

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT MASON ELEMENTARY SCHOOL

2022-23

37-68338-6071914

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

Principal: Harrison, Jesse

Contact Person: Harrison, Jesse

Position: Principal

Telephone Number: 619/605-8900;

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

E-mail Address: jharrison@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA 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: Mason Elementary PHONE: 619.605.8900 FAX: 858.578.6822

SITE CONTACT PERSON: Jesse Harrison E-MAIL ADDRESS: Jharrison@sandi.net

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

- X 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:

- X English Learner Advisory Committee (ELAC) Date of presentation: 9.21.22
Community Advisory Committee for Special Education Programs (CAC) Date of presentation:
Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation:
X Site Governance Team (SGT) Date of presentation: 9.28.22
X Other (list): ILT Date of presentation: 9.22.22

- 1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9.28.22

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.

Jesse Harrison

[Signature] 10.3.22
Signature of School Principal / Date

Type/Print Name of School Principal

Rose Maligat

[Signature] 10/3/22
Signature of SSC Chairperson / Date

Type/Print Name of SSC Chairperson

Regirly Pereira

[Signature]
Signature of ELAC Representative / Date

Type/Print Name of ELAC Representative

Steve Elizando

[Signature] 10/12/22
Signature of Area Superintendent / Date

Type/Print Name of Area Superintendent

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

Due October 7th 2022

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

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

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

LCAP Goal 1: 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

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

The Staff met in the spring of 2022 to provide feedback on the 21-22 SPSA and to provide input on needs for the 22-23 Budget and SPSA.

The Instructional Leadership Team (ILT) met in the Spring of 2022 and Fall of 2022 to provide feedback on the 2022-2023 SPSA and to provide input on needs for the 22-23 Budget and SPSA.

The Site Governance Team (SGT) and School Site Council (SSC) met on 2/16/22 and 5/25/22 to evaluate and provide feedback on the 2022-2023 SPSA.

The SGT and SSC met on 1/26/2022 to approve the 22-23 budget. The SSC met on 9/28/2022 to approve the goals of the 2022-2023 SPSA.

On September 14th, 2022, I met with the Mason School Community to discuss the safe, collaborative and inclusive culture at Mason Elementary. I also shared current data and next steps for our school and staff.

Our 2022-2023 ELAC was formed on 9/21/22. We had a very successful start to our 2021/2022 ELAC but toward the end of the school year, members lost interest and some moved out of the Country. ELAC members were able to discuss and provide advice on the 2022-2023 SPSA goals.

RESOURCE INEQUITIES

Mason Elementary serves a diverse group of 502 elementary children in Mira Mesa, California. We are committed to providing a quality education to every student in a safe, inclusive and collaborative learning environment. Based on an extensive review of Mason's data, we are aware of the continuous inequities that exist beyond our current funding allocations. The areas of inequities fall in the areas of:

-mental health

- professional development
 - dedicated support for struggling readers
 - attendance support
 - frequency and consistent PLC time for teachers
 - the effects of "on-line" learning from March 13th, 2020- April 2021 still continues to bring forth challenges even in 2022.
- These resource inequities are addressed where appropriate in this School Plan for Student Achievement.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Jesse Harrison	Principal
Deanna Ritchie	Classroom Teacher
Rose Maligat	Classroom Teacher
Jennifer Gronotte	Classroom Teacher
Mariam Roashan	Other School Representative
Ashley Garcia Georgeson	Parent Community Representative
Iris Ventura	Parent Community Representative
Jessica Pugh	Parent Community Representative
Rowella Zina	Parent Community 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).

Our goals for last year included increasing overall student attendance rates, decreasing chronic absenteeism, and improving the feeling of belonging for students at Mason. We did not meet our attendance goal due to COVID-related issues and mandatory home isolation. Once students returned to in person learning we were still working with some students learning from home, quarantining, and trying to find a balance to make everyone feel safe at school. Due to COVID decision tree guidelines, our Chronic Absenteeism increased from 9% to 42%. We believe that for the 22-23 school year, the number of chronically absent students will decrease.

In 2021-22 we again used site funds to increase our district counselor allocation from 0.3 FTE (1.5 days) to 0.5 FTE (2.5 days) with the hopes of providing consistent student, family, and staff support to support our goals around attendance and social-emotional learning. We have found that Mason students, families, and staff would benefit from even more counselor time in order to implement consistent SEL and family support for the 2022-2023 school year so we have maintained the increased funding for this position. Our Counselor was able to work with students 1:1 and in small groups last year. As well as support the launch of the Leader in Me Program. Students were supported and also had learning experiences designed to support their social emotional well being.

In 2021-2022 we added a new position of a Bilingual Clerk Typist. This allowed us to better communicate with our Spanish-speaking families in order to increase attendance and school partnership. This has proven to be a high-leverage position, with the ability to engage our Spanish speaking families; and ensuring the families and students who speak Spanish feel welcome. Mason families have reported they feel more supported, welcomed and that they

know the staff is willing and able to support.

In 2021-22 we had a goal to increase the percentage of students who responded favorably in the area of self awareness. We administered the CORE SEL to all 4th and 5th grade students. We did not meet this goal and we will continue to support students in becoming more socially aware by teaching the Mason behavior expectations and learning about the 7 Habits for Kids, as well as bi-weekly SEL lessons.

Mason implemented strategies outlined in the 2021-22 SPSA to provide our students with a safe, collaborative, and inclusive school culture. We have found that for the 2022-23 school year we need additional supports in order to increase attendance and the Social-Emotional well-being of our students. We will continue working with the Mason front office, teachers, and families to increase attendance, as well as continue to work with our school counselor.

We previously set goals around decreasing the chronic absenteeism using the outdated CA Dashboard. However, we are able to use a district measure to track attendance.

***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).

There were no major differences in our strategies for the 2021-2022 school year. Due to the pandemic, our staff has the technology available to support students who are learning from home or in class.

***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.

For the 2022-2023 school year, we will continue our focus of ensuring all students feel safe, welcome and thrive at Mason. As a year 1 Leader in Me school, all teachers will be planning, teaching and coaching students in the 7 Habits for Kids school wide.

We are renewing our school focus on equity and restorative practices by embedding our equity team in the Culture Action Team of Leader in Me.

We are also working as a cluster to provide RJP training for our staff as well as becoming a No Place for Hate school.

The school counselor will teach weekly SEL lessons for Mason students to support student self awareness and emotional regulation.

***Identified Need**

Historically in-person attendance has not been a problem for most Mason students. However, the Covid-19 pandemic brought new challenges for ensuring students are attending school. In 2021-2022 our Chronic Absenteeism rate skyrocketed to 42%. This is due to many factors: Required isolation periods, families feeling it was unhealthy to send students to school, family sickness etc.

Groups that are indicated as needing attention are five student groups who are experiencing chronic absenteeism. Students who are English Learners, Students who are White, Students who are Socioeconomically Disadvantaged, Students who are Black, and Students who have Disabilities.

Mason staff are concerned and cognizant of the use of suspension to correct behavior. In support of our district initiatives around reducing suspension rate, especially supporting Students With Disabilities and Black Youth, we wanted to look at the 2021-2022 suspension rates. At Mason, we suspended 2 students in 2021-2022.

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For this next school year, we will continue to monitor attendance and suspension rates for our students to see how we can better serve while at Mason. The Spring of 2022 provided an opportunity for all 4th and 5th grade students to take the SDUSD CORE SEL Screener which focuses on Culture/Climate, Growth Mindset, Self Management, Self-Efficacy and Social Awareness. The 4th and 5th grade students showed the greatest need of support in the area of Social Awareness at only 64% in 2021 and 56.5% in 2022 of students responding favorably. For the 2022-2023 school year we will focus on Social Awareness, Culture and Self Efficacy with our incoming 4th graders and 5th graders. At Mason, we believe that in order to learn and achieve at high levels, students need to attend school regularly and to feel a sense of safety and belonging while at school.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Student Attendance will improve	92%	98%	Attendance	Annual
June 2023	UTK-5	Chronic Absenteeism will decrease	42%	8.0%	Chronic Absenteeism	Annual
June 2023	4-5	CORE SEL: Social Awareness	56%	100%	Other (Describe in Objective)	Annual
June 2023	4-5	CORE SEL: Culture/Climate	60%	100%	Other (Describe in Objective)	Annual

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Black or African American	Chronic Absenteeism will decrease	48%	7%	Chronic Absenteeism	Annual
June 2023	UTK-5	English Learner	Chronic Absenteeism will decrease	39%	5%	Chronic Absenteeism	Annual
June 2023	UTK-5	Students with Disabilities	Chronic Absenteeism will decrease	52%	5%	Chronic Absenteeism	Annual

Supporting Black Youth - Additional Goals

1. Mason's Site Equity Team/Lighthouse Culture Team 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 Mason 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. Mason'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, Mason 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. Mason 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. Mason'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. Mason Elementary 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. Mason will increase access to advanced classes--gate, seminar, advanced placement for black youth.
8. Mason Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Increased FTE of Counselor

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

All Students

***Strategy/Activity - Description**

Mason staff and SSC voted to add increased FTE to our district allocated counselor. For this school year, the site was allocated 0.4 FTE of a counselor to serve our student population of 502. We felt that there was a need to increase this service so that all of our students have greater access to the counselor. Therefore, we increased our counselor time by 0.4 FTE. The counselor will work with students for SEL and with their families. The counselor will support attendance, monitor suspension rates, support implementation of restorative justice practices and work to ensure that all students are engaged, feel a sense of belonging and are thriving!

Our Counselor will:

- Contact parents of chronically absent students
- Advise on attendance incentive programs
- Facilitate LiM Lighthouse Meetings
- Hold meetings with parents/students/admin to support student attendance at school.
- Create attendance contracts with students and parents

- Facilitate monthly attendance meetings with Principal and Clerk.
- Help administer and analyze the CORE SEL survey for students in grade 4-5.
- Teach SEL lessons in classrooms.
- Facilitate parent partnership programs
- Collaborate with our Military Counselor in the areas of attendance and students having a sense of a safe and caring school.
- Support the learning and implementation of Restorative justice Practices.

***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
F01991Q	School Counselor	0.40000	\$35,817.20	\$54,291.63	0199-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Counselor support all students with SEL, LiM, Attendance.

Professional Development for Classified Staff

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

all students

***Strategy/Activity - Description**

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

Attendance Team

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

All Students

***Strategy/Activity - Description**

The Mason Attendance Team will meet weekly . The team will discuss absent students and how we can get them connected to school. The members of the team will:

- Work with families to increase attendance rate.
- Make phone calls to families to seek reason for absence and to provide resources/support.
- Track individual student attendance to look for trends/patterns.
- The Attendance team will meet to determine the frequency of meetings to be held and revise the duties of the team.

Lighthouse Team-Culture: Equity***Students to be served by this Strategy/Activity**

ALL students

***Strategy/Activity - Description**

As a Leader in Me school, we have Action Teams dedicated to support the school in 3 areas: Academic, Culture, Leadership. All Action Teams will have an equity lens to focus on how our Black Youth are thriving. Each month action teams will meet to plan for upcoming professional development, reflect on team goals and set new goals. In collaboration with the RJP department, Mason staff will be participating in 6 professional development sessions designed to increase understanding and use of Restorative Justice Practices.

Mason Elementary will nurture a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth. Our school counselor will partner with Culture Action Team, district resources and the Principal to lead this committee. The Equity Team will meet no less than 4 times in the school year. We will focus on understanding historical racism, our own bias and how to support our black and brown youth.

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

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

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).

Mason implemented strategies outlined in the 2021-2022 SPSA to serve our students in the areas of ELA and Math. We have found that we need additional supports in order to close the achievement gap. In addition, we need to increase student attendance rates so that students can learn in person.

ELA: For our 2021-2022 SPSA, our English Language Arts SMART Goals were around improved academic performance on the 2019 CAASPP data for ELA for all our 3rd to 5th-grade students. We also set AMOs for our English Learners and our Students with Disabilities. The Spring of 2022 all 3-5 students at Mason participated in the CAASPP ELA. Therefore we have current baseline data for our students ELA performance. Additionally, in the

Spring of 2022 we were able to use a Local Assessment: aReading FAST. 2021-2022 was the second year the Mason staff administered the FAST aReading to students in grades 3-5. The data we have from 2 spring reporting periods is providing us with a starting point and do not have previous CASSPP data to compare the 2022 data with. We did not meet our goals set for 2021-2022 in the area of ELA. We believe this was partially due to the learning loss while students were at home for over a year due to the pandemic. In addition, once we returned to campus, students were held to strict isolation expectations, therefore missing school for up to 14 days.

Data from 2021-2022 ELA CAASP

41 % of Mason 3rd graders met or exceeded grade level expectations on the 2022 ELA CAASPP

42 % of Mason 4th graders met or exceeded grade level expectations on the 2022 ELA CAASPP

49% of Mason 5th graders met or exceeded grade level expectations on the 2022 ELA CAASPP

41% of Mason 3-5 grade students met or exceeded grade level expectations on the 2022 ELA CAASPP

We will continue working with a literacy consultant, offering tutoring, running focused PLCs, and participating in targeted professional development and adding additional strategies as we grow in our learning.

Math- The 2021-2022 Math SMART goals were focused on student performance on the DEMI: in the area of communication. In addition we did set a goal using the 2019 CAASPP; although this was outdated data, we felt that it would give a data point to work off of. We set AMOs for our English Learners, Black youth and Students with Disabilities. Mason implemented strategies outlined in the 2021-2022 SPSA to serve our students in the area of math. We believe this was partially due to the learning loss while students were at home for over a year due to the pandemic. In addition, once we returned to campus, students were held to strict isolation expectations, therefore missing school for up to 14 days. We did not meet our goal set for the CAASPP. On the DEMI, our 4th and 5th grade students met and exceed their goal! They scored 75% and the goal was set for 70%. The growth in the area of communication with the DEMI was supported by the increase in math talk and problem solving in the classroom on a daily basis.

2021-2022 Math CAASPP Data

44 % of Mason 3rd graders met or exceeded grade level expectations on the 2022 Math CAASPP

40 % of Mason 4th graders met or exceeded grade level expectations on the 2022 Math CAASPP

37% of Mason 5th graders met or exceeded grade level expectations on the 2022 Math CAASPP

43% of Mason 3-5 grade students met or exceeded grade level expectations on the 2022 Math CAASPP

2021-2022 DEMI data

21% of Mason 3rd graders met or exceeded grade level expectations on the 2022 DEMI: Communication

60% of Mason 4th graders met or exceeded grade level expectations on the 2022 DEMI: Communication: GOAL WAS 60%!

75% of Mason 5th grade students met or exceeded grade level. expectations on the 2022 DEMI: Communication: GOAL WAS 70%!

50 % of Mason 3-5 grade students met or exceeded grade level expectations on the 2022 DEMI: Communication

We have found that we need to continue the supports we have in place and that professional development is needed to support new mathematical strategies. In order to work toward closing the achievement we will offer after school tutoring, use student data in PLCS to plan for instruction and participate in professional development. The staff meet to analyze mathematical data and plan for instruction for all students.

English Learners-

For the 2021-2022 SPSA, our English Learner SMART Goals were around improved academic performance on the CAASPP and aReading for ELA and the CAASPP and DEMI for math. We focused on students in 3rd to 5th grade whom were identified as English Learner Students. We also set AMOs to support our English Learners to improve the number of students reclassifying and to create a functioning ELAC. Our English Learners did not make the amount of growth we had hoped for. We believe that student attendance due to the pandemic restrictions negatively impacted our students.

9% of English Learners in grade 3-5 met or exceeded grade level expectations on the 2022 ELA CAASPP

17% of English Learners in grades 3-5 met or exceeded grade level expectations on the 2022 Math CAASPP

47% of English Learners in grades 3-5 met or exceeded grade level expectations on the 2022 DEMI: Communication

Mason implemented strategies outlined in the 2021-2022 SPSA to serve our students who are learning English. We have found that we need additional supports in order to close the achievement gap. We will continue to offer tutoring, daily dELD instruction and in-school intervention reading groups.

During grade level PLC meetings we will discuss the needs and strengths of each language learner and make plans to support instruction.

Students with Disabilities-

For our 2021-2022 SPSA, our Students with Disabilities SMART Goals were around improved academic performance on the CAASPP, DEMI and aReading. Our Students with Disabilities did not make as much growth as we had expected. Due to the pandemic, students did not have access to in person education for over a year and once they returned, many were chronically absent due to attendance restrictions. In addition, during the pandemic, many students were not identified with learning disabilities until the 2021-2022 school year.

In 2022 Mason's SWD in grades 3-5 proficiency level on the CAASPP MATH 13% met or exceeded grade level expectations.

In 2022 Mason's SWD in grades 3-5 proficiency level on the CAASPP ELA 5% met or exceeded grade level expectations.

Mason implemented strategies outlined in the 2021-2022 SPSA to serve our students with disabilities. We have found that we need additional supports to close the achievement gap. We will continue to dedicate PLC time to planning for our Students with Disabilities, use research based interventions and work with families to increase attendance. Upon our analysis of our instructional program, we will be increasing small group instruction and in classroom support.

Graduation and Promotion Rate-

For our 2021-2022 SPSA our SMART goals defined expected reading progress for students in grades 3,4 and 5 using Running Records and aReading.

The data from Spring of 2022 is:

57% of 3rd grade students met or exceeded grade level standard on the aReading assessment.

63% of 3rd grade students met or exceeded grade level standard (Level P) as evidenced by the Spring IRR.

71% of 4th grade students met or exceeded grade level standard (Level R) as evidenced by the Spring IRR.

38% of 5th Grade students met or exceeded grade level standard (Level U) as evidenced by the Spring IRR.

Mason implemented the strategies outline in the 2021-2022 SPSA to serve our students in ELA. All teachers UTK-Grade 5 use running records to assess student growth. We will continue working with a literacy consultant, offering tutoring, running focused PLCs, and participating in targeted professional development and adding additional strategies as we grow in our learning.

***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).

ELA-Our Literacy consultant work continued and we were able to work in person and refine instructional practices in the classroom. Teachers were able to be coached in their classrooms, with their own students!

Due to the pandemic's effects on the need for substitute teachers, our PLCs were not as frequent as we would have liked. We were unable to release grade level teams for 3/4 of the school year.

Additionally, we reduced the number of meetings outside the school day upon recommendation of district leadership so that teachers could focus on classroom needs.

English Learners- This group of students had a high absenteeism rate in the 2021-2022 school year. Therefore, students missed out on dELD and iELD experiences.

Students with Disabilities - This group of students had a high absenteeism rate in the 2021-2022 school year.

***Changes**

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

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

-Consultants from Teachers College to provide needed training in Balanced Literacy with a focus on reading and student communication. This will be a hybrid format of online and in person.

-Local/Travel Conference for teachers to attend virtual Professional Development aligned to school goals.

-PLC meetings will be held during the school day. Teachers will be released to attend PLCs. To do so, we have created an in-house wheel providing students with ART, PE and SEL instruction.

-Increased Prep-Time teacher from .2 to .4. The additional day will be used for PLC rotations.

-We will purchase leveled guided reading books that are decodable and culturally relevant.

-Resident Visiting Teacher will run reading intervention groups when not providing classroom coverage.

Math- We will look at the site based Demi data at PLC meetings in order to plan, implement and analyze instructional practices and student growth.

English Learners- All Mason teachers are incorporating dELD into their daily schedule. We also plan to focus more on supporting our ELs during our professional development sessions with our literacy consultants. All ELs have access to imagine learning and are using the program.

Students with Disabilities- Students will be supported in the general education classroom by para-educators as well as have additional support in small groups using intervention materials at each students level.

***Identified Need - English Language Arts**

After a review of data (2022 CAASPP, Independent Reading Levels, FAST aReading), we have created goals for Mason Students in grades 3,4,5. We built our goals using historical cohort data from the June 2022 CAASPP and Spring 2022 FAST aReading data. Our students continuously need high-quality instruction, a GVC, and daily ELA experiences.

In addition, we created grade-level specific goals using Running Records for students in grades TK-5 based on Quarterly formal reading level data. We also have identified the need for an additional school-wide assessment. Using Running Records will allow us more than 1 data point to analyze as we plan for high-quality reading instruction.

41 % of Mason 3rd graders met or exceeded grade level expectations on the 2022 ELA CAASPP

42 % of Mason 4th graders met or exceeded grade level expectations on the 2022 ELA CAASPP

49% of Mason 5th graders met or exceeded grade level expectations on the 2022 ELA CAASPP

41% of Mason 3-5 grade students met or exceeded grade level expectations on the 2022 ELA CAASPP

2021-2022 aReading- FAST

Mason's overall grade 3-5 student proficiency on the Spring 2022 FAST aReading a baseline of 56% students meeting and exceeding standards in ELA:

3rd-grade student proficiency baseline 57% students met/exceeded standard

4th-grade student proficiency baseline 59% of students met/exceeded standard

5th-grade student proficiency baseline 53% students met/exceeded standard

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	meet/exceed	41%	70%	CAASPP ELA	Annual
June 2023	4th	meet/exceed	42%	70%	CAASPP ELA	Annual
June 2023	5th	meet/exceed	49%	70%	CAASPP ELA	Annual
June 2023	3rd	meet/exceed	Baseline	70%	CAASPP ELA	Annual

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Meet/Exceed	9%	40%	CAASPP ELA	Annual
June 2023	3-5	Students with Disabilities	Meet/Exceed	5%	40%	CAASPP ELA	Annual
June 2023	3-5	Black or African American	Meet/Exceed	36%	70%	CAASPP ELA	Annual

***Identified Need - Math**

After a review of the CAASPP Math Assessment data from 2022 and discussions with classroom teachers, we have determined a need for a goal to increase the percentage of students meeting standard in the area of math. We realize we need a school-based metric at least twice a year to provide us with additional data in regards to how our students are performing in math. This will provide us with real-time data and teachers can modify instruction and provide timely math-based interventions. We will use the DEMI to assess student knowledge, application and communication.

After a review of data (CAASP Math), we have created goals for Mason Students in grades 3, 4, and 5. We chose grades 3, 4, and 5 because we have

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baseline data from May 2022. Our students continuously need high quality instruction, a GVC, and daily MATH experiences.

Dues to the lack of CAASPP data for 2020 and 2021, we are using the 2022 CAASPP as a new baseline.

2021-2022- Math CAASPP data

43% of students in grade 3-5 met/Exceeded Standard MATH.

44% of 3rd grade students met or exceeded grade level expectations on the Math CAASPP.

Mason's SWD in grades 3-5 proficiency level on the CAASPP MATH 13% met or exceeded grade level expectations.

Mason's ELL population in grades 3-5 proficiency level on the CAASPP MATH 17% met or exceeded grade level expectations.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Meet/Exceed	43%	70%	CAASPP Math	Annual
June 2023	3-5	Meet/Exceed in Communication	50%	70%	DEMI	Annual
June 2023	3	Meet/Exceed in Communication	21%	65%	DEMI	Annual
June 2023	4	Meet/Exceed in Communication	60%	70%	DEMI	Annual
June 2023	5	Meet/Exceed in Communication	75%	85%	DEMI	Annual
June 2023	3	Meet/Exceed	44%	70%	CAASPP Math	Annual
June 2023	4	Meet/Exceed	40%	70%	CAASPP Math	Annual
June 2023	5	Meet/Exceed	37%	70%	CAASPP Math	Annual

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Meet or Exceed	17%	30%	CAASPP Math	Annual
June 2023	3-5	Students with Disabilities	Meet or Exceed	13%	30%	CAASPP Math	Annual
June 2023	3-5	Black or African American	Meet or Exceed	27%	70%	CAASPP Math	Annual

*Identified Need - English Learners

After a review of data (CAASPP) we have created goals for Mason Students in grades 3,4,5. We built our goals using data from the Spring 2022 CAASPP. Our students continuously need high-quality instruction, a GVC, and daily ELA and math experiences. In addition, we have created grade-level specific goals using Running Records for students in grades 3-5 based off of March 2020 reading level data.

- In 2022 Mason's ELL population (grades 3-5) proficiency level on the CASSP ELA was 9% of students meeting or exceeding grade level expectations.
- In 2022 Mason's ELL population (grades 3-5) proficiency level on the CAASP MATH was 17% of students meeting or exceeding grade level expectations.

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*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	100 % of MLL that are eligible to reclassify will reclassify	90%	100%	Summative ELPAC	Annual
*Identified Need - Graduation/Promotion Rate							
<p>Students are always growing as readers and we need to keep them in just the right books, provide guided reading, ensure explicit ELA instruction. To continuously progress monitor, we used monthly running records in K-5 grade and students in grade 3-5 also participate in the aReading assessment. The data points allow us to progress monitor, set goals, and provide aligned interventions for students.</p> <p>After a review of data (2022 CAASPP, 2022 aReading and 2022 Reading Levels), we have created goals for Mason Students in grades 3, 4, and 5. Our students continuously need high-quality instruction, a GVC, and daily ELA experiences.</p> <p>The data from Spring of 2022 is:</p> <p>57% of 3rd grade students met or exceeded grade level standard on the aReading assessment.</p> <p>63% of 3rd grade students met or exceeded grade level standard (Level P) as evidenced by the Spring IRR.</p> <p>71% of 4th grade students met or exceeded grade level standard (Level R) as evidenced by the Spring IRR.</p> <p>38% of 5th Grade students met or exceeded grade level standard (Level U) as evidenced by the Spring IRR.</p>							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	Meet or Exceed	Baseline	70%	CAASPP ELA	Annual	
June 2023	2	Meet or Exceed Level M on IRR	63%	80%	Other (Describe in Objective)	Annual	
June 2023	1	Meet or Exceed Level I on IRR	56%	80%	Other (Describe in Objective)	Annual	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	meet or exceed	6%	40%	CAASPP ELA	Annual
June 2023	3	Students with Disabilities	meet or exceed	13%	40%	CAASPP ELA	Annual
June 2023	3	Black or African American	meet or exceed	62%	80%	CAASPP ELA	Annual

Professional Learning Communities

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

All students

***Strategy/Activity - Description**

All Mason Elementary teachers will meet monthly in grade-level PLCs, facilitated by the building administrator and Lighthouse/ILT Lead. We will utilize three Mason staff members to provide an enrichment wheel for students so that teachers are released for PLC meetings. The main focus of the PLC meetings is to support students to grow in academic areas. During these meetings, we discuss the growth of our MLLs and SWDs.

ELA- Teachers will bring reading data to analyze and artifacts to support understanding of students' reading abilities. Teachers will analyze data, plan for instruction, and reflect on instruction. Screening assessments, common assessments, and benchmarks will allow our school team to see progress and address student misconceptions during the school year. The continued implementation of aReading will provide trimester student data reports as well as intervention support based on individual student needs.

Math: Teachers will meet by grade level to plan, administer and analyze math instruction and assessments. The addition of DEMI will allow teachers to plan for instruction and interventions in real time. The assessment is administered 2 times a year on the computer.

***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	Rationale
F01991R	Elem Prep Teacher/Pe	0.20000	\$18,731.40	\$27,190.91	0199-30100-00-1118-1000-1110-01000-0000	Title I Basic Program	PE Teacher will release teachers to meet in PLCS
N01995O	Prof&Curriclm Dev Vist Tchr		\$19,385.00	\$24,000.58	0199-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	Guest Teachers will release teachers to meet in PLCs with colleagues.

Literacy Consultants

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

Unduplicated students/All students

***Strategy/Activity - Description**

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

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

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*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
N0199AM	Contracted Svcs > \$25K		\$35,000.00	\$35,000.00	0199-09800-00-5100-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PD for Staff in BL GVC

Tutoring

*Students to be served by this Strategy/Activity

All general education students who are at-risk readers or struggling in the area of Math.

Reading: These are students who are not yet reading at grade level as evidenced by TCRWP Running Record Reading Assessments and Fountas and Pinnell Running Records.

Math: Students in grades 3-5 who are at risk/not at standard in Operations and Algebraic Thinking and/or Numbers and Operations.

*Strategy/Activity - Description

After School Tutoring for Mason students.

ELA: After school tutoring will be offered to students who are at-risk readers. Small group reading intervention.

Math: After school tutoring will be offered to students in grades 3-5 who are at risk/not at standard in Operations and Algebraic Thinking and/or Numbers and Operations.

*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
N0199AL	Classroom Teacher Hrly		\$7,131.00	\$8,828.90	0199-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Tutoring for Students

Conference Attendance - Professional Learning

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

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

Mason Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01994S	Classroom Teacher Hrly		\$1,615.00	\$1,999.54	0199-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Conference Rate
N0199AO	Travel Conference		\$6,000.00	\$6,000.00	0199-30106-00-5207-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Teachers may attend travel conferences

Supplemental Instructional Supplies

*Students to be served by this Strategy/Activity

Unduplicated students/All students

*Strategy/Activity - Description

Considering Mason's relatively high population (65.5%) of unduplicated students who might not have access to all of the supports they need to be successful in school, the site has decided to set aside funding to purchase of supplemental instructional materials, materials to support the intervention programs. While the purchase of these materials is for the primary benefit of Mason's UPP, we believe that all students will benefit from these resources. Teachers will work together on grade-level teams to determine which instructional materials are needed for both classroom and intervention support based on student needs.

*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
N01993Z	Supplies		\$12,867.00	\$12,867.00	0199-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		supplemental instructional materials

*Additional Supports for this Strategy/Activity

Additional funding will be provided by the site discretionary budget.

Classified Staff Support

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

Classified staff will be trained to administer assessments, teach small groups, plan need based lessons. In addition, this will increase the understanding of Assessment Requirements, instructional best practices

*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
N019936	Classroom PARAS Hrly		\$730.00	\$1,000.18	0199-30106-00-2151-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		PIF Assessment training and administration

ELPAC Assessment

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

All English Language Learner's

***Strategy/Activity - Description**

Mason Classified Staff assist in administering the ELPAC in the Spring.

***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
N0199AN	Other Support Prsnl PARAS Hrly		\$500.00	\$685.05	0199-09800-00-2281-3140-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ELPAC Support

Online Subscriptions

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

All students

***Strategy/Activity - Description**

Online subscriptions to programs that will support students:

In the development of their content knowledge through literacy

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

***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
N01995I	Software License		\$5,000.00	\$5,000.00	0199-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		online licenses

Additional Literacy Intervention Supports

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

All Students

***Strategy/Activity - Description**

The site has decided to set aside money to fund the purchase of supplemental instructional materials, materials to support the intervention programs, and books for classroom libraries. We will also use some funds to purchase Professional Texts that will be used during our PLCs and site-wide professional development days. Teachers will work together on grade-level teams to determine which instructional materials are needed for both classroom and intervention support based on student needs. Teachers across the site have requested additional books to increase their classroom libraries to provide students a wider variety of texts that cover additional genres, support different student reading levels, and present more diversity through authors, topics, and themes.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N019976	Supplies		\$12,378.00	\$12,378.00	0199-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		supplemental instructional materials

Schoolwide Professional Development Focused on Supporting Black Youth

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

Black Youth

***Strategy/Activity - Description**

Mason staff will be provided with professional development focused on increasing cultural competency and culturally relevant teaching. The principal will work with the Culture/Equity team in order to provide targeted professional learning opportunities that will support and lift up our black and brown youth!

The principal will offer staff opportunities to join 3 book studies throughout the School Year. A few of the books we are currently considering are:
"Culturally Responsive Teaching and the Brain" -Zaretta Hammond

"Cultivating Genius,"- Gholdy Muhammed

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

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).

For the 2021-2022 school year, our SPSA Parent Involvement and Community Engagement SMART Goals were around increasing the number of events that parents participated in and to create an ELAC.

In 2021-2022, we held a variety of events for family connections. Due to the health and safety restrictions, we held most events on-line in a virtual format. We held:

- In person Meet the Teacher event prior to the start of the school year. This was very well attended.
- Four Principal Coffees
- Virtual Curriculum Night
- 9 virtual Den Meeting assemblies.
- 1 In person Den Meeting assembly.

We were able to hold 4 ELAC meetings, however each meeting attendance roster showed an inconsistency in attendees.

Mason implemented strategies outlined in the 2021-2022 SPSA to increase family engagement. We leveraged our counselor to be a resource for parents who need support and guidance regarding the specific needs of their child. We also worked to increase the number of parent engagement opportunities and were able to make and distribute copies of our Students/Parent Handbook to all families. Upon analysis, we have decided to work toward increasing parent communication and opportunities for parents to be engaged at Mason.

***Major Differences**

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 feel that Zoom events allowed families to engage from where ever they were at the moment, taking away the transportation barrier.

We had all students back on campus for the 21-22 school year. Each day we could greet families in person and share reminders about school 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.

In order to increase family involvement and voice, we are adding opportunities for our families to participate in the Educational Program that Mason offers.

We have increased counselor time in order to add family support and outreach. This will allow for 4 days a week of counselor support.

Principal coffees will be held monthly in conjunction with our PTA to involve more families in decision making.

Den Meetings will be held monthly in person (weather permitting) allowing students and families to participate.

All teachers will have a class dojo link in order to increase communication with families who are on the go. In addition, as a part of school messenger we are able to call, email and text all families.

***Identified Need**

We want every family to be connected to continue to promote collaboration between home and school.

We have also noticed that not all families have current emails in Powerschool. This poses an issue with parents receiving important information, especially when all school communication is via an online platform. In addition, not all of our families read in their first language, so we will use the Pocket Talk tools and interpretation services to connect with more families.

We have added an additional platform for school communication: Class Dojo and the staff is working to get all of the current emails input into Powerschool.

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

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of events for family participation	8 events	10 events	Other - Describe in objective
June 2023	Other (Describe in Objective)	All teachers and families connected to class dojo.	Baseline	100%	Other - Describe in objective

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	ELAC	Create a functioning ELAC	0%	100%	Committee Attendance

Parent Engagement Opportunities

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

All Families

***Strategy/Activity - Description**

Monthly Parent Engagement Opportunities at Mason via Zoom.
 Den Meetings: Student led assembly for students and families.
 Coffee with the Principal/PTA : Monthly opportunity for the Principal to meet with families to share school information and to listen to family input/needs.
 Meet the Teacher Night in person: Before School opportunity for a meet and greet to build relationships.
 Curriculum Night: Opportunity for parents to learn about the instructional program at Mason.
 Virtual School Assemblies
 Parent Teacher Conferences

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01994E	Counselor Hrly		\$808.00	\$1,000.39	0199-30103-00-1260-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parent Support and Parent Engagement
N0199AC	Inservice supplies		\$618.00	\$618.00	0199-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parents

Communication Activities

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

All Families

***Strategy/Activity - Description**

Monthly School Newsletters distributed via Dojo and School Messenger
 Weekly school phone calls via school messenger to promote events and remind parents of opportunities
 Monthly calendar for families with school events (PTA, ASB and Mason)
 Facebook presence to promote events on social media.
 Class DoJo use for school notifications and events.
 No Title I or LCFF funding are needed to fund this strategy.

Translation/Interpretation at Family Events

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

All non-English or limited-English speaking families

***Strategy/Activity - Description**

Classified staff will interpret during meetings and translate needed documents to support families.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01998	Other Support Prsnl PARAS Hrly		\$510.00	\$698.76	0199-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Interpretation and Translation

APPENDICES

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

APPENDIX A**BUDGET SUMMARY**

Mason Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 92,628
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)	\$ 191,558

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)	\$ 50,378
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 50,378

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)	\$ 48,552
[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): \$ 48,552

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 191,558

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Mason Elementary	09800 LCFF Intervention Support	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	500	0	\$500.00
Mason Elementary			3000 Benefits			0	\$185.05
Mason Elementary			4301 Supplies	Supplies	12,867.00	0	\$12,867.00
Mason Elementary			5100 Contracted Svcs > \$25K	Contracted Svcs > \$25K	35,000.00	0	\$35,000.00
Mason Elementary		(blank) Total				0	\$48,552.05
Mason Elementary	09800 LCFF Intervention Support Total					0	\$48,552.05
Mason Elementary	30100 Title I Basic Program	Elem Prep Teacher/Pe	1118 Prep Time Teacher Allocation	Prep Time Teacher Allocation	18,731.40	0.2	\$18,731.40
Mason Elementary			3000 Benefits			0	\$8,459.51
Mason Elementary		Elem Prep Teacher/Pe Total				0.2	\$27,190.91
Mason Elementary		School Counselor	1210 Counselor	Counselor	35,817.20	0.4	\$35,817.20
Mason Elementary			3000 Benefits			0	\$18,474.43
Mason Elementary		School Counselor Total				0.4	\$54,291.63
Mason Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	7,131.00	0	\$7,131.00
Mason Elementary			3000 Benefits			0	\$1,697.90
Mason Elementary		(blank) Total				0	\$8,828.90
Mason Elementary	30100 Title I Basic Program Total					0.6	\$90,311.44
Mason Elementary	30103 Title I Parent Involvement	(blank)	1260 Counselor Hrly	Counselor Hrly	808	0	\$808.00
Mason Elementary			2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	510	0	\$510.00
Mason Elementary			3000 Benefits			0	\$381.15
Mason Elementary			4304 Inservice supplies	Inservice supplies	618	0	\$618.00
Mason Elementary		(blank) Total				0	\$2,317.15
Mason Elementary	30103 Title I Parent Involvement Total					0	\$2,317.15
Mason Elementary	30106 Title I Supplmnt Prog Imprvmt	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	1,615.00	0	\$1,615.00
Mason Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	19,385.00	0	\$19,385.00
Mason Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	730	0	\$730.00
Mason Elementary			3000 Benefits			0	\$5,270.30
Mason Elementary			4301 Supplies	Supplies	12,378.00	0	\$12,378.00
Mason Elementary			5207 Travel Conference	Travel Conference	6,000.00	0	\$6,000.00
Mason Elementary			5841 Software License	Software License	5,000.00	0	\$5,000.00
Mason Elementary		(blank) Total				0	\$50,378.30
Mason Elementary	30106 Title I Supplmnt Prog Imprvmt Total					0	\$50,378.30

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Mason Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

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

Mason Elementary School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

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

This policy will be distributed to parents of Title I students. The policy will be explained and distributed at our fall Curriculum night. It will be sent home the following day to those families who were not in attendance.

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

Involvement of Parents in the Title I Program

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

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

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. These parent meetings will be offered with opportunities for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

Title 1 School Parent Compact:

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

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

The School Site Council team meets once a year to review the Home School-Parent Compact. We post the Compact on our website so all parents and teachers can refer to it. School staff review Compact during a staff meeting with any suggestions regarding revisions and parents are invited to the School Site Council to give input on any needed revisions. School staff present the School-Parent Compact during the Curriculum Night the first month of school. Every family is asked to review the Compact as to affirm their understanding of how school and home will work together for student achievement.

Building Capacity for Involvement:

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During our Curriculum Night, during the first month of school, school staff provide an in depth outline of what students will be learning during the year and what standards students will be focusing on. They also demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. During the school year school staff will provide parent training (Family Learning Days) to discuss how to support students with academic progress. We will provide sessions that target bullying, homework, writing and understanding of assessments that are administered during the year such as ELPAC, CAASSP, GATE, FAST and F&P.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners. During the school year school staff work together to support how to work with families that are economically disadvantaged, have students with special needs, and explain academic progress in parent friendly language.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Mason Elementary provides written and oral information to families in both Spanish and English. We have two office staff members that are bilingual, so they can communicate with our Spanish speaking families. Translation is also provided to better service our families. In addition, our school newsletters are sent electronically with the ability to be translated into multiple languages.

Accessibility

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

- Notices/Flyers home
- School Messenger
- Marquee Announcements
- Social Media
- School Newsletters
- Class Dojo

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

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

This policy was adopted by Mason Elementary School on June 8th, 2022 and will be in effect for the period of September 2022-August 2023.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 15th, 2022.

Jesse Harrison

Principal, Mason Elementary School

/Jesse Harrison/

APPENDIX C**SCHOOL PARENT COMPACT**

SAN DIEGO UNIFIED SCHOOL DISTRICT
FINANCIAL PLANNING AND DEVELOPMENT
STRATEGIC PLANNING FOR STUDENT ACHIEVEMENT DEPARTMENT

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect for the 2022-2023 school year.

Mason Elementary School and the parents of the students participating in activities, services and programs funded by Title I, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Mason Elementary School distributes to parents and family members of Title I students, a School-Parent Compact. This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's highest academic standards.

Involvement of Parents in the Title I Program

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

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During our Curriculum Night, during the first month of school, school staff provide an in depth outline of what students will be learning during the year and what standards students will be focusing on. They also discuss different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. During the school year school staff will provide parent training (Family Learning Days) to discuss how to support students with academic progress.
- With the assistance of Title I parents and family members, the school educates staff members about the value of parent and family member contributions, and on how to work with parents and family members as equal partners. During the school year school staff work together to support how to work with families that are economically disadvantaged, have students with special needs, and explain academic progress in parent friendly language.
- The school coordinates and integrates the Title I, parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents and family members in a format and language that the parents and family members can understand. Mason Elementary provides written and oral information to families in both Spanish and English. We have two office staff members that are bilingual, so they can communicate with our families. Translation is also provided to better service our families. In addition, our school newsletters are sent electronically with the ability to be translated into multiple languages.
- The school provides support for parent and family member involvement activities requested by Title I parents and family members.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

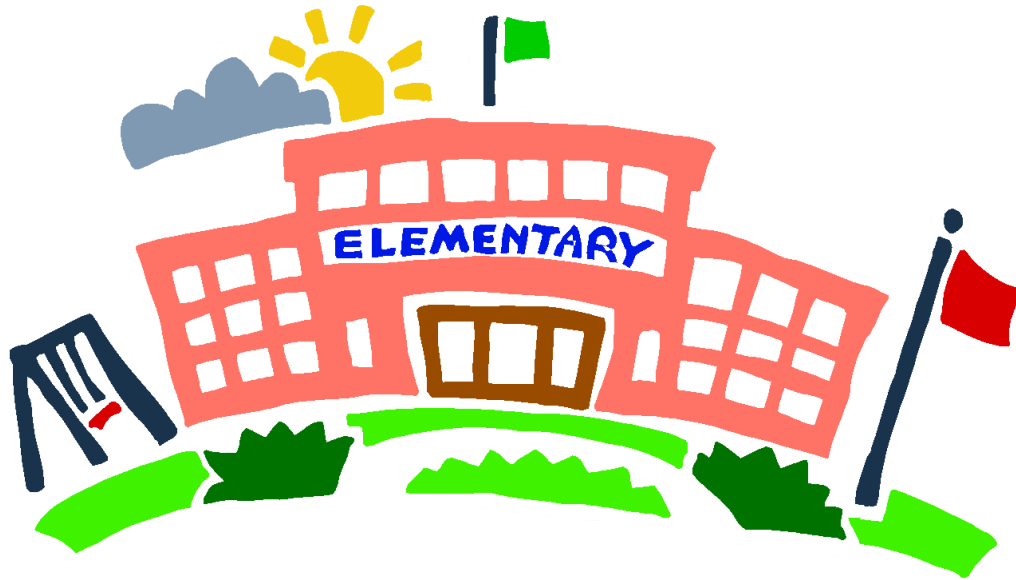
This Compact was established by Mason Elementary on June 8th, 2022, and will be in effect for the period of September 2022- August 2023.. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: October 15, 2022.

Jesse Harrison

Principal, Mason Elementary School

/Jesse Harrison/

Title I School Parent Compact



All Mason Elementary Students Benefit from our Title I Schoolwide Program

A Title I schoolwide program is a comprehensive program used to upgrade the complete educational program in a Title I school, thus raising academic achievement for all students. The primary goal is to ensure all students, particularly those who are low achieving, demonstrate proficient levels of achievement.

Benefits of a Schoolwide Title I Program

Schools operating schoolwide Title I programs serve ALL students to improve student achievement regardless of parent income. At students enrolled at Mason will receive the services provided with Title I funding.

A few examples of how Mason utilizes Title I funds:

- Before/After School Tutoring
- Professional Development for Staff
- New Books for the Classroom
- Online Programs: MyOn, Mystery Science
- Additional School Counselor Support (4 days a week instead of 1 ½ days a week)

INSTRUCTIONAL LEADERSHIP:

1. I will work to ensure a positive learning climate at the school, and hold high expectations for student achievement.
2. I will provide instructional leadership to inspire and encourage staff to learn and practice a variety of effective teaching strategies.
3. I will ensure that a high-quality curriculum that addresses student needs and enables students to meet or exceed district standards in place at our school.
4. I will effectively utilize site and community resources to improve student achievement.

SCHOOL ENVIRONMENT:

1. I will foster a safe and positive environment with a consistent application of the site discipline plan.
2. I will create a welcoming environment for students, families, and community members.

COMMUNICATION:

1. I will provide regular and direct communication regarding school and learning issues to students, families, and the community.

STAKEHOLDER INVOLVEMENT:

1. I will ensure all stakeholders have the opportunity to be involved/represented in the site decision making process.
2. I will provide staff, parents and community with ways to participate in planning, reviewing, and implementing the Annual Action Plan.
3. I will provide equitable opportunities for parents to receive appropriate training to support student learning and strengthen Parent involvement.

DISTRICT COMMITMENTS

STUDENT LEARNING:

1. We will focus our efforts and provide equitable resources to raise student achievement.
2. We will connect schools with integrated resources and services consistently across the district. If all stakeholders in the learning process have fulfilled their roles and responsibilities, and the child still does not successfully meet district standards, we will work collaboratively with the school and parent/guardian to identify, implement, and fund appropriate interventions beyond those previously provided by the site (personnel, referrals, and other services, etc).

HOME:

1. We will promote parent involvement and training, and foster a climate of two-way communication between the district and the home.

SUPPORT FOR THE COMPACT:

1. We will consistently investigate, develop, and implement district wide policies to issues such as attendance, discipline and tardiness.
2. We will support the commitments that the home and school make to each other as reflected in the compact.

STUDENT COMMITMENTS

ACADEMIC:

1. I will attend school daily, on time, prepared, and ready to work and learn.
2. I will understand that I am expected to learn, complete all assignments to the best of my ability and get help when I need it.

CITIZENSHIP:

1. I will follow school rules (including the site discipline code) and cooperate with adults and other students.
2. I will respect the rights of others to learn and help to create a positive learning environment for everyone.
3. I will follow teacher instructions and not be disruptive in class.
4. I will not use profanity or make derogatory statements ("put downs").

5. I will respect the property of the school, the community, and others.

HOME:

1. Every day, I will spend time reading (including reading for fun), completing homework and limiting my non-academic technology use.

TEACHER COMMITMENTS

TEACHING AND LEARNING:

1. I will set high expectations for students learning and use a variety of teaching strategies to motivate and encourage all of my students.
2. I will provide an enriching academic program based on standards.
3. I will give my students timely feedback on their work.
4. I will provide a safe and positive atmosphere for learning consistent with our site discipline plan.
5. I will seek out additional resources, such as individual instruction, peer coaching/tutoring to meet my students special academic needs.
6. I will advocate for my student's non-academic needs.

SCHOOL:

1. I will create a welcoming environment for students, families, and community members.
2. I will provide opportunities for parents to volunteer, observe, and/or participate in classroom activities.
3. I will actively participate in site decision making.

HOME:

1. I will communicate with the parents of my students through frequent reports on their child's progress.
2. I will schedule parent-teacher conferences, return parent calls, and be reasonably available to parents.
3. I will suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.

PARENT/GUARDIAN COMMITMENTS

SCHOOL SUPPORT:

1. I will ensure my child attends school daily, on time prepared, and ready to work and learn.
2. I will hold high expectations for my child and regularly monitor my child's progress.
3. I will know and support school/classroom rules, and the site discipline and attendance plan.
4. I will advocate for my child by understanding student/parent rights and responsibilities.
5. I will participate in decisions, as appropriate, related to the education of my child.
6. I will plan family vacations for times when school is not in session.

SCHOOL COMMUNICATION AND INVOLVEMENT:

1. I will contact teachers/counselors about concerns or problems in a timely manner.
2. I will attend a minimum of one parent-teacher conference a year.
3. I will be able to email teachers and will return teacher calls in a timely manner.
4. I will participate and/or volunteer in classroom/school activities and encourage my child to do the same.

HOME LEARNING:

1. I will provide a regular time, place, and supervision for homework completion.
2. I will read to my child or ensure that my child reads daily just for pleasure
3. I will limit my child's non-academic technology use and encourage positive uses of out-of-school time.

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.



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	285	60.0	275	65.1	263	62.0	245	59.6	234	43.6	-16.4	-16.0	286	54.5	280	58.9	263	55.1	246	56.5	233	40.8	-13.7	-15.7
Female	140	62.1	128	74.2	124	66.1	111	71.2	122	49.2	-12.9	-22.0	141	50.4	134	60.4	124	51.6	112	58.0	121	38.0	-12.4	-20.0
Male	145	57.9	147	57.1	139	58.3	134	50.0	112	37.5	-20.4	-12.5	145	58.6	146	57.5	139	58.3	134	55.2	112	43.8	-14.8	-11.4
African American	17	52.9	12	41.7	15	60.0	13	69.2	22	36.4	-16.5	-32.8	17	29.4	12	58.3	15	60.0	13	53.8	22	27.3	-2.1	-26.5
Asian	5	-	11	81.8	6	-	36	72.2	38	55.3	-	-16.9	6	-	11	63.6	6	-	36	75.0	38	68.4	-	-6.6
Filipino	76	71.1	54	77.8	47	80.9	43	62.8	32	62.5	-8.6	-0.3	76	67.1	55	70.9	47	72.3	42	73.8	32	53.1	-14.0	-20.7
Hispanic	86	44.2	91	48.4	95	46.3	89	49.4	76	26.3	-17.9	-23.1	85	40.0	92	48.9	95	36.8	90	44.4	75	17.3	-22.7	-27.1
Native American	0	-	2	-	2	-	1	-	3	-	-	-	0	-	2	-	2	-	1	-	3	-	-	-
Pacific Islander	6	-	3	-	0	-	0	-	4	-	-	-	6	-	3	-	0	-	0	-	4	-	-	-
White	32	59.4	32	75.0	35	48.6	33	51.5	35	51.4	-8.0	-0.1	32	62.5	35	57.1	35	54.3	34	41.2	35	48.6	-13.9	7.4
Multiracial	29	65.5	30	66.7	32	68.8	30	76.7	24	58.3	-7.2	-18.4	29	58.6	31	58.1	32	59.4	30	63.3	24	62.5	3.9	-0.8
English Learner	74	37.8	64	32.8	60	20.0	57	21.1	47	8.5	-29.3	-12.6	76	34.2	67	28.4	60	31.7	59	40.7	47	17.0	-17.2	-23.7
English-Speaking	211	67.8	211	74.9	203	74.4	188	71.3	187	52.4	-15.4	-18.9	210	61.9	213	68.5	203	62.1	187	61.5	186	46.8	-15.1	-14.7
Reclassified†	46	84.8	49	87.8	47	97.9	43	81.4	27	74.1	-10.7	-7.3	46	73.9	49	73.5	47	70.2	42	83.3	27	66.7	-7.2	-16.6
Initially Eng. Speaking	165	63.0	162	71.0	156	67.3	145	68.3	160	48.8	-14.2	-19.5	164	58.5	164	67.1	156	59.6	145	55.2	159	43.4	-15.1	-11.8
Econ. Disadv.*	175	52.0	151	52.3	159	55.3	156	51.3	131	34.4	-17.6	-16.9	175	44.6	155	51.0	159	47.2	157	49.0	130	30.0	-14.6	-19.0
Non-Econ. Disadv.	110	72.7	124	80.6	104	72.1	89	74.2	103	55.3	-17.4	-18.9	111	70.3	125	68.8	104	67.3	89	69.7	103	54.4	-15.9	-15.3
Gifted	81	72.8	57	82.5	33	78.8	33	81.8	10	70.0	-2.8	-11.8	81	80.2	58	79.3	33	75.8	33	90.9	10	80.0	-0.2	-10.9
Not Gifted	204	54.9	218	60.6	230	59.6	212	56.1	224	42.4	-12.5	-13.7	205	44.4	222	53.6	230	52.2	213	51.2	223	39.0	-5.4	-12.2
With Disabilities	31	9.7	27	18.5	24	4.2	22	0.0	32	3.1	-6.6	3.1	31	9.7	27	29.6	24	4.2	22	4.5	32	15.6	5.9	11.1
WO Disabilities	254	66.1	248	70.2	239	67.8	223	65.5	202	50.0	-16.1	-15.5	255	60.0	253	62.1	239	60.3	224	61.6	201	44.8	-15.2	-16.8
Homeless	7	-	10	60.0	4	-	3	-	9	-	-	-	7	-	10	70.0	4	-	3	-	8	-	-	-
Foster	0	-	1	-	0	-	1	-	1	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
Military	66	60.6	66	72.7	76	69.7	74	71.6	91	40.7	-19.9	-30.9	65	52.3	66	66.7	76	60.5	74	56.8	33	36.4	-15.9	-20.4

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	89	58.4	96	62.5	76	55.3	0	-	81	40.7	-17.7	-	89	52.8	98	59.2	76	63.2	80	57.5	81	44.4	-8.4	-13.1
Female	37	62.2	45	73.3	39	59.0	0	-	39	46.2	-16.0	-	37	48.6	47	59.6	39	61.5	33	60.6	39	46.2	-2.4	-14.4
Male	52	55.8	51	52.9	37	51.4	0	-	42	35.7	-20.1	-	52	55.8	51	58.8	37	64.9	47	55.3	42	42.9	-12.9	-12.4
African American	4	-	5	-	3	-	0	-	8	-	-	-	4	-	5	-	3	-	5	-	8	-	-	-
Asian	0	-	4	-	2	-	0	-	12	41.7	-	-	0	-	4	-	2	-	10	80.0	12	50.0	-	-30.0
Filipino	21	71.4	14	78.6	15	73.3	0	-	12	41.7	-29.7	-	21	66.7	14	71.4	15	80.0	13	69.2	12	58.3	-8.4	-10.9
Hispanic	32	34.4	35	45.7	28	46.4	0	-	22	22.7	-11.7	-	32	31.3	35	45.7	28	57.1	25	52.0	22	22.7	-8.6	-29.3
Native American	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	4	-	-	-	1	-	0	-	0	-	0	-	4	-	-	-
White	15	60.0	7	-	14	42.9	0	-	9	-	-	-	15	60.0	9	-	14	50.0	14	28.6	9	-	-	-
Multiracial	7	-	12	66.7	11	63.6	0	-	14	64.3	-	-	7	-	12	66.7	11	63.6	12	75.0	14	71.4	-	-3.6
English Learner	28	39.3	30	40.0	20	20.0	0	-	16	6.3	-33.0	-	28	35.7	32	34.4	20	50.0	19	47.4	16	12.5	-23.2	-34.9
English-Speaking	61	67.2	66	72.7	56	67.9	0	-	65	49.2	-18.0	-	61	60.7	66	71.2	56	67.9	61	60.7	65	52.3	-8.4	-8.4
Reclassified†	11	100.0	10	100.0	6	-	0	-	6	-	-	-	11	81.8	10	100.0	6	-	14	85.7	6	-	-	-
Initially Eng. Speaking	50	60.0	56	67.9	50	64.0	0	-	59	49.2	-10.8	-	50	56.0	56	66.1	50	64.0	47	53.2	59	50.8	-5.2	-2.4
Econ. Disadv.*	50	54.0	58	50.0	48	47.9	0	-	46	32.6	-21.4	-	50	44.0	60	55.0	48	56.3	54	48.1	46	34.8	-9.2	-13.3
Non-Econ. Disadv.	39	64.1	38	81.6	28	67.9	0	-	35	51.4	-12.7	-	39	64.1	38	65.8	28	75.0	26	76.9	35	57.1	-7.0	-19.8
Gifted	22	63.6	13	84.6	8	-	0	-	10	70.0	6.4	-	22	77.3	13	92.3	8	-	7	-	10	80.0	2.7	-
Not Gifted	67	56.7	83	59.0	68	52.9	0	-	81	40.7	-16.0	-	67	44.8	85	54.1	68	60.3	73	54.8	81	44.4	-0.4	-10.4
With Disabilities	15	13.3	8	-	7	-	0	-	11	9.1	-4.2	-	15	20.0	8	-	7	-	7	-	11	18.2	-1.8	-
WO Disabilities	74	67.6	88	64.8	69	60.9	0	-	70	45.7	-21.9	-	74	59.5	90	62.2	69	69.6	73	61.6	70	48.6	-10.9	-13.0
Homeless	1	-	3	-	1	-	0	-	3	-	-	-	1	-	3	-	1	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	25	56.0	24	70.8	25	56.0	0	-	31	45.2	-10.8	-	25	44.0	24	62.5	25	60.0	25	56.0	12	41.7	-2.3	-14.3

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	95	63.2	92	64.1	94	64.9	0	-	83	42.2	-21.0	-	95	60.0	93	55.9	94	59.6	66	60.6	82	40.2	-19.8	-20.4
Female	50	70.0	36	72.2	43	69.8	0	-	44	47.7	-22.3	-	50	64.0	37	54.1	43	55.8	33	60.6	43	37.2	-26.8	-23.4
Male	45	55.6	56	58.9	51	60.8	0	-	39	35.9	-19.7	-	45	55.6	56	57.1	51	62.7	33	60.6	39	43.6	-12.0	-17.0
African American	7	-	6	-	4	-	0	-	7	-	-	-	7	-	6	-	4	-	3	-	7	-	-	-
Asian	3	-	1	-	4	-	0	-	14	64.3	-	-	3	-	1	-	4	-	4	-	14	85.7	-	-
Filipino	24	79.2	21	71.4	14	78.6	0	-	12	75.0	-4.2	-	24	75.0	20	70.0	14	78.6	12	91.7	12	41.7	-33.3	-50.0
Hispanic	24	58.3	33	42.4	34	52.9	0	-	28	21.4	-36.9	-	23	47.8	34	47.1	34	44.1	28	42.9	27	18.5	-29.3	-24.4
Native American	0	-	0	-	2	-	0	-	2	-	-	-	0	-	0	-	2	-	0	-	2	-	-	-
Pacific Islander	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
White	11	54.5	14	71.4	9	-	0	-	15	53.3	-1.2	-	11	63.6	14	50.0	9	-	10	60.0	15	53.3	-10.3	-6.7
Multiracial	13	69.2	5	-	9	-	0	-	5	-	-	-	13	69.2	6	-	9	-	9	-	5	-	-	-
English Learner	26	38.5	22	36.4	26	26.9	0	-	17	17.6	-20.9	-	27	40.7	22	27.3	26	26.9	19	42.1	17	29.4	-11.3	-12.7
English-Speaking	69	72.5	70	72.9	68	79.4	0	-	66	48.5	-24.0	-	68	67.6	71	64.8	68	72.1	47	68.1	65	43.1	-24.5	-25.0
Reclassified†	12	91.7	17	94.1	17	100.0	0	-	8	-	-	-	12	66.7	16	68.8	17	82.4	6	-	8	-	-	-
Initially Eng. Speaking	57	68.4	53	66.0	51	72.5	0	-	58	43.1	-25.3	-	56	67.9	55	63.6	51	68.6	41	65.9	57	38.6	-29.3	-27.3
Econ. Disadv.*	58	50.0	47	53.2	58	56.9	0	-	44	27.3	-22.7	-	58	48.3	48	45.8	58	46.6	44	47.7	43	23.3	-25.0	-24.4
Non-Econ. Disadv.	37	83.8	45	75.6	36	77.8	0	-	39	59.0	-24.8	-	37	78.4	45	66.7	36	80.6	22	86.4	39	59.0	-19.4	-27.4
Gifted	30	80.0	19	78.9	11	90.9	0	-	6	-	-	-	30	80.0	20	70.0	11	90.9	9	-	6	-	-	-
Not Gifted	65	55.4	73	60.3	83	61.4	0	-	77	39.0	-16.4	-	65	50.8	73	52.1	83	55.4	57	57.9	76	38.2	-12.6	-19.7
With Disabilities	31	9.7	10	20.0	7	-	0	-	11	0.0	-9.7	-	7	-	10	60.0	7	-	5	-	11	27.3	-	-
WO Disabilities	88	68.2	82	69.5	87	69.0	0	-	72	48.6	-19.6	-	88	64.8	83	55.4	87	63.2	61	65.6	71	42.3	-22.5	-23.3
Homeless	4	-	1	-	1	-	0	-	3	-	-	-	4	-	1	-	1	-	1	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	21	66.7	23	73.9	22	77.3	0	-	33	36.4	-30.3	-	20	65.0	24	66.7	22	72.7	21	61.9	13	23.1	-41.9	-38.8

* 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
Mason
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	58.4	87	69.0	93	64.5	0	-	70	48.6	-9.8	-	102	51.0	89	61.8	93	44.1	100	53.0	70	37.1	-13.9	-15.9
Female	53	54.7	47	76.6	42	69.0	0	-	39	53.8	-0.9	-	54	38.9	50	66.0	42	38.1	46	54.3	39	30.8	-8.1	-23.5
Male	48	62.5	40	60.0	51	60.8	0	-	31	41.9	-20.6	-	48	64.6	39	56.4	51	49.0	54	51.9	31	45.2	-19.4	-6.7
African American	6	-	1	-	8	-	0	-	7	-	-	-	6	-	1	-	8	-	5	-	7	-	-	-
Asian	2	-	6	-	0	-	0	-	12	58.3	-	-	3	-	6	-	0	-	22	68.2	12	66.7	-	-1.5
Filipino	31	64.5	19	84.2	18	88.9	0	-	8	-	-	-	31	61.3	21	71.4	18	61.1	17	64.7	8	-	-	-
Hispanic	30	43.3	23	60.9	33	39.4	0	-	26	34.6	-8.7	-	30	43.3	23	56.5	33	12.1	37	40.5	26	11.5	-31.8	-29.0
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	3	-	2	-	0	-	0	-	0	-	-	-	3	-	2	-	0	-	0	-	0	-	-	-
White	6	-	11	81.8	12	66.7	0	-	11	63.6	-	-	6	-	12	66.7	12	66.7	10	40.0	11	45.5	-	5.5
Multiracial	9	-	13	53.8	12	66.7	0	-	5	-	-	-	9	-	13	61.5	12	41.7	9	-	5	-	-	-
English Learner	20	35.0	12	8.3	14	7.1	0	-	14	0.0	-35.0	-	21	23.8	13	15.4	14	14.3	21	33.3	14	7.1	-16.7	-26.2
English-Speaking	81	64.2	75	78.7	79	74.7	0	-	56	60.7	-3.5	-	81	58.0	76	69.7	79	49.4	79	58.2	56	44.6	-13.4	-13.6
Reclassified†	23	73.9	22	77.3	24	95.8	0	-	13	76.9	3.0	-	23	73.9	23	65.2	24	54.2	22	81.8	13	61.5	-12.4	-20.3
Initially Eng. Speaking	58	60.3	53	79.2	55	65.5	0	-	43	55.8	-4.5	-	58	51.7	53	71.7	55	47.3	57	49.1	43	39.5	-12.2	-9.6
Econ. Disadv.*	67	52.2	46	54.3	53	60.4	0	-	41	43.9	-8.3	-	67	41.8	47	51.1	53	39.6	59	50.8	41	31.7	-10.1	-19.1
Non-Econ. Disadv.	34	70.6	41	85.4	40	70.0	0	-	29	55.2	-15.4	-	35	68.6	42	73.8	40	50.0	41	56.1	29	44.8	-23.8	-11.3
Gifted	29	72.4	25	84.0	14	71.4	0	-	4	-	-	-	29	82.8	25	80.0	14	57.1	17	100.0	4	-	-	-
Not Gifted	72	52.8	62	62.9	79	63.3	0	-	66	48.5	-4.3	-	73	38.4	64	54.7	79	41.8	83	43.4	66	33.3	-5.1	-10.1
With Disabilities	9	-	9	-	10	0.0	0	-	10	0.0	-	-	9	-	9	-	10	0.0	10	0.0	10	0.0	-	0.0
WO Disabilities	92	63.0	78	76.9	83	72.3	0	-	60	56.7	-6.3	-	93	55.9	80	68.8	83	49.4	90	58.9	60	43.3	-12.6	-15.6
Homeless	2	-	6	-	2	-	0	-	3	-	-	-	2	-	6	-	2	-	1	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	20	60.0	19	73.7	29	75.9	0	-	27	40.7	-19.3	-	20	50.0	18	72.2	29	51.7	28	53.6	8	-	-	-

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

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

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

SCHOOL NAME: MASON ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Increased FTE of Counselor

***Strategy/Activity - Description**

Mason staff and SSC voted to add increased FTE to our district allocated counselor. For this school year, the site was allocated 0.4 FTE of a counselor to serve our student population of 502. We felt that there was a need to increase this service so that all of our students have greater access to the counselor. Therefore we increased our counselor time by 0.4 FTE. The counselor will work with students for SEL and with their families. The counselor will support attendance and work to ensure that all students are engaged in online and in-person reading.

Our Counselor will:

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

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

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,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor	0.49000	\$63,411.65	30100-1210	additional FTE for our counselor	Worked with small groups and 1:1 to support SEL needs. Worked with Attendance Team to support students and families. Leader in ME		Continue
School Counselor	0.01000	\$1,294.12	30103-1210	additional FTE for our counselor	Worked with families to increase connection to school.		Continue
Counselor Hrly		\$694.90	30100-1260	additional funding to support counselor salary and benefits that are more than average	Worked on Mondays (non-contract day), so support students/staff/families as needed.		Continue
Professional Development for Classified Staff							

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

***Strategy/Activity - Description**

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

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

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 PARAS Hrly		\$1,599.74	30106-2151	funding to support teacher professional development	Paras. PIFs were paid to attend off hours staff meetings and PD. This kept everyone on the		Continue

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					same page. And created a sense of community.		

Goal 2 - English Language Arts

Professional Learning Communities

***Strategy/Activity - Description**

All Mason Elementary teachers will meet monthly in grade-level PLCs, facilitated by the building administrator and ILT Lead. During these meetings, teachers will bring reading data to analyze. Teachers will analyze data, plan for instruction, and reflect on instruction. Part of the work during PLCs will be learning about, administering, and analyzing a new reading assessment. Following 2 years of incomplete progress data, we have identified a need for a school-wide assessment system in reading, grades 3-5. Identifying screening assessments, common assessments, and benchmarks will allow our school team to see progress and address student misconceptions during the school year. The continued implementation of aReading will provide trimester student data reports as well as intervention support based on individual student needs. We will utilize substitute teachers to release teachers to attend PLCs.

***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.

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$32,400.22	30106-1192	funding for subs	Teachers were able to attend PLC meetings and Professional Development during the work day. Students benefitted from teachers reflecting, learning and planning together	Continue
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Literacy Consultants

*Strategy/Activity - Description

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

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

*Proposed Expenditures for this Strategy/Activity

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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Mason Elementary SPSA EVALUATION OF TITLE I 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	--	--	30106-1192	funding for professional development	Teachers were able to attend PLC meetings and Professional Development during the work day. Students benefitted from teachers reflecting, learning and planning together		

Tutoring

***Strategy/Activity - Description**

Before or After School Tutoring for Mason students who are at-risk readers. Small group reading intervention, three days a week for eight week sessions.

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

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.

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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		\$15,000.21	30106-1157	funding for intervention supports	Staff provided small group tutoring for students who were not reading at grade level or working at level in Math.		
Conference Attendance - Professional Learning							
*Strategy/Activity - Description							
<p>Knowing that our unduplicated students (69.5%) are at a greater risk of not achieving academic success in core content areas, the site has decided to use LCFF money to fund targeted intervention support in the form of a tutoring program. While this tutoring will be for the primary benefit of unduplicated students, all of Mason's students who are have this need will be provided this opportunity. Teachers will apply for, and if accepted, will be able to attend professional development opportunities via Zoom. Teachers will come back to Mason and share/present to colleagues an overview of the information learned from their conference attendance.</p>							
*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>							

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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.
Conference Local		\$6,000.00	30106-5209	funding to support teacher professional development	Teachers were able to attend summer institute focused on reading.		

Supplemental Instructional Supplies

***Strategy/Activity - Description**

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

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

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

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.
Software License	--	--	30106-5841	funding for classroom and intervention supports	Online reading platform for students to access books on line		
Supplies	--	--	30106-4301	classroom and intervention support	Supplemental Instructional materials		
Supplies	--	--	30100-4301	classroom and intervention support	Intervention materials to		

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					support SWD, ELL, at risk readers		

Goal 3 - Mathematics							
PLCs							
*Strategy/Activity - Description							
Teachers will meet by grade level to plan, administer and analyze math instruction and assessments. The addition of aMath, will allow teachers to plan for instruction and interventions in real time. The assessment is administered 3 times a year on the computer.							
*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	--	--	30106-1192	funding for visiting teachers	Teachers were able to attend PLC meetings and Professional Development		

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					during the work day. Students benefitted from teachers reflecting, learning and planning together		
Tutoring							
*Strategy/Activity - Description							
After school tutoring will be offered to students in grades 3-5 who are at risk/not at standard in Operations and Algebraic Thinking and/or Numbers and Operations. 3 times a week, 8 week session.							
*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	Modifications based on qualitative and quantitative data.

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Classroom Teacher Hrly	--	--	30106-1157	classroom and intervention support	Staff provided small group tutoring for students who were not reading at grade level or working at level in Math.		

Goal 4- Supporting English Learners

Classified Staff Support

***Strategy/Activity - Description**

The Unduplicated Pupil Percentage at Mason is 69.5%. With this in mind, the site supported the decision to use LCFF monies for additional hours: Classified staff will be trained to administer assessments. This will allow for Mason to assess our students more efficiently in a timely manner. In addition, this will increase the understanding of Assessment Requirements.

Classified staff will be asked to attend training to learn how to best support our English Language Learners.

Classified staff will be compensated for additional hours when supporting non-English Speaking Families.

***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 PARAS Hrly	--	--	30106-2151	professional development, classroom and	Paras. PIFs were paid to attend off hours staff		

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				intervention support	meetings and PD. This kept everyone on the same page. And created a sense of community.		
Other Support Prsnl PARAS Hrly	--	--	30103-2281	professional development, classroom and intervention support	Paras. PIFs were paid to attend off hours staff meetings and PD. This kept everyone on the same page. And created a sense of community.		

Literacy Consultant

***Strategy/Activity - Description**

The Unduplicated Pupil Percentage at Mason is 69.5%. With this in mind, the site supported the decision to use LCFF monies for professional development opportunities for our staff.

Mason Elementary is hiring two consultants from Teachers College Reading and Writing Project (Columbia University). Each grade level will receive 5 days of grade level specific school based professional development.

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

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

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	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.
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Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	professional development	Teachers were able to attend PLC meetings and Professional Development during the work day. Students benefitted from teachers reflecting, learning and planning together		

Tutoring

***Strategy/Activity - Description**

Before or After School Tutoring for Mason students who are at-risk readers. Small group reading intervention, 3 days a week for 8 week sessions.

***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:

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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	--	--	30106-1157	classroom and intervention support	Staff provided small group tutoring for students who were not reading at grade level or working at level in Math.		

PLCs

***Strategy/Activity - Description**

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

Data from our English Language Learners will be analyzed and instruction will be planned and implemented.

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

Directions:

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

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	funding for visiting teachers	Teachers were able to attend PLC meetings and Professional Development during the work day. Students benefitted from teachers reflecting, learning and planning together		

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Online Subscriptions

***Strategy/Activity - Description**

Online subscriptions to programs that will support students:
In the development of their content knowledge through literacy
By providing additional access to literature at home and school and to various levels of fiction and non-fiction texts.

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

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.
Software License		\$2,000.00	30106-5841	classroom and intervention supports	Online reading platform for students to access books on line		

Goal 5 - Supporting Students with Disabilities

Professional Development for Classified Staff

***Strategy/Activity - Description**

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

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

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 PARAS Hrly	--	--	30106-2151	classroom and intervention support	Paras. PIFs were paid to attend off hours staff meetings and PD. This kept everyone on the		

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					same page. And created a sense of community.		
Other Support Prsnl PARAS Hrly	--	--	30103-2281	classroom and intervention support	Paras. PIFs were paid to attend off hours staff meetings and PD. This kept everyone on the same page. And created a sense of community.		

Additional Support for Certificated Staff

***Strategy/Activity - Description**

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

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

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

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	funding for visiting teachers	Teachers were able to attend PLC meetings and Professional Development during the work day. Students benefitted from teachers reflecting, learning and planning together		

Additional Literacy Intervention Supports

***Strategy/Activity - Description**

The site has decided to set aside a large chunk of money to fund the purchase of supplemental instructional materials, materials to support the intervention programs, and books for classroom libraries. We will also use some funds to purchase Professional Texts that will be used during our PLCs and site-wide professional development days. Teachers will work together on grade-level teams to determine which instructional materials are needed for both classroom and intervention support based on student needs. Teachers across the site have requested additional books to increase their classroom libraries to provide students a wider variety of texts that cover additional genres, support different student reading levels, and present more diversity through authors, topics, and themes. Online subscriptions to programs that will support students in the development of their content knowledge through literacy and provide students additional access to literature at home and school.

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

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.

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$1,482.00	30106-4301	classroom and intervention support	Supplemental Instructional materials		
Supplies		\$20,908.00	30100-4301	classroom and intervention support	Intervention materials to support SWD, ELL, at risk readers. Supplemental Curriculum and instructional materials		
Software License	--	--	30106-5841	classroom and intervention support	Online reading platform for students to access books on line		

Goal 7 - Family Engagement

Parent Engagement Opportunities

***Strategy/Activity - Description**

Monthly Parent Engagement Opportunities at Mason via Zoom.
 Den Meetings via Zoom: Student led assembly for students and families.
 Coffee with the Principal/PTA : Monthly opportunity for the Principal to meet with families to share school information and to listen to family input/needs.
 Meet the Teacher Night in person: Before School opportunity for a meet and greet to build relationships.
 Curriculum Night via Zoom: Opportunity for parents to learn about the instructional program at Mason.
 Virtual School Assemblies
 Parent Teacher Conferences

***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.

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Inservice supplies		\$503.00	30103-4304	funding for light refreshments for parent meetings	Parents were treated to light refreshments while attending ELAC and Family Meetings.		
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Interprogram Svcs/Duplicating

***Strategy/Activity - Description**

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

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

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

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.

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svc/Duplicating		\$150.00	30100-5721	funding to support intervention supports	The supported the school in the printing of our PBIS and LiM student materials.		
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Translation/Interpretation at Family Events

***Strategy/Activity - Description**

Classified staff will interpret during meetings and translate needed documents to support families.
 Note that due to an increase in district allocations for our counselor, we do not need our earmarked funding in 30103 and will be working with SSC to reallocate these funds for additional translation supports.

***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.

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Other Support Prsnl PARAS Hrly		\$286.15	30103-2281	funding to support translation services	Staff met with parents and supported translation needs in IEP, Conference, Attendance, ETC..		
Counselor Hrly		\$176.11	30103-1260	funding to support translation services		Did not Needs. Moved to Translation supports.	

Goal 8- Graduation/Promotion Rate

Supports for Classroom Teachers

***Strategy/Activity - Description**

All Mason teachers will participate in: PLCS, Professional Development provided by Literacy Consultants and SDUSD LAP. Please see in-depth descriptors in the ELA section of the SPSA.

***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	professional development	Teachers were able to attend PLC meetings and Professional Development		

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					during the work day. Students benefitted from teachers reflecting, learning and planning together		
Supports for Students							
*Strategy/Activity - Description							
<p>All Mason students will have access to online literacy programs to increase access to leveled text at home and at school.</p> <p>All Mason students will have access to classroom instructional materials purchased to support literacy instruction.</p> <p>Mason general education students who are not at standard in reading will: Be offered before/after school tutoring for targeted small group reading intervention</p>							
*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, 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.

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Software License	--	--	30106-5841	classroom and intervention supports	Online reading platform for students to access books on line		
Supplies	--	--	30106-4301	classroom and intervention supports	Supplemental Instructional materials		
Supplies	--	--	30100-4301	classroom and intervention supports	Intervention materials to support SWD, ELL, at risk readers. Supplemental Curriculum and instructional materials		

Goal 6 - Supporting Black Youth							
Schoolwide Professional Development Focused on Supporting Black Youth							
*Strategy/Activity - Description							
Mason staff will be provided with professional development focused on increasing cultural competency and culturally relevant teaching. The principal will work with the Equity team in order to provide targeted professional learning opportunities that will support and lift up our black and brown youth!							
*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	--	--	30106-1192	professional development funding	Teachers were able to attend PLC meetings and Professional Development		

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						during the work day. Students benefitted from teachers reflecting, learning and planning together	
Book Study Focused on Supporting Black Youth							
*Strategy/Activity - Description							
<p>The principal will offer staff opportunities to join 3 book studies throughout the School Year. A few of the books we are currently considering are: "Culturally Responsive Teaching and the Brain" -Zaretta Hammond "We Want to Do More Than Survive" - Bettina Love Our goal is to read, discuss and explore how these texts can guide us in supporting black youth at Mason and in the larger community.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	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.

Mason Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Supplies	--	--	30106-4301	classroom and intervention supports	Supplemental Instructional materials		

What are my leadership strategies in service of the goals?

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: MASON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Literacy Consultants

***Strategy/Activity - Description**

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

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

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

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,	Modifications based on qualitative and quantitative data.

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Consultants <=\$25K		\$30,000.00	09800-5801	TCRWP contract for professional development	Teachers are trying on new learning while teaching. The assessment supports are visible in classrooms.		We will continue this Strategy.
Supplemental Instructional Supplies							
*Strategy/Activity - Description							
<p>Considering Mason's relatively high population (69.5%) of unduplicated students who might not have access to all of the supports they need to be successful in school, the site has decided to set aside a large chunk of money to fund the purchase of supplemental instructional materials, materials to support the intervention programs, and books for classroom libraries. While the purchase of these materials is for the primary benefit of Mason's UPP, we believe that all students will benefit from these resources. We will also use some funds to purchase Professional Texts that will be used during our PLCs and site-wide professional development days. Teachers will work together on grade-level teams to determine which instructional materials are needed for both classroom and intervention support based on student needs. Teachers across the site have requested additional books to increase their classroom libraries to provide students a wider variety of texts that cover additional genres, support different student reading levels, and present more diversity through authors, topics, and themes. Online subscriptions to programs that will support students in the development of their content knowledge through literacy and provide students additional access to literature at home and school.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.

Mason 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.).	
Supplies		\$20,221.00	09800-4301	supplemental instructional material funding for classroom and intervention support	We have purchased the F and P LLI kits to support at risk readers, ELLS and SWD. Students are making growth when teachers are using this small group intervention materials.	Students still need more resources.	We are purchasing culturally responsive decodable books to support phonics instruction. Students also need more leveled culturally relevant texts in classrooms.

Goal 4- Supporting English Learners

Literacy Consultant

***Strategy/Activity - Description**

The Unduplicated Pupil Percentage at Mason is 69.5%. With this in mind, the site supported the decision to use LCFF monies for professional development opportunities for our staff.

Mason Elementary is hiring two consultants from Teachers College Reading and Writing Project (Columbia University). Each grade level will receive 5 days of grade level specific school based professional development.

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

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

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.

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Consultants <=\$25K	--	--	09800-5801	professional development support	Our ELLs have benefited from the language supports *visual/verbal/ concrete that our teachers have designed based on the support of our consultant.		Continue Focus will now be on communication
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ELPAC Testing

*Strategy/Activity - Description

With a relatively high UPP at Mason, we determined we had a need to set aside funding to pay classified staff to conduct our ELPAC testing throughout the school year. In this way, our classroom teachers are not pulled from classroom instruction and are able to continue to offer the same academic supports during ELPAC testing times. Our site's testing coordinator then shares all of the ELPAC data with our teachers so they can prepare the necessary classroom and intervention supports.

*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,	Modifications based on qualitative and quantitative data.

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Non Clsrn Tchr Hrly		\$1,500.02	09800-1957	classroom and intervention support	Staff learned about ELPAC. Staff can administer ELPAC.		Continue with Paras.

Goal 5 - Supporting Students with Disabilities

Additional Literacy Intervention Supports

***Strategy/Activity - Description**

The site has decided to set aside a large chunk of money to fund the purchase of supplemental instructional materials, materials to support the intervention programs, and books for classroom libraries. We will also use some funds to purchase Professional Texts that will be used during our PLCs and site-wide professional development days. Teachers will work together on grade-level teams to determine which instructional materials are needed for both classroom and intervention support based on student needs. Teachers across the site have requested additional books to increase their classroom libraries to provide students a wider variety of texts that cover additional genres, support different student reading levels, and present more diversity through authors, topics, and themes. Online subscriptions to programs that will support students in the development of their content knowledge through literacy and provide students additional access to literature at home and school.

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

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.

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	09800-4301	classroom and intervention support	We purchased intervention materials to support small group instruction.		
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Goal 8- Graduation/Promotion Rate

Supports for Classroom Teachers

***Strategy/Activity - Description**

All Mason teachers will participate in: PLCS, Professional Development provided by Literacy Consultants and SDUSD LAP. Please see in-depth descriptors in the ELA section of the SPSA.

***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.
Consultants <=\$25K	--	--	09800-5801	professional development	Teacher's learn about effective instructional strategies and implement them in the classroom.		Continue

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supports for Students

*Strategy/Activity - Description

All Mason students will have access to online literacy programs to increase access to leveled text at home and at school.
 All Mason students will have access to classroom instructional materials purchased to support literacy instruction.
 Mason general education students who are not at standard in reading will:
 Be offered before/after school tutoring for targeted small group reading intervention

*Proposed Expenditures for this Strategy/Activity

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	--	--	09800-4301	classroom and intervention supports	Students need new whiteboards, headphones, phonics materials, books and		Continue

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					additional resources.		

Goal 6 - Supporting Black Youth

Equity Team

***Strategy/Activity - Description**

Mason Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth. Our school counselor will partner with district resources and the Principal to lead this committee. The Equity Team will meet no less than 4 times in the school year. We will focus on understanding historical racism, our own bias and how to support our black and brown youth.

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

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	--	--	09800-4301	classroom and intervention supports	Students need to see themselves in the classroom libraries. Books		

Mason Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>were purchased that are current and culturally relevant.</p>		
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What are my leadership strategies in service of the goals?

I will continue to support all unduplicated students by ensuring they have a high quality GVC, consistent and aligned assessment and student informed instruction.