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.
- ✓ 4. Chollas Mead 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.
- ✓ 5. Chollas Mead’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. Chollas Mead 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. Chollas Mead will study/learn culturally responsive instructional practices, QLIs/QTPs, cultural responsive teaching and differentiated instruction increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1

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

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

***Strategy/Activity - Description**

Associate Principal, Counselor and attendance clerk will conduct weekly attendance meetings. The principal and associate principal will work closely to monitor attendance and meet with families who are trending chronic absentee. Counselor will host social and emotional small groups to work with restorative justice. Attendance clerk will support students and families with daily phone calls, tier II interventions, and home visits. Attendance assistant will ensure that families have their basic needs met to be successful in attending school.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
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				Benefits/Non Salary cost					
F00633A	School Counselor	0.20000	\$17,908.60	\$28,775.05	0063-74220-00-1210-3110-0000-01000-3999	In-Person Instruction Grant	[no data]		School counselor to support attendance and behavioral needs.
F00633B	Attendance Asst	0.45000	\$15,187.05	\$29,643.39	0063-09800-00-2404-3130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Attendance assistant to support students improve attendance. Communicate with families and support student needs.
F00633H	Vice Principal	0.50000	\$59,303.50	\$83,476.12	0063-30100-00-1309-2700-0000-01000-0000	Title I Basic Program	[no data]		Associate Principal to assist with chronic absenteeism and support families with basic needs to get students to school.
F00633E	Attendance Asst	0.15000	\$5,062.35	\$9,881.12	0063-30106-00-2404-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Attendance assistant to support students improve attendance. Communicate with families and support student needs.
F00633C	Attendance Asst	0.40000	\$13,499.60	\$26,349.69	0063-30100-00-2404-3130-0000-01000-0000	Title I Basic Program	[no data]		Attendance assistant to support students improve attendance. Communicate with families and support student needs.
F00633D	School Counselor	0.10000	\$8,954.30	\$14,387.53	0063-09800-00-1210-3110-0000-01000-3999	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		School counselor to support attendance and behavioral needs.

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).

During the 2021-22 school year we focused on:

- All teachers used the districted adopted Benchmark curriculum along with ELA Framework and California grade level standards in designing and differentiating instruction.
- Teachers provided a balanced literacy instruction including daily guided reading for identified groups of students.
- Staff used multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmark unit assessments, F&P / DRA and BPST) assessments to progress monitor.
- Staff analyzed on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it related to grade level writing standards.
- During PLC's the staff used Learning Targets and real time data to plan and modify for all students. PLCs were often canceled or rescheduled due to the staffing shortage. Teachers met outside of contract hours to plan and were often rushed and not able to analysis data.

***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).

We maintained our clarity of focus throughout the year. Due to staffing shortages and the district state of emergency, weekly PLCs were put on hold for most of the school year. This greatly impacted the alignment of grade level instruction and the analysis of data.

***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.

During the 2022 summer, staff collaborated to create a common curriculum map that will allow for all grades to be in alignment. Also, district adopted Benchmark curriculum was supplemented with culturally responsive text that allows for all students to assimilate. Grade levels also looked at the district STEAM curriculum to align with ELA and Math standards to allow for integrated instruction.

All professional development will cover material and training with California Literacy Reading Project (CRLP) and the district written STEAM curriculum. PLCs will have a focus on differentiated instruction for ELA and Math.

Each teacher identified target students in both ELA and Math (High, Medium and Low) to assist in planning for access to grade level curriculum for all subgroups.

***Identified Need - English Language Arts**

2021/22 CAASPP ELA data
FAST aReading data for grades 2nd-5th
F&P for grades k-2 and DRA for grade 3.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Increase ELA Achievement	41.6%	55%	CAASPP ELA	Yearly
June 2023	3rd-5th	Increase ELA Achievement	56.1%	65%	FAST aReading	3 times per year

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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	3rd-5th	Black or African American	Increase Student achievement	36.8%	45%	CAASPP ELA	Monthly
June 2023	3rd-5th	Students with Disabilities	Increase Student achievement	14.6%	20%	CAASPP ELA	Monthly
June 2023	3rd-5th	English Learner	Increase Student achievement	26.3%	35%	CAASPP ELA	Monthly
June 2023	2nd -5th	Black or African American	Increase Student achievement	64.7%	75%	FAST aReading	3 Times per year
June 2023	2nd -5th	Students with Disabilities	Increase Student achievement	16.7%	25%	FAST aReading	3 Times Per year
June 2023	2nd -5th	English Learner	Increase Student achievement	18.2%	25%	FAST aReading	3 Times Per year
*Identified Need - Math							
2021/22 CAASPP Math data grades 3rd-5th							
DEMI application, communication and knowledge will be used for grades 3rd-5th.							
FAST aMath data grades 2nd-5th.							
*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd-5th	Increase Mathematics Goals	26%	50%	CAASPP Math	Yearly	
June 2023	2nd-5th	Increase Mathematics Goals	54%	65%	FAST aMath	3 times per year	
June 2023	3rd-5th	Increase Application Proficient	48%	60%	DEMI	2 times per year	
June 2023	3rd-5th	Increase Communication Proficient	43%	55%	DEMI	2 times per year	
June 2023	3rd-5th	Increase Knowledge Proficient	53%	65%	DEMI	2 times per year	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							

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By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Black or African American	Increase Mathematics Growth	21%	30%	CAASPP Math	Yearly
June 2023	3rd-5th	Students with Disabilities	Increase Mathematics Growth	14%	20%	CAASPP Math	Yearly
June 2023	3rd-5th	English Learner	Increase Mathematics Growth	23%	35%	CAASPP Math	Yearly
June 2023	2nd-5th	Black or African American	Increase Mathematics Growth	4%	25%	FAST aMath	3 times per year
June 2023	2nd-5th	Students with Disabilities	Increase Mathematics Growth	5%	20%	FAST aMath	3 times per year
June 2023	2nd-5th	English Learner	Increase Mathematics Growth	29%	40%	FAST aMath	3 times per year

*Identified Need - English Learners

Our goal will be to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered the US, attendance, or any other extenuating circumstances, we would like to see all students making annual expected growth. Data from 2021-22 summative ELPAC will serve as baseline.

The resource teachers will continue to work with at-risk LTELS and newcomers in small groups and one on one instruction to improve English skills. Chollas Mead has also hired a full time bi-lingual attendance assistant to help bridge families who are new to the country or experiencing attendance concerns.

Grade level PLCs that take place weekly will have a focus around designated ELD as well as integrated ELD strategies.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5th	English Learner	Increase the number of	30.5%	50%	Summative ELPAC	Yearly

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			Reclassified EL students				
*Identified Need - Graduation/Promotion Rate							
<p>Gr 3 data shows that 27.1% of students met or exceeded standard on the 2021-22 SBAC. Gr 5 data shows that 64.5% of students met or exceeded standard on the 2021-22 SBAC. Gr 3-5 data shows that 18.2% of English Learners met or exceeded standard on the Spring 2021-22 FAST aReading Gr 3-5 data shows that 16.7% of Students with Disabilities met or exceeded standard on the Spring 2021-22 FAST aReading Gr. 3-5 data shows that 64.7% of African American / Black met or exceeded standard on the Spring 2021-22 FAST aReading</p>							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd grade	will meet or exceed standards in ELA	27.1%	35%	Grade 3 ELA Reading	Annually	
June 2022	5th grade	will meet or exceed standards in ELA	64.5%	75%	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 2022	3th grade	Black or African American	will meet or exceed standards in ELA	Establishing Baseline	20%	Grade 3 ELA Reading	annually
June 2022	3rd grade	Students with Disabilities	will meet or exceed standards in ELA	8.3%	15%	Grade 3 ELA Reading	annually
June 2022	3th grade	English Learner	will meet or exceed standards in ELA	18.2%	25%	Grade 3 ELA Reading	annually
June 2022	5th grade	Black or African American	will meet or exceed standards in ELA	Establishing Baseline	25%	Grade 5 ELA Reading	annually
June 2022	5th grade	Students with Disabilities	will meet or exceed standards in ELA	18.2%	25%	Grade 5 ELA Reading	annually

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2022	5th grade	English Learner	will meet or exceed standards in ELA	52.6%	65%	Grade 5 ELA Reading	annually
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PLC Support

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Chollas Mead will continue with weekly collaboration time for grade-level teams. Visiting teachers will be hired for these professional learning communities (PLCs). The resource teacher will have a focus in UTK-2nd grades and the Associate Principal will focus on 3rd-5th. The resource teacher and administration team will meet with grade levels to analyze common assessments during weekly PLC's. Learning targets will be set by the teachers to analyze proficiency levels using success criteria of common core standards. Data analysis will inform instruction. Teachers will plan differentiated instruction and discuss ways to support students who need interventions.

Teachers will embed designated and integrated ELD strategies within their daily schedules and teaching strategies.

*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
F00633F	Inschool Resource Tchr	0.60000	\$59,349.60	\$85,494.43	0063-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teacher to assist with facilitating PLCs and planning for Math, ELA and ELD instruction.
F00633G	Inschool Resource Tchr	0.40000	\$39,566.40	\$56,996.28	0063-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Resource teacher to assist with facilitating PLCs and planning for Math, ELA and ELD instruction.
N00631J	Prof&Curriclm Dev Vist Tchr		\$19,036.00	\$23,568.47	0063-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		PLC subs to release teachers for grade level planning and data analysis.
N00633E	Prof&Curriclm Dev Vist Tchr		\$4,038.00	\$4,999.45	0063-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PLC subs to release teachers for grade level planning and data analysis. Retired teachers to assist with ELPAC testing

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0063GG	Prof&Curriclm Dev Vist Tchr		\$12,115.00	\$14,999.59	0063-09800- 00-1192- 1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PLC subs to release teachers for grade level planning and data analysis.
	Contracted Svcs > \$25K				0063-30100- 00-5100- 1000-1110- 01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0063IE	Contract for professional development with CRLP. Teaching teachers for SIPPS foundational skills as well as comprehension reading strategies.
	Supplies				0063-30100- 00-4301- 1000-1110- 01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N00637X	Supplemental supplies such as markers, colored paper, colored pencils, etc. that are purchased for PLCs to support art instruction during release time for teacher planning.
	Supplies				0063-09800- 00-4301- 1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0063DJ	Supplies such as markers, colored paper, colored pencils, etc. that are purchased for PLCs to support art instruction during release time for teacher planning.
	Vice Principal				0063-30100- 00-1309- 2700-0000- 01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F00633H	Associate Principal to support PLCs with planning, analyzing data, planning art lessons for visiting teachers to teach during release time.

Intervention Materials

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Intervention materials and curriculum software.

- Raz Kids supporting UTK-3rd grade
- Reading Plus 3rd grade - 5th grade
- Brain POP
- Imagine Learning
- Benchmark intervention materials
- SIPPS

- Writing journals to track students writing progress (UTK-5th)
- White boards and markers
- Composition / spiral notebooks for math, ELA and STEAM instruction
- Pencils.
- Additional reading sources
- Leveled reading / comprehension materials
- Writing folders
- Highlighters for annotating texts
- Chart paper for cooperative learning
- 3 ring binders to support ELA and Math data tracking for students.
- Binder dividers
- Art paper, color pencils, watercolor paint, crayons, scissors, construction paper, black markers for art to be taught during teacher PLC release time and ELA and Math curriculum planning.
- Professional Development in partnership with CRLP

***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
N00637X	Supplies		\$35,036.00	\$35,036.00	0063-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies such as pencils, journals, whiteboards, folders, etc. to support ELA and Math instructions. Art supplies such as markers, colored paper, colored pencils, etc. t to support PLC release time for teacher planning.
N0063DJ	Supplies		\$24,626.00	\$24,626.00	0063-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies such as pencils, journals, whiteboards, folders, etc. to support ELA and Math instructions. Art supplies such as markers, colored paper, colored pencils, etc. t to support PLC release time for teacher planning.
N0063IE	Contracted Svcs > \$25K		\$10,000.00	\$10,000.00	0063-30100-00-5100-1000-1110-01000-0000	Title I Basic Program	[no data]		Contract for professional development with CRLP. Teaching teachers for SIPPS foundational skills as well as comprehension reading strategies.

PLC / Site Resource Teachers

*Students to be served by this Strategy/Activity
All students in grades 3- 5 with an emphasis on African American / Black students, English learners and students with disabilities.
*Strategy/Activity - Description
Chollas Mead will continue with weekly collaboration time for grade level teams. Visiting teachers will be hired for these collaborations (PLCs). The resource teacher and administration will meet by grade level to analyze grade level common assessments during weekly PLC's. Analysis will inform subsequent instruction. Teachers will plan instruction and discuss ways to support students who are in need of interventions.
PLC / Site Resource Teachers
*Students to be served by this Strategy/Activity
English Learners
*Strategy/Activity - Description
<u>PLC / ELD Planning</u>
Grade level collabs/PLC: Visiting teachers are funded so that teachers can meet in weekly grade level collaboration. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. The agenda will include time to specifically discuss the progress and instructional needs of English Learners. Students who are identified throughout the PLC that are not making adequate yearly progress will be supported by the site resource teachers who will work with small group and one on one instruction. Site Resource Teacher will work during grade-level PLCs to identify growth of ELD students. Exit tickets the use of sentence frames and reading abilities will be used to assess growth. ELD students who are not showing adequate growth will be pulled into small groups 3 times a week by the site resource teacher and Vice Principal. Language skills will be the focus of these small intervention groups.
*Additional Supports for this Strategy/Activity
Professional development around intergrade and designated ELD will take place throughout the school year. PDs will be planned and conducted by the sites ELD committee and administration.
PLCs
*Students to be served by this Strategy/Activity
Students with IEPs.
*Strategy/Activity - Description

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

Chollas Mead will be planning for SEAs to support student learning through small group instruction. Ed Specialists will collaborate with GenEd teachers in PLCs to assist with planning to meet students IEP goals.

As we adjust students IEP hours Ed Specialists will begin to push into Gen Ed classrooms to Co-teach and support the need of our Special Ed students. Gen Ed teachers will work alongside the Ed Specialists during PLC times to ensure that all curriculum is modified to meet the individual student's needs. Para educators will have time to attend training and PLCs with grade levels that they support.

Professional Development

*Students to be served by this Strategy/Activity

African American / Black youth

*Strategy/Activity - Description

Chollas Mead staff worked alongside SDUSD Youth Advocacy Department during the 2020/21 school year.

Chollas Mead will participate in cultural responsive book studies and discussions.

Chollas Mead staff has planning and incorporated CRT text into ELA.

Chollas Mead school counselor will work with sub groups of students to conduct social groups.

Title one and LCFF funds will be used to purchase books and supplies that represent our black youth.

PLC's

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

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

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).

During the 2021-22 school year Chollas Mead hosted monthly Family zoom events for all students and families. We also hosted fall and spring parent-teacher conferences. Chollas Mead offered weekly parenting classes through the DEEP. Parents were encouraged to participate in our drive through events help monthly by grade level teams.

***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).

During the 2020/21 school year, family Friday events were held remotely over Zoom. These events were held in the evenings throughout the week and allowed for more participation from families. In the spring Chollas Mead opened the campus to families and allowed families to attend in person Family Fridays and additional school wide events.

***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.

Chollas/Mead Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

All parent events at Chollas Mead will be hosted in person. We are offering parent courses through our partnerships with DEEP and Southeast Early Prevention (SEEP.) Parents will have the opportunity to visit classrooms and participate in their child's education. Family Fridays, SSC, ELAC and parent involvement lunches will take place on campus throughout the school year.

*Identified Need

California Parent School Survey Results.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions.	29% (Strongly agree)	80% (strongly agree)	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	All parents to join one school event/ parent meeting or class. Measured by sign in sheets	85%	95%	Attendance

Family Workshops/ Classes and events

*Families to be served by this Strategy/Activity

All Families

*Strategy/Activity - Description

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

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

Topics presented at Family Fridays throughout the year include:

- Title 1 Presentation
- Attendance
- SPSA Goals and progress
- Safety Plan
- Explaining the role of support staff (counselor, resource teacher, PE teacher)

- Health and Wellness
 -STEAM
 -PLC work
 School has a dedicated parent volunteer center as well as a parent room for workshops.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0063T	Other Nonclsrn PARAS Hrly		\$292.00	\$400.07	0063-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Childcare provided for family meetings with the principals.
N0063HK	Tech Professional OTBS Hrly		\$292.00	\$400.07	0063-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Clerical work for translating flyers. Working after hours for open house night or other school parents events.
N0063IF	Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0063-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Monthly involvement calendars, flyers for special events and paper communication being sent home for parents/ families.
N0063IG	Supplies		\$2,150.00	\$2,150.00	0063-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies such as light refreshments, paper products, parent class supplies such as books, notebooks, pens and pencils.

ACHIEVEMENT**APPENDICES**

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

ACHIEVEMENT

APPENDIX A**BUDGET SUMMARY**

Chollas/Mead Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 244,306
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)	\$ 423,408

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)	\$ 90,446
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 90,446

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)	\$ 88,656
[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): \$ 88,656

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 423,408

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Chollas/Mead Elementary	09800 LCFF Intervention Support	Attendance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.45	\$15,187.05
Chollas/Mead Elementary			3000 Benefits		0	\$14,456.34
Chollas/Mead Elementary		Attendance Asst Total			0.45	\$29,643.39
Chollas/Mead Elementary		School Counselor	1210 Counselor	Counselor	0.1	\$8,954.30
Chollas/Mead Elementary			3000 Benefits		0	\$5,433.23
Chollas/Mead Elementary		School Counselor Total			0.1	\$14,387.53
Chollas/Mead Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$16,153.00
Chollas/Mead Elementary			3000 Benefits		0	\$3,846.04
Chollas/Mead Elementary			4301 Supplies	Supplies	0	\$24,626.00
Chollas/Mead Elementary		(blank) Total			0	\$44,625.04
Chollas/Mead Elementary	09800 LCFF Intervention Support Total				0.55	\$88,655.96
Chollas/Mead Elementary	30100 Title I Basic Program	Attendance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.4	\$13,499.60
Chollas/Mead Elementary			3000 Benefits		0	\$12,850.09
Chollas/Mead Elementary		Attendance Asst Total			0.4	\$26,349.69
Chollas/Mead Elementary		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.6	\$59,349.60
Chollas/Mead Elementary			3000 Benefits		0	\$26,144.83
Chollas/Mead Elementary		Inschool Resource Tchr Total			0.6	\$85,494.43
Chollas/Mead Elementary		Vice Principal	1309 Vice-Principal	Vice-Principal	0.5	\$59,303.50
Chollas/Mead Elementary			3000 Benefits		0	\$24,172.62
Chollas/Mead Elementary		Vice Principal Total			0.5	\$83,476.12
Chollas/Mead Elementary		(blank)	4301 Supplies	Supplies	0	\$35,036.00
Chollas/Mead Elementary			5100 Contracted Svcs > \$25K	Contracted Svcs > \$25K	0	\$10,000.00
Chollas/Mead Elementary		(blank) Total			0	\$45,036.00
Chollas/Mead Elementary	30100 Title I Basic Program Total				1.5	\$240,356.24
Chollas/Mead Elementary	30103 Title I Parent Involvement	(blank)	2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	\$292.00
Chollas/Mead Elementary			2955 Other Nonclsm PARAS Hrly	Other Nonclsm PARAS Hrly	0	\$292.00
Chollas/Mead Elementary			3000 Benefits		0	\$216.14
Chollas/Mead Elementary			4301 Supplies	Supplies	0	\$2,150.00
Chollas/Mead Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$1,000.00
Chollas/Mead Elementary		(blank) Total			0	\$3,950.14
Chollas/Mead Elementary	30103 Title I Parent Involvement Total				0	\$3,950.14
Chollas/Mead Elementary	30106 Title I Supplmnt Prog Imprvmt	Attendance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.15	\$5,062.35
Chollas/Mead Elementary			3000 Benefits		0	\$4,818.77
Chollas/Mead Elementary		Attendance Asst Total			0.15	\$9,881.12
Chollas/Mead Elementary		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.4	\$39,566.40
Chollas/Mead Elementary			3000 Benefits		0	\$17,429.88
Chollas/Mead Elementary		Inschool Resource Tchr Total			0.4	\$56,996.28
Chollas/Mead Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$19,036.00
Chollas/Mead Elementary			3000 Benefits		0	\$4,532.47
Chollas/Mead Elementary		(blank) Total			0	\$23,568.47
Chollas/Mead Elementary	30106 Title I Supplmnt Prog Imprvmt Total				0.55	\$90,445.87

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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

Chollas Mead

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022/23

2.0 With approval from the local governing board, [Chollas Mead](#) 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])

[The policy was developed with input from parents at our Chollas Mead School SSC meeting on September 22, 2022.](#)

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

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

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how [Chollas Mead](#) 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])

Each year Chollas Mead holds an open house in conjunction with Title I night. During this meeting the Title I presentation is given to all parents in attendance. The presentation is then shared with all families via Class Dojo and School Messenger. Title I information and parent rights are shared through the school year during coffee with the principal / Family Friday events. This years Title I night was held on September 13, 2022 in the Mead MPR.

- 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])

Chollas Mead surveys families, School Site Council Members and staff to ensure meetings are conducted during flexible times. We have Monthly Family Friday events that take place during the school day to allow families time to engage in classrooms. Open houses are held in the evening and SSC takes place in the mornings before school as voted by the SSC members. This year monthly lunch meetings will be held with parent volunteers.

- 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])

In the fall and spring of each year, Chollas Mead sends out a google form survey seeking input from parents. SSC, SGT and ELAC meetings are held monthly and input is noted in minutes. Our SSC meetings are open to the public. Parents are welcome and encouraged to join.

- 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])

Messages are sent through Class Dojo to all families. A monthly Calendar of events are published and sent home on the 1st Monday of each Month.

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])

During our fall open house classroom teachers review curriculum and assessments that are used throughout the school year. This information is revisited during parent teacher conferences.

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])

Parents are encouraged to request meetings with school staff as they feel fit.

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])

During SSC and SGT committee meetings the SWP is visited and reviewed. Parents have input and all suggestions are notes.

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])

Family Fridays are held once a month, information about grade level curriculum and assessments are discussed.

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])

Weekly parent courses are hosted by our partnerships with SEEP and DEEP.

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])

Teachers use Power School to communicate with parents via grade book and the automated call. Parents can also email Chollas Mead teachers using this system. Chollas Mead staff reach out to our families with home visits, postcards, phone calls and Class Dojo.

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])

Chollas Mead has a parent involvement room. We encourage parents to join us for our workshops, trainings, and informational meetings that are hosted in this space. To support the involvement of all parents, we also provide translation.

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])

The use of Class Dojo allows for parents to communicate and read messages using the automatic translation. All parent meetings are also translated.

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])

Chollas Mead has opened the campus up for in person meetings and volunteer opportunities.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [Chollas Mead](#), 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])

Parents have the option to schedule IEP meetings as well as 504 and SST meetings on Zoom. We want to continue to offer online and in person options to support parent involvement in the school.

ACHIEVEMENT

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
Chollas Mead

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])

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back-to-School night parent meeting. The school bulletin boards, school monthly calendars, flyers, phone calls, marquee, and school Class Dojo are used to advertise parent meetings and training sessions offered at our school and off site such as:
- The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways.
- The school provides written and oral information to families in both Spanish and English. Translation is also provided during family events to better service our families.
- The school Class Dojo, school newsletters, flyers, phone calls, marquee, and website are used to advertise parent meetings and training sessions offered at our school and off site such as:
- Monthly family events, parent teacher conferences and fall festivals.

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])

During Back to School Night, during the first month of school, school staff provide an in-depth outline of what students will be learning during the year and what standards students will be focusing on. They also demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress. Fall and Spring conferences will be held each year. All parents have the opportunity to schedule conferences with the teacher.

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

During Back to School Night, during the first month of school, school staff provide an in-depth outline of what students will be learning during the year and what standards students will be focusing on. They also demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress. Progress reports and assessment data are sent home throughout the year. This data is also available through the parent-portal.

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])

Parent involvement opportunities are hosted throughout the school year. Family Friday events happen once a month, Read Across America Day in March and parents are invited to volunteer on campus.

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])

Staff members will use phone calls home, Class Dojo and email to communicate with families. If the parent would prefer an in person meeting to take place, parents can schedule a time to meet with staff on school grounds.

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

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

California Department of Education

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support
/ School Dashboard Additional Reports and Data

Chollas/Mead Elementary (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Green	None	None	Yellow	Green
English Learners	Yellow	Orange	None	None	Yellow	Green
Foster Youth	None	None	None	None	None	None
Homeless	Red	Blue	None	None	None	None
Socioeconomically Disadvantaged	Orange	Green	None	None	Yellow	Green
Students with Disabilities	Orange	Orange	None	None	Orange	Yellow
African American	Red	Blue	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Orange	None	None	Yellow	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	Blue	None	None	None	None



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	308	43.5	312	37.2	275	41.5	276	44.6	226	41.6	-1.9	-3.0	307	35.8	313	33.2	277	43.7	276	46.4	229	26.2	-9.6	-20.2
Female	135	51.9	136	42.6	128	42.2	138	50.0	107	47.7	-4.2	-2.3	135	33.3	137	31.4	128	43.0	138	47.8	109	23.9	-9.4	-23.9
Male	173	37.0	176	33.0	147	40.8	138	39.1	119	36.1	-0.9	-3.0	172	37.8	176	34.7	149	44.3	138	44.9	120	28.3	-9.5	-16.6
African American	28	53.6	22	36.4	12	33.3	15	53.3	19	36.8	-16.8	-16.5	28	46.4	22	31.8	12	41.7	15	33.3	19	26.3	-20.1	-7.0
Asian	2	-	3	-	2	-	8	-	17	64.7	-	-	2	-	3	-	2	-	8	-	17	41.2	-	-
Filipino	1	-	2	-	1	-	2	-	1	-	-	-	1	-	2	-	1	-	2	-	1	-	-	-
Hispanic	252	40.9	261	37.2	234	41.0	232	43.5	172	38.4	-2.5	-5.1	251	33.5	262	32.4	236	43.6	232	44.4	175	25.1	-8.4	-19.3
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	4	-	4	-	4	-	4	-	2	-	-	-	4	-	4	-	4	-	4	-	2	-	-	-
White	3	-	4	-	4	-	6	-	7	-	-	-	3	-	4	-	4	-	6	-	7	-	-	-
Multiracial	7	-	9	-	8	-	9	-	8	-	-	-	7	-	9	-	8	-	9	-	8	-	-	-
English Learner	152	22.4	106	8.5	116	24.1	96	17.7	76	26.3	3.9	8.6	151	22.5	107	16.8	118	34.7	96	26.0	79	19.0	-3.5	-7.0
English-Speaking	156	64.1	206	51.9	159	54.1	180	58.9	150	49.3	-14.8	-9.6	156	48.7	206	41.7	159	50.3	180	57.2	150	30.0	-18.7	-27.2
Reclassified†	32	81.3	109	63.3	72	65.3	91	71.4	58	65.5	-15.8	-5.9	32	62.5	109	53.2	72	62.5	92	68.5	58	39.7	-22.8	-28.8
Initially Eng. Speaking	124	59.7	97	39.2	87	44.8	89	46.1	92	39.1	-20.6	-7.0	124	45.2	97	28.9	87	40.2	88	45.5	92	23.9	-21.3	-21.6
Econ. Disadv.*	301	42.9	296	37.5	259	39.8	260	41.5	206	41.3	-1.6	-0.2	300	36.0	297	32.7	261	42.9	260	44.2	206	25.7	-10.3	-18.5
Non-Econ. Disadv.	7	-	16	31.3	16	68.8	16	93.8	20	45.0	-	-48.8	7	-	16	43.8	16	56.3	16	81.3	23	30.4	-	-50.9
Gifted	51	60.8	45	68.9	24	54.2	18	72.2	4	-	-	-	51	70.6	45	60.0	24	66.7	19	84.2	4	-	-	-
Not Gifted	257	40.1	267	31.8	251	40.2	258	42.6	222	40.5	0.4	-2.1	256	28.9	268	28.7	253	41.5	257	43.6	225	25.3	-3.6	-18.3
With Disabilities	0	-	42	0.0	40	5.0	38	7.9	41	14.6	-	6.7	31	0.0	42	0.0	40	7.5	38	15.8	42	11.9	11.9	-3.9
WO Disabilities	276	48.6	270	43.0	235	47.7	238	50.4	185	47.6	-1.0	-2.8	276	39.9	271	38.4	237	49.8	238	51.3	187	29.4	-10.5	-21.9
Homeless	11	36.4	20	25.0	18	33.3	23	52.2	20	50.0	13.6	-2.2	11	36.4	20	25.0	18	38.9	22	68.2	20	10.0	-26.4	-58.2
Foster	0	-	0	-	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	1	-	-	-
Military	4	-	5	-	6	-	7	-	2	-	-	-	4	-	5	-	6	-	7	-	2	-	-	-

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	99	32.3	101	33.7	93	41.9	0	-	74	27.0	-5.3	-	99	46.5	101	44.6	93	61.3	91	60.4	75	25.3	-21.2	-35.1
Female	40	42.5	46	34.8	45	37.8	0	-	35	37.1	-5.4	-	40	42.5	46	45.7	45	60.0	49	65.3	36	19.4	-23.1	-45.9
Male	59	25.4	55	32.7	48	45.8	0	-	39	17.9	-7.5	-	59	49.2	55	43.6	48	62.5	42	54.8	39	30.8	-18.4	-24.0
African American	8	-	6	-	4	-	0	-	4	-	-	-	8	-	6	-	4	-	4	-	4	-	-	-
Asian	2	-	1	-	0	-	0	-	4	-	-	-	2	-	1	-	0	-	1	-	4	-	-	-
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	80	30.0	84	32.1	75	40.0	0	-	61	24.6	-5.4	-	80	47.5	84	42.9	75	62.7	79	62.0	62	27.4	-20.1	-34.6
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	1	-	0	-	1	-	-	-	1	-	2	-	1	-	1	-	1	-	-	-
White	1	-	3	-	2	-	0	-	1	-	-	-	1	-	3	-	2	-	1	-	1	-	-	-
Multiracial	4	-	3	-	5	-	0	-	2	-	-	-	4	-	3	-	5	-	5	-	2	-	-	-
English Learner	59	23.7	50	8.0	54	33.3	0	-	33	18.2	-5.5	-	59	45.8	50	24.0	54	59.3	23	39.1	34	20.6	-25.2	-18.5
English-Speaking	40	45.0	51	58.8	39	53.8	0	-	41	34.1	-10.9	-	40	47.5	51	64.7	39	64.1	68	67.6	41	29.3	-18.2	-38.3
Reclassified†	0	-	20	90.0	11	63.6	0	-	9	-	-	-	0	-	20	90.0	11	81.8	35	77.1	9	-	-	-
Initially Eng. Speaking	40	45.0	31	38.7	28	50.0	0	-	32	34.4	-10.6	-	40	47.5	31	48.4	28	57.1	33	57.6	32	25.0	-22.5	-32.6
Econ. Disadv.*	99	32.3	92	33.7	88	39.8	0	-	69	24.6	-7.7	-	99	46.5	92	43.5	88	60.2	84	57.1	69	21.7	-24.8	-35.4
Non-Econ. Disadv.	7	-	9	-	5	-	0	-	5	-	-	-	0	-	9	-	5	-	7	-	6	-	-	-
Gifted	19	57.9	8	-	1	-	0	-	4	-	-	-	19	89.5	8	-	1	-	11	90.9	4	-	-	-
Not Gifted	80	26.3	93	32.3	92	42.4	0	-	74	27.0	0.7	-	80	36.3	93	41.9	92	62.0	80	56.3	75	25.3	-11.0	-31.0
With Disabilities	0	-	10	0.0	14	7.1	0	-	12	8.3	-	-	8	-	10	0.0	14	14.3	13	15.4	13	15.4	-	0.0
WO Disabilities	91	35.2	91	37.4	79	48.1	0	-	62	30.6	-4.6	-	91	50.5	91	49.5	79	69.6	78	67.9	62	27.4	-23.1	-40.5
Homeless	4	-	10	20.0	6	-	0	-	2	-	-	-	4	-	10	20.0	6	-	7	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	3	-	3	-	0	-	1	-	-	-	0	-	3	-	3	-	2	-	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
Chollas/Mead
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	108	49.1	100	35.0	95	38.9	0	-	76	32.9	-16.2	-	107	30.8	100	24.0	96	30.2	91	29.7	76	14.5	-16.3	-15.2
Female	47	53.2	43	44.2	46	39.1	0	-	35	37.1	-16.1	-	47	25.5	43	23.3	46	26.1	41	31.7	35	14.3	-11.2	-17.4
Male	61	45.9	57	28.1	49	38.8	0	-	41	29.3	-16.6	-	60	35.0	57	24.6	50	34.0	50	28.0	41	14.6	-20.4	-13.4
African American	9	-	7	-	5	-	0	-	10	30.0	-	-	9	-	7	-	5	-	4	-	10	30.0	-	-
Asian	0	-	2	-	1	-	0	-	5	-	-	-	0	-	2	-	1	-	5	-	5	-	-	-
Filipino	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	1	-	0	-	-	-
Hispanic	90	47.8	84	35.7	82	36.6	0	-	56	30.4	-17.4	-	89	28.1	84	26.2	83	27.7	74	25.7	56	14.3	-13.8	-11.4
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	2	-	0	-	0	-	-	-	1	-	1	-	2	-	1	-	0	-	-	-
White	1	-	0	-	2	-	0	-	3	-	-	-	1	-	0	-	2	-	2	-	3	-	-	-
Multiracial	2	-	3	-	1	-	0	-	2	-	-	-	2	-	3	-	1	-	4	-	2	-	-	-
English Learner	55	23.6	29	6.9	44	18.2	0	-	24	16.7	-6.9	-	54	9.3	29	10.3	45	8.9	46	15.2	24	8.3	-1.0	-6.9
English-Speaking	53	75.5	71	46.5	51	56.9	0	-	52	40.4	-35.1	-	53	52.8	71	29.6	51	49.0	45	44.4	52	17.3	-35.5	-27.1
Reclassified†	11	90.9	35	60.0	21	76.2	0	-	17	58.8	-32.1	-	11	81.8	35	51.4	21	66.7	19	63.2	17	29.4	-52.4	-33.8
Initially Eng. Speaking	42	71.4	36	33.3	30	43.3	0	-	35	31.4	-40.0	-	42	45.2	36	8.3	30	36.7	26	30.8	35	11.4	-33.8	-19.4
Econ. Disadv.*	104	49.0	96	35.4	90	37.8	0	-	68	35.3	-13.7	-	103	31.1	96	24.0	91	29.7	88	28.4	68	14.7	-16.4	-13.7
Non-Econ. Disadv.	4	-	4	-	5	-	0	-	8	-	-	-	4	-	4	-	5	-	3	-	8	-	-	-
Gifted	17	76.5	19	68.4	6	-	0	-	1	-	-	-	17	64.7	19	57.9	6	-	2	-	1	-	-	-
Not Gifted	91	44.0	81	27.2	89	39.3	0	-	75	32.0	-12.0	-	90	24.4	81	16.0	90	28.9	89	29.2	75	14.7	-9.7	-14.5
With Disabilities	0	-	15	0.0	13	0.0	0	-	18	16.7	-	-	13	0.0	15	0.0	13	0.0	14	14.3	18	11.1	11.1	-3.2
WO Disabilities	94	56.4	85	41.2	82	45.1	0	-	58	37.9	-18.5	-	94	35.1	85	28.2	83	34.9	77	32.5	58	15.5	-19.6	-17.0
Homeless	2	-	7	-	6	-	0	-	5	-	-	-	2	-	7	-	6	-	7	-	6	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	3	-	0	-	0	-	-	-	3	-	0	-	3	-	2	-	0	-	-	-

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	101	48.5	111	42.3	87	43.7	0	-	76	64.5	16.0	-	101	30.7	112	31.3	88	39.8	94	48.9	78	38.5	7.8	-10.4
Female	48	58.3	47	48.9	37	51.4	0	-	37	67.6	9.3	-	48	33.3	48	25.0	37	43.2	48	43.8	38	36.8	3.5	-7.0
Male	53	39.6	64	37.5	50	38.0	0	-	39	61.5	21.9	-	53	28.3	64	35.9	51	37.3	46	54.3	40	40.0	11.7	-14.3
African American	11	63.6	9	-	3	-	0	-	5	-	-	-	11	45.5	9	-	3	-	7	-	5	-	-	-
Asian	0	-	0	-	1	-	0	-	8	-	-	-	0	-	0	-	1	-	2	-	8	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Hispanic	82	43.9	93	43.0	77	46.8	0	-	55	61.8	17.9	-	82	25.6	94	28.7	78	42.3	79	44.3	57	33.3	7.7	-11.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	1	-	0	-	1	-	-	-	2	-	1	-	1	-	2	-	1	-	-	-
White	1	-	1	-	0	-	0	-	3	-	-	-	1	-	1	-	0	-	3	-	3	-	-	-
Multiracial	1	-	3	-	2	-	0	-	4	-	-	-	1	-	3	-	2	-	0	-	4	-	-	-
English Learner	38	18.4	27	11.1	18	11.1	0	-	19	52.6	34.2	-	38	5.3	28	10.7	19	26.3	27	33.3	21	28.6	23.3	-4.7
English-Speaking	63	66.7	84	52.4	69	52.2	0	-	57	68.4	1.7	-	63	46.0	84	38.1	69	43.5	67	55.2	57	42.1	-3.9	-13.1
Reclassified†	21	76.2	54	55.6	40	60.0	0	-	32	78.1	1.9	-	21	52.4	54	40.7	40	55.0	38	63.2	32	43.8	-8.6	-19.4
Initially Eng. Speaking	42	61.9	30	46.7	29	41.4	0	-	25	56.0	-5.9	-	42	42.9	30	33.3	29	27.6	29	44.8	25	40.0	-2.9	-4.8
Econ. Disadv.*	98	46.9	108	42.6	81	42.0	0	-	69	63.8	16.9	-	98	30.6	109	31.2	82	39.0	88	47.7	69	40.6	10.0	-7.1
Non-Econ. Disadv.	3	-	3	-	6	-	0	-	7	-	-	-	3	-	3	-	6	-	6	-	9	-	-	-
Gifted	15	46.7	18	77.8	17	64.7	0	-	3	-	-	-	15	53.3	18	55.6	17	76.5	6	-	3	-	-	-
Not Gifted	86	48.8	93	35.5	70	38.6	0	-	73	63.0	14.2	-	86	26.7	94	26.6	71	31.0	88	46.6	75	36.0	9.3	-10.6
With Disabilities	0	-	17	0.0	13	7.7	0	-	11	18.2	-	-	10	0.0	17	0.0	13	7.7	11	18.2	11	9.1	9.1	-9.1
WO Disabilities	91	53.8	94	50.0	74	50.0	0	-	65	72.3	18.5	-	91	34.1	95	36.8	75	45.3	83	53.0	67	43.3	9.2	-9.7
Homeless	5	-	3	-	6	-	0	-	13	61.5	-	-	5	-	3	-	6	-	8	-	12	16.7	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	0	-	0	-	1	-	-	-	1	-	2	-	0	-	3	-	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.

ACHIEVEMENT

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

SCHOOL NAME: CHOLLAS/MEAD ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

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

***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/posttest, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

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

Inservice supplies	--	--	30103-4304	Cultural responsive books, refreshments for parents, training support	Chollas Mead was able to host a Holidays Around the World event that allowed for families to come on campus and engage with the staff. We also hosted two family resource fairs for families on Family Fridays in the spring.	Due to Covid 19 much of our parent involvement events were held on zoom.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Teacher collaboration for student success	Teacher collaboration allowed for teachers to be in alignment and data analysis.	Due to district state of emergency PLCs were often canceled or postponed. This hindered collaboration across grade levels.
Supplies	--	--	30100-4301	Student agendas, home communication folders, pencils, pens, art supplies, tape, markers, crayons, paint, butcher paper, construction paper	Classroom supplies allowed for instructional support in ELA and Math. Supplies also allowed for art to be taught during	

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

Supplies	--	--	30106-4301	Student agendas, home communication folders, pencils, pens, art supplies, tape, markers, crayons, paint, butcher paper, construction paper	teacher release PLC time. Communication / planners worked to assist with home to school communication.
Supplies	--	--	30103-4301	Student agendas, home communication folders, pencils, pens, art supplies, tape, markers, crayons, paint, butcher paper, construction paper	Classroom supplies allowed for instructional support in ELA and Math. Supplies also allowed for art to be taught during teacher release PLC time.
Tech Professional OTBS Hrly	--	--	30103-2455	Parent communication folders, student agendas, paper for flyers sent home, online software for parent use OTBS Hrly to support with flyer translation along with working with families during after hour events.	Communication / planners worked to assist with home to school communication OTBS was on hand to assist with parent resource fair, Science night, Parent teacher conferences and

<p>Vice Principal -</p>	<p>--</p>	<p>--</p>	<p>30100-1309</p>	<p>Vice principal to support with safe and collaborative campus. To assist with home visits for attendance concerns, parents communication. Support with teachers professional development around safe and inclusive classrooms.</p>	<p>holidays around the world. Associate principal was able to work with grade level teams during PLC time. The AP was able to analyze data to support student instruction. AP Plan and Facilitated PD.</p>
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Goal 2 - English Language Arts

PLC Support

*Strategy/Activity - Description

Chollas Mead will continue with weekly collaboration time for grade-level teams. Visiting teachers will be hired for these professional learning communities (PLCs). The resource teacher will have a focus in Tk-2nd grades and the Vice Principal will focus on 3rd-5th. The resource teacher and administration will meet with grade levels to analyze common assessments during weekly PLC's. Learning targets will be set by the teachers to analyze proficiency levels using success criteria of common core standards. The analysis will inform instruction. Teachers will plan differentiated instruction and discuss ways to support students who are in need of interventions.

Teachers will embed designated and integrated ELD strategies within their daily schedules and strategies.

*Proposed Expenditures for this Strategy/Activity

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.

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

Inschool Resource Tchr -	0.70000	\$94,316.48	30100-1109	Resource teacher will support with early literacy support in grades Tk-2nd grade. Resource teacher will assist in monitoring data and working with small groups.	In school resource teacher helped facilitate PLCs	Many of our PLCs were held after work hours or postponed due to staff shortages.
Vice Principal -	0.66670	\$104,099.52	30100-1309	Vice Principal will assist with literacy in grades TK-5th grade. Vice principal will focus on PLCs with grades 3th - 5th. Vice Principal will assist with early intervention of literacy needs by pulling small groups and monitoring data.	teacher helped facilitate PLCs and plan art for the guest teachers to conduct during grade level release time.	Many of our PLCs were held after work hours or postponed due to staff shortages.
Inschool Resource Tchr -	0.30000	\$40,421.35	30106-1109	Resource teacher will support with early literacy support in grades Tk-2nd grade. Resource teacher will assist in monitoring data and working with small groups.		

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

Prof&Curriclm Dev Vist Tchr	\$12,000.17	30106-1192	Professional Learning Communities will be held while visiting teachers conduct art lessons in the classrooms. This will allow teachers release time to meet and plan with their grade level peers to plan aligned lessons.	
Prof&Curriclm DevHrlyClsrmTchr	\$10,999.76	30106-1170	Professional Learning Communities will be held while visiting teachers conduct art lessons in the classrooms. This will allow teachers release time to meet and plan with their grade level peers to plan aligned lessons.	Many of our PDs were canceled or postponed due to staff shortage.
Classroom PARAS Hrly	\$4,000.68	30100-2151	PARA educators will have the opportunity to participate in grade level PLCs as well as PDs conducted by	Many of our Para PDs were canceled or postponed due to staff shortage.

CRLP. This will ensure that Para educators can support the accelerated literacy plan.

Intervention Materials

***Strategy/Activity - Description**

Intervention materials and curriculum software.

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

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

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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.
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Chollas/Mead Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).
Supplies	\$26,429.00	30100-4301	Supplies to support teaching literacy in the classroom. Culturally responsive texts, notebooks, white boards, pencils. Card stock paper, ink cartridge for printers. Permeant markers, weekly readers, big books, phonics instructional items (Letter cards, letter manipulative) CRLP binders and kits (SIPPs kits)	Classroom supplies allowed for instructional support in ELA and Math.	
Supplies	\$40,433.00	30106-4301	Supplies to support teaching literacy in the classroom. Culturally responsive texts, notebooks, white boards, pencils.	Classroom supplies allowed for instructional support in ELA and Math.	

Card stock paper,
ink cartridge for
printers. Permeant
markers, weekly
readers, big books,
phonics
instructional items
(Letter cards,
letter
manipulative)
CRLP binders and
kits (SIPPs kits)

Goal 3 - Mathematics

PLC / Site Resource Teachers

***Strategy/Activity - Description**

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

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

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.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Weekly PLCs will be held for each grade level to allow for planning. Teams will use PLCs to		Many of our PLCs were held after work hours or postponed due to staff shortages.	We have ensured we have a set number of guest teachers to work the school year

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

Prof&Curriclm DevHrlyClstrmTch r	--	--	30106-1170	analyze data and ensure curriculum is accessible for all. Weekly PLCs will be held for each grade level to allow for planning. Teams will use PLCs to analyze data and ensure curriculum is accessible for all.	Many of our PLCs were held after work hours or postponed due to staff shortages.
Supplies	--	--	30100-4301	Classroom supplies will be used to assist students with math instruction. Paper, notebooks, crayons, pencils, art supplies for PLC release time.	Classroom supplies allowed for instructional support in ELA and Math.
Supplies	--	--	30106-4301	Classroom supplies will be used to assist students with math instruction. Paper, notebooks, crayons, pencils, art supplies for PLC release time.	Classroom supplies allowed for instructional support in ELA and Math.

Goal 4- Supporting English Learners

PLC / Site Resource Teachers

***Strategy/Activity - Description**

PLC / ELD Planning

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

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

Site Resource Teacher will work during grade-level PLCs to identify growth of ELD students. Exit tickets the use of sentence frames and reading abilities will be used to assess growth.

ELD students who are not showing adequate growth will be pulled into small groups 3 times a week by the site resource teacher and Vice Principal.

Language skills will be the focus of these small intervention groups.

***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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

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

					monitoring results, etc.).	progress monitoring results, etc.).
Classroom Teacher Hrly		\$7,999.72	30100-1157	Retired teacher to assist and support in collecting data around students English abilities.	Retired teachers were hired to support ELPAC testing	All UTK students were give the initial at the start of the school year.
Vice Principal -	--	--	30100-1309	Vice principal will monitor ELD instruction and provide support and feedback during daily classroom visits. Vice principal will pull small groups and individual students to support in assessment of language skills. Vice principal will co-facilitate PDs and ELD committee meetings.	AP assisted with new comers. Facilitating EL committee	
Inschool Resource Tchr -	--	--	30100-1109	Site Resource Teacher will pull small groups if identified ELD students. Site resource teacher will assist with planning and monitoring ELD	assisted with new comers. Facilitating EL committee and overseeing of the ELPAC Data	

Inschool Resource Tchr -	--	--	30106-1109	<p>strategies and instruction during PLC meetings.</p> <p>Site Resource Teacher will pull small groups if identified ELD students. Site resource teacher will assist with planning and monitoring ELD strategies and instruction during PLC meetings.</p>
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Goal 5 - Supporting Students with Disabilities

PLCs

***Strategy/Activity - Description**

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

Chollas Mead will be planning for SEAs to support student learning through small group instruction. Ed Specialists will collaborate with GenEd teachers in PLCs to assist with planning to meet students IEP goals.

As we adjust students' IEP hours Ed Specialists will begin to push into Gen Ed classrooms to Co-teach and support the need of our Special Ed students. Gen Ed teachers will work along side the Ed Specialists during PLC times to ensure that all curriculum is modified to meet the individual student's needs.

Para educators will have time to attend training and PLCs with grade levels that they support.

***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	Modifications based on qualitative and quantitative data.
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Chollas/Mead Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).
Inschool Resource Tchr -	--	--	30100-1109	Site resource teacher will support students in each grade level that need small group instruction.	
Inschool Resource Tchr -	--	--	30106-1109	Site resource teacher will support students in each grade level that need small group instruction.	
Inservice supplies	--	--	30103-4304	Family engagement trainings to assist families with SWDs at home and school.	
Supplies	--	--	30100-4301	Supplies that are needed to assist with IEP goals. Colored paper, sheet protectors, notebooks, lamination, colored Ink, Printers, card stock paper, three ring binders, leveled readers, math manipulative.	Classroom supplies allowed for instructional support in ELA and Math. S

Supplies	--	--	30106-4301	Supplies that are needed to assist with IEP goals. Colored paper, sheet protectors, notebooks, lamination, colored Ink, Printers, card stock paper, three ring binders, leveled readers, math manipulative.
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Goal 7 - Family Engagement

Family Workshops/ Classes and events

***Strategy/Activity - Description**

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

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

Topics presented at Family Fridays throughout the year include:

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

School has a dedicated parent volunteer center as well as a parent room for workshops.

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

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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

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

				monitoring results, etc.).	progress monitoring results, etc.).
Supplies	\$1,300.00	30103-4301	Supplies for parent events and meetings such as card stock, paper, scissors, lamination, etc.		Parent meetings are planed for in person and zoom for parents who need this option.
Inservice supplies	\$677.00	30103-4304	Light refreshments such as pastries, juice, coffee, etc.		
Non Clsrn Tchr Hrly	\$1,000.42	30103-1957	Parent workshops and events		
Other Nonclsrn PARAS Hrly	\$500.42	30103-2955	Childcare and translation for parent events and meetings.		Many paras did not want to stay after school to attend PDs. In person PDs were cancelled
Tech Professional OTBS Hrly	\$299.45	30103-2455	Translations for parent events and meetings.	Very helpful for parents who need translation support.	Working with central office and Lead PIFs to coordinate para trainings.

Goal 8- Graduation/Promotion Rate

PLC's

***Strategy/Activity - Description**

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

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

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.
Classroom Teacher Hrly	--	--	30100-1157	Site resource teacher will support students and teachers. Site resource teacher	Site resource teacher to assist with facilitating grade level PLCs	PLCs canceled through the year due to staff shortages	Set number of sub lists were created for the 22/23 school year

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

Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	will work with small groups of students to aide in literacy acceleration. Grade level teams will meet weekly to collaborate and plan for ELA alignment.	to ensure all needs in ELA were being met.	PLCs canceled through the year due to staff shortages	Set number of sub lists were created for the 22/23 school year
Prof&Curriclm DevHrlyClstrmTchr	--	--	30106-1170	Grade level teams will meet weekly to collaborate and plan for ELA alignment.			
Supplies	--	--	30100-4301	Intervention materials such as leveled books, sight word cards, white boards, notebooks, markers, classroom posters to support literacy strategies. Online software	Classroom supplies allowed for instructional support in ELA and Math.		
Supplies	--	--	30106-4301	Intervention materials such as leveled books, sight word cards, white boards, notebooks, markers, classroom posters to support literacy	Classroom supplies allowed for instructional support in ELA and Math.		

strategies. Online
software

Goal 6 - Supporting Black Youth

Professional Development

***Strategy/Activity - Description**

Chollas Mead staff worked alongside SDUSD Youth Advocacy Department during the 2020/21 school year.
 Chollas Mead will participate in culturally responsive book studies and discussions.
 Chollas Mead staff has planning and incorporated CRT text into ELA.
 Chollas Mead school counselor will work with subgroups of students to conduct social groups.
 Title one and LCFF funds will be used to purchase books and supplies that represent our black youth.

***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	--	--	30100-4301	Books and materials that	We have seen students enjoying coming to school		

Supplies	--	--	30106-4301	represent black youth Books and materials that represent black youth	with CR texts for them to read. Supplies also make education accessible to all students. We have seen students enjoying coming to school with CR texts for them to read. Supplies also make education accessible to all students.
Vice Principal -	--	--	30100-1309	Vice principal will assist with designing PDs and PLCs around CRT and RJT. Vice principal will assist with supporting teachers to build their teaching and relationships with students.	The Vice principal played a viable role in the 21/22 school year. Helping with facilitating PDs, PLCs and parent involvement events. She also helped with the many operational tasks that fell on the principals due to Covid protocols.
What are my leadership strategies in service of the goals?					

SCHOOL NAME: CHOLLAS/MEAD ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

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

***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.

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

School Counselor	0.10000	\$10,515.27	09800-1210	Additional counseling time for students.			
Supplies	--	--	09800-4301	Student agendas, home communication folders, pencils, pens, art supplies, tape, markers, crayons, paint, butcher paper, construction paper	Classroom supplies allowed for instructional support in ELA and Math. Supplies also allowed for art to be taught during teacher release PLC time.		

Goal 2 - English Language Arts

PLC Support

***Strategy/Activity - Description**

Chollas Mead will continue with weekly collaboration time for grade-level teams. Visiting teachers will be hired for these professional learning communities (PLCs). The resource teacher will have a focus in Tk-2nd grades and the Vice Principal will focus on 3rd-5th. The resource teacher and administration will meet with grade levels to analyze common assessments during weekly PLC's. Learning targets will be set by the teachers to analyze proficiency levels using success criteria of common core standards. The analysis will inform instruction. Teachers will plan differentiated instruction and discuss ways to support students who are in need of interventions.

Teachers will embed designated and integrated ELD strategies within their daily schedules and strategies.

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

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,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.
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Chollas/Mead Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		\$24,199.22	09800-1192	Professional Learning Communities will be held while visiting teachers conduct art lessons in the classrooms. This will allow teachers release time to meet and plan with their grade level peers to plan aligned lessons.		Staff shortages did not allow for us to hire and maintain guest teachers for PLC work.	For the 22/23 school year we will secure guest teachers to visit our school on a weekly basis to allow for meaningful PLCs
Prof&Curriclm Dev Vist Tchr		\$4,999.67	09800-1192	Professional Learning Communities will be held while visiting teachers conduct art lessons in the classrooms. This will allow teachers		Staff shortages did not allow for us to hire and maintain guest teachers for PLC work.	For the 22/23 school year we will secure guest teachers to visit our school on a weekly basis to allow for meaningful PLCs

				release time to meet and plan with their grade level peers to plan aligned lessons.			
Intervention Materials							
*Strategy/Activity - Description							
<p>Intervention materials and curriculum software.</p> <ul style="list-style-type: none"> - Raz Kids supporting Tk-3rd grade - Reading Plus 3rd grade - 5th grade -Brain POP - Benchmark intervention materials -SIPPS - Writing journals to track students writing progress (Tk-5) - White boards and markers - Pencils. - Doc cams for teachers to demonstrate instruction - Additional reading sources 							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>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></p> <p>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,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

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					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$24,437.00	09800-4301	Supplies to support teaching literacy in the classroom. Culturally responsive texts, notebooks, white boards, pencils. Card stock paper, ink cartridge for printers. Permeant markers, weekly readers, big books, phonics instructional items (Letter cards, letter manipulative) CRLP binders and kits (SIPPs kits)	Classroom supplies allowed for instructional support in ELA and Math. Supplies also allowed for art to be taught during teacher release PLC time.		
Software License		\$15,000.00	09800-5841	Software to support tier I and tier II literacy instruction such as Raz Kids and Brain Pop. CRLP software. Reading A-Z	Communication / planners worked to assist with home to school communication.		

Goal 3 - Mathematics							
PLC / Site Resource Teachers							
*Strategy/Activity - Description							
Chollas Mead will continue with weekly collaboration time for grade level teams. Visiting teachers will be hired for these collaborations (PLCs). The resource teacher and administration will meet by grade level to analyze grade level common assessments during weekly PLC's. The analysis will inform subsequent instruction. Teachers will plan instruction and discuss ways to support students who are in need of interventions.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<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.							
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.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Weekly PLCs will be held for each grade level to allow for planning. Teams will use PLCs to		Staff shortages did not allow for us to hire and maintain guest	For the 22/23 school year we will secure guest teachers to visit our school on a

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				analyze data and ensure curriculum is accessible for all.		teachers for PLC work.	weekly basis to allow for meaningful PLCs
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Weekly PLCs will be held for each grade level to allow for planning. Teams will use PLCs to analyze data and ensure curriculum is accessible for all.		Staff shortages did not allow for us to hire and maintain guest teachers for PLC work.	For the 22/23 school year we will secure guest teachers to visit our school on a weekly basis to allow for meaningful PLCs
Supplies	--	--	09800-4301	Classroom supplies will be used to assist students with math instruction. Paper, notebooks, crayons, pencils, art supplies for PLC release time.	Classroom supplies allowed for instructional support in ELA and Math. Supplies also allowed for art to be taught during teacher release PLC time.		

Goal 4- Supporting English Learners

PLC / Site Resource Teachers

***Strategy/Activity - Description**

PLC / ELD Planning

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

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

Site Resource Teacher will work during grade-level PLCs to identify growth of ELD students. Exit tickets the use of sentence frames and reading abilities will be used to assess growth.

ELD students who are not showing adequate growth will be pulled into small groups 3 times a week by the site resource teacher and Vice Principal. Language skills will be the focus of these small intervention groups.

***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.
Classroom Teacher Hrly		\$19,999.89	09800-1157	Retired teacher to assist and support in collecting data around students English abilities.			

Goal 5 - Supporting Students with Disabilities

PLCs

***Strategy/Activity - Description**

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

Chollas Mead will be planning for SEAs to support student learning through small group instruction. Ed Specialists will collaborate with GenEd teachers in PLCs to assist with planning to meet students IEP goals.

As we adjust students' IEP hours Ed Specialists will begin to push into Gen Ed classrooms to Co-teach and support the need of our Special Ed students. Gen Ed teachers will work alongside the Ed Specialists during PLC times to ensure that all curriculum is modified to meet the individual student's needs. Para educators will have time to attend training and PLCs with grade levels that they support.

***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	Modifications based on qualitative and quantitative data.

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						monitoring results, etc.).	
Software License	--	--	09800-5841	Software to assist with students who have special needs. Dyslexia, phonics, vocabulary.		Reading plus works when all student have access. Brain pop can be accessed in different platforms	No need to purchase Brain Pop
Supplies	--	--	09800-4301	Supplies that are needed to assist with IEP goals. Colored paper, sheet protectors, notebooks, lamination, colored Ink, Printers, card stock paper, three ring binders, leveled readers, math manipulative.	Classroom supplies allowed for instructional support in ELA and Math. Supplies also allowed for art to be taught during teacher release PLC time.		

Goal 8- Graduation/Promotion Rate

PLC's

***Strategy/Activity - Description**

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

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

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

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.
Classroom Teacher Hrly	--	--	09800-1157	Site resource teacher will support students and teachers. Site resource teacher will work with small groups of students to aide in literacy acceleration.	Teachers meeting to collaborate afterschool	Teachers not always having time to do deep data digs as they do during PLCs.	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Grade level teams will meet weekly to collaborate and		Staff shortages did not allow for us to hire and	For the 22/23 school year we will secure guest

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				plan for ELA alignment.		maintain guest teachers for PLC work.	teachers to visit our school on a weekly basis to allow for meaningful PLCs
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Grade level teams will meet weekly to collaborate and plan for ELA alignment.		Staff shortages did not allow for us to hire and maintain guest teachers for PLC work.	For the 22/23 school year we will secure guest teachers to visit our school on a weekly basis to allow for meaningful PLCs
Software License	--	--	09800-5841	Software to support tier I and tier II literacy instruction such as Raz Kids and Brain Pop. CRLP software. Reading A-Z	Reading plus and brain POP	Reading plus works when all student have access. Brain pop can be accessed in different platforms	Will not purchase Brain Pop for the 22/23 school year. Looking at purchasing Imagine learning for the entire school.
Supplies	--	--	09800-4301	Intervention materials such as leveled books, sight word cards, white boards, notebooks, markers, classroom posters to support literacy strategies. Online software	Classroom supplies allowed for instructional support in ELA and Math. Supplies also allowed for art to be taught during teacher release PLC time.		

Goal 6 - Supporting Black Youth

Professional Development

***Strategy/Activity - Description**

Chollas Mead staff worked alongside SDUSD Youth Advocacy Department during the 2020/21 school year.
 Chollas Mead will participate in culturally responsive book studies and discussions.
 Chollas Mead staff has planning and incorporated CRT text into ELA.
 Chollas Mead school counselor will work with subgroups of students to conduct social groups.
 Title one and LCFF funds will be used to purchase books and supplies that represent our black youth.

***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	--	--	09800-1210	Additional allocation of the site councilor to	Having 3 full days of counseling has helped with whole		Continue with the added day,

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				conduct social and emotional groups. Site councilor will also provide lessons around CRT teaching.	class social and emotional learning. As well and the Student Study tea		
Supplies	--	--	09800-4301	Books and materials that represent black youth	Teachers bought book sets for students along with supplies that students needed for ELA, Math, science and PE.		

What are my leadership strategies in service of the goals?