# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT CHEROKEE POINT ELEMENTARY SCHOOL

## 2011-12

37-68338-0108282
CDS Code

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

**Principal:** Higa, Godwin
**Contact Person:** Higa, Godwin
**Position:**
**Telephone Number:**
**Address:**
**E-mail Address:** ghiga@sandi.net

**The following items are included:**

☐ Recommendations and Assurances *(submit 2 original R & A's - each with original signatures)*
☐ Data Reports
☐ SPSA Assessment
☐ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☐ Home/School Compact
☐ SARC

## Board Approval: *(December 13, 2011)*

### 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.*

# San Diego Unified School District
## Office of Accountability
### Monitoring and Accountability Reporting Department

## 2011-12 Single Plan for Student Achievement
### Recommendations and Assurances

**School Name: Cherokee Point Elementary School**

| DUE on October 14, 2011 |

**Site Contact Person: Godwin Higa / Mark Mcguffey**

**Phone: 619-641-3400**      **Fax: 619-282-2665**      **E-mail Address: Ghiga@sandi.net**

Check the appropriate box
⊘ Title I      ⊘ Program Improvement

**Type of Site Plan (check the appropriate box):**

⊘ SPSA      ☐ SIG/QEIA

☐ QEIA      ☐ i3

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**Be sure to complete this section and check all that apply to your site X**

⊘ English Learner Advisory Committee (ELAC)
⊘ Community Advisory Committee for Special Education Programs (CAC)
⊘ Gifted and Talented Education Program Advisory Committee (GATE)
⊘ Site Governance Team (SGT)
☐ Other (list): _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The site plan or revisions to the site plan were adopted by the SSC on: 10/14/11

**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.**

| Godwin Higa | | 10/14/11 |
|---|---|---|
| Typed Name of School Principal | Signature of School Principal | Date |
| Mark McGuffey | | 10/14/11 |
| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |
| | | 10/14/11 |
| Typed Name of Area Superintendent | Signature of Area Superintendent | Date |

**Submit Document With Original Signatures To:**
The Monitoring and Accountability Reporting Department
Eugene Bruckner Education Center, Room 3126
DUE on October 14, 2011

10-21-11A11:51 RCVD

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION**

**Legal Requirements for the SPSA** EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's ConApp process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures. SPSA requirements are also included in the Categorical Program Monitoring process.

## SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

### INTRODUCTION

Our Single Plan for Student Achievement fulfills this goal by providing a culturally relevant environment that emphasizes learning and high expectations for all students. The mission of Cherokee Point Elementary School is to educate all students in an integrated setting to become responsible, literate, thinking students who embrace learning. The School Site Council at Cherokee Point Elementary School, with input from all of our stakeholders, based the 2011-2012 Single Plan for Student Achievement on a projected enrollment of 581 students with Pre-K. Based on previous years' populations, English learners were expected to make up approximately 85% of the total school population. Cherokee Point Elementary has identified the development of reading skills and mathematics problem solving as two particular areas in which our Single Plan for Student Achievement focuses resources to produce results.

Our Single Plan for Student Achievement also places special emphasis on providing support from an English Language Support Teacher (ELST) and two In-School Resource Teachers for our English learners and students who are not meeting standards, are Far Below and Below Basics, to develop their Reading and Math skills. We will increase professional development for all teachers that targets teaching math problem-solving skills, introduction and training of the new math adoption for this school year and SDAIE, and Focused ELD strategies for English learners.

This year our population has grown from the expected 474 students to approximately 520 students not including our growing PreK population of soon to be 61 more students which equates to approximately 520 students. In addition to the growth in numbers, a larger portion of Cherokee Point Elementary School's students in the early grades are English Learners, increasing our need to provide support for those students learning to read English.

### PROCESS FOR MODIFYING THE SPSA

Our school site stakeholder group was comprised of the principal, School Site Council (SSC) members and Instructional Leadership Team representatives, and Governance Team.

Using student achievement data, feedback from parents and community members, and lessons from last year, we developed our SPSA based on previous year's results and based on solid research based proven strategies to improve student achievement. We held a meeting to discuss our plans prior to the budget approval and decided to keep what is working. We met on May 31, 2011 to review the draft and approve the 2011 - 2012 SPSA plans. Minor changes to the SPSA plan was made 9/11 because of the new guidelines and will be submitted on 10/14/2011.We will share the plan and budget to the community via our monthly Principal's Chat on October 13, 2011 with other required SSC/Title 1 forms. In addition, we will report regularly to the SSC any changes to the SPSS plans that was approved in June of 2011.

The Cherokee Point Elementary School SSC will be solely responsible to monitor the working document to ensure that funding is being used that will directly improve student achievement for all students. The SSC will meet monthly to discuss and monitor the plans. The meeting will take on the following dates throughout the year 2011-2012:

**2011 - 2012 School Year**
**9/19, 10/10, 11/14, 12/12, 11/ Winter Break, 2/13, 3/12, 4/ Spring Break, 5/14, 6/11, 7/9.**

**CHANGES TO THE SINGLE PLAN FOR STUDENT ACHIEVEMENT**

Our continued challenges at Cherokee Point have led us to make several changes in the activities detailed in our SPSA two years ago and have proven to be very successful for our most struggling students. Generally, we had placed greater emphasis on the supports we had in place to build language and math skills for our emergent readers. Specifically, we implemented the following successful programs:

• English Language Arts Tiers 2 & 3: We have expanded our tutoring program by continuing our two programs: Academic Saturday School and Winter and Spring Academy, to include increased instructional and learning time and instructors so that we are able to develop student-reading skills in small group instructions. (See Title 1, Basic Funds)

• English Language Arts Tier 1: We have will continue and will add more Parent Night/Saturday School each month to bring parents into our school and share strategies for activities for home learning and homework help. (See Title 1 Parent Involvement Funds.)

• English Language Arts and Mathematics Tiers 2 & 3: We have increased student support by providing two, In-School Resource Teachers in addition to continuing our full time English Language Support Teacher (ELST) to allow additional time to serve more students and to provide professional development on best practices for teaching reading and math to English learners.

Changes to the SPSA, will be done by the SSC team and reviewed monthly. We analyzed the CST results at the start of the 2011-2012 school year after the results are posted in August and will continue to monitor site benchmark results using the PLC – Professional Learning Communities meetings which are held two times a month with grade level teachers in Professional Learning Communities, to monitor our student's progress and adjust teaching strategies. PLC teacher leaders will report pertinent information to the SSC members to review data and make necessary adjustments to the plan.

**PERSONNEL**

Mrs Patty Wallach

Mr. Melvin Knock

**In-School Resource Teachers (2)**

Resource teachers will be expected to fulfill the following, strong instructional ability in the FOCUS/Systematic ELD strategies. Multiple studies/research based practices to confirm that student learning is enhanced. Has the ability to teach in a small group instruction model. Has the ability to use Data Director to monitor student achievement and progress. Has the ability to share data with student, staff, parents and administration. Collaborate with a highly experienced staff to provide strong instruction for students. Provide early and effective intervention strategies to ensure success in the reading process and math concepts. Have good oral and written communication skills in English to students, staff, parents and administration. After two years of small group instruction with our students, results were very positive and our test scores are improving each year.

**BUDGET**

**English Language Support Teacher**

The ELST teacher will work with all students of second language. His primary goal will be supporting and closely monitoring all students under his watch. He will conduct testing, work on reclassifiying student, monitoring progress with teachers, benchmarks, CELDT test results, CST test results,

and keeping the principal informed on each student's progress. All resource teachers are part of the Instructional Leadership Team and leaders of the PLC for each grade level.

In-School Resource Teachers

Resource teachers will be expected to fulfill the following, strong instructional ability in the FOCUS/Systematic ELD strategies. Multiple studies/research based practices to confirm that student learning is enhanced. Has the ability to teach in a small group instruction model. Has the ability to use Data Director to monitor student achievement and progress. Has the ability to share data with student, staff, parents and administration. Collaborate with a highly experienced staff to provide strong instruction for students. Provide early and effective intervention strategies to ensure success in he reading process and math concepts. Have good oral and written communication skills in English to students, staff, parents and administration. After two years of small group instruction with our students, results were very positive and our test scores are improving each year. Cherokee Point 2009-2010 School Year Budgets are as follows:

| | | |
|---|---|---|
| Title 1 | 30100 | 196,174 |
| Parent Involvement | 30103 | 2738 |
| State Compensatory | 70900 | 60,563 |
| EIA | 70910 | 94,984 |

**CONCLUSIONS**

The 2011 - 2012 School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets.  In order to achieve the SMART goals and implement the major
 strategies and action steps set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

**San Diego Unified** SCHOOL DISTRICT

# Cherokee Point Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

## INSTRUCTIONAL LEADERSHIP TEAM

| Member Name | Role |
|---|---|
| 1. Anthony Chetti | Teacher |
| 2. Godwin Higa | Principal |
| 3. Claudia Mitchell | Kinder Teacher |
| 4. Hagit Patolai | 1st Grade |
| 5. Anthony Salazar | ELST |
| 6. Patty Wallach | In-School Resource Teacher |
| 7. Melvin Knock | In-School Resource Teacher |
| 8. Dianne Dent | 4th Grade Teacher |
| 9.  Felicia Mignola | 2nd Grade Teacher |
| 10.  Wendy Lindman-Fechner | 3rd Grade Teacher |
| Moira Conlon | Special Ed Teacher |

## SCHOOL SITE COUNCIL MEMBERSHIP

| Member Name | Role |
|---|---|
| Godwin Higa | Principal |
| Tony Chetti | Teacher |
| Mark McGuffey | Teacher |
| Felicia Mignola | Teacher |
| Anthony Salazar | Other |
| Paloma Diaz | Parent |
| Catalina Camacho | Parent |
| Emma Pelayo | Parent |
| Adalberto Arenas | Parent |
| Luz Vidal | Parent |
|  |  |

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

☒ Intervention Materials  ☒ Instructional Time  ☒ School Admin Training  ☒ Highly Qualified Teachers  ☒ Monitoring System  ☒ On-going Instructional Assistance  ☒ Monthly Teacher Collaboration  ☒ Lesson and course pacing/ intervention  ☒ Fiscal Support

| |
|---|
| **AREA 1: ENGLISH/LANGUAGE ARTS** |
| Goal should be prioritized, measurable, and focused on identified student learning needs. |
| ☒ Intervention Materials  ☒ Instructional Time  ☒ School Admin Training  ☒ Highly Qualified Teachers  ☒ Monitoring System  ☒ On-going Instructional Assistance  ☒ Monthly Teacher Collaboration  ☒ Lesson and course pacing/ intervention  ☒ Fiscal Support |

**English/Language Arts SMART Goal**:

\* By 08/31/2012, 48 % of Cherokee Point Elementary Grades 2-5, Students will perform at proficiency or better level in English-Language Arts on the CST, increasing from 41.4 % to 48 %, a gain of 6.60 % points

**Closing the Gap SMART Goal**:

\* By 08/31/2012, 29 % of Cherokee Point Elementary Special Education, Students, Grades 2-5 will perform at proficient and advanced level in English-Language Arts on the CST, increasing from 21.1 % to 29 %, a gain of 7.90 % points

**How does this goal align to our Local Educational Agency Plan goals?**:

Given the following support and evidence, we expect an increase the number of students from 39.6%  to 48.0% or 8.4% increase of students school-wide grades 2 - 5 performing at proficient and advances levels of achievement in reading to 48.0%.  In additions, we expect a 25% decrease in the number of students in grades 3-5 who perform below and significantly below in reading.

| |
|---|
| **WHAT DATA DID YOU USE TO FORM THESE GOALS** |
| (findings from data analysis) |
| ☒ API  ☒ AYP  ☐ CAHSEE  ☒ CELDT  ☒ CST  ☒ District Benchmarks  ☒ Other |

**Other (Please Specify)::**

 **Essential Program Components (EPCs):**  Intervention Materials, Instructional Time, School Admin Training, Highly Qualified Teachers, Monitoring System, On-going Instructional Assistance (2) In-School Resource Teachers and (1) ELST Teacher, Monthly Teacher Collaboration PLC, Lesson and course pacing/ interventions, and Quarterly assessments of the ELDPI writing test.District approved Learning Upgrade for all students.

**Key Findings**: What did the analysis of the data reveal that led you to these goals?

The mission of Cherokee Point Elementary School is to educate all students in an integrated setting to become responsible, literate, thinking students who embrace learning. Our Single Plan for Student Achievement fulfills this goal by providing a culturally relevant environment that emphasizes learning and high expectations for all students. The School Site Council at Cherokee Point Elementary School, with input from all of our stakeholders, based the

2010-2011 Single Plan for Student Achievement on a projected enrollment of 581 students including 61 preK. Based on previous years' populations, English learners were expected to make up approximately 90% of the total school population. Cherokee Point Elementary has identified the development of reading skills and mathematics problem solving as two particular areas in which our Single Plan for Student Achievement focuses resources to produce results.

Our Single Plan for Student Achievement also places special emphasis on providing support from an English Language Support Teacher (ELST) and the second year of two In-School Resource Teachers for our English learners and students who are not meeting standards to develop their reading skills in English, and Math. We will increase professional development for all teachers that targets teaching math problem-solving skills, introduction and training of the new math adoption for this school year and SDAIE, and Focused ELD strategies for English learners.

Given the following support and evidence, we expect an increase in this year's results 39.6% a goal of 48.0% or 8.40% increase of students school-wide performing at proficient and advances levels of achievments.

Based on the recent history as identified in Data Director, many students in grades 2 - 5 have demonstrated strengths many areas in Language Arts. However, students continue to have a difficult time with Comprehension, Vocabulary and Writing Skills. Therefore, we have identified our foci area in 2011 - 2012 in word analysis, decoding skills, vocabulary development, critical thinking, comprehension strategies and to continue to work on these goals for this year.

Based on the CST results, 2011 the end of 2012 school year, 48% of our students will attain proficiency or better in Reading, and as measured by the CST 2011- 12 results or 48.0. **Ultimate goal is 48.0% for 2011-2012 or 163 Students of 341 in grades 2 − 5**

**Closing the Gap SMART Goal:**

**Last year results  341 students**

 **2nd Grade  10/11      31.0%  Proficient /Adv    -16**

**3rd  Grade   10/11      36.0%  Proficient/Adv     Even**

**4th  Grade   10/11      42 %  Proficient/Adv     -2**

**5th  Grade    09/10      49%   Proficient/Adv     Even**

**Which stakeholders where involved in data analysis and developing these goals?**:

Our school site stakeholder group was comprised of the principal, two School Site Counsel (SSC) members and two Instructional Leadership Team (ILT) members. To start, we held a school site meeting, to gather input from parents and others in our school community about what should be included in the SPSA more importantly how to spend our funding that will directly affect students. We met in small groups and reported out. Using student achievement data, feedback from parents and community members, and lessons from last year, we developed a draft of our SPSA based on solid scientifically proven strategies to improve student achievement. We held a meetings to discuss our plans in Spring. We will share a draft of the plan and budget to the community via our monthly Principal's Chat in Fall.

The Cherokee Point Elementary School SSC will be solely responsible to monitor the working document to ensure that funding is being used that will directly improve student achievement for all students. The SSC will meet monthly to discuss and monitor the plans.

| Quarter One Short Term Targets | Quarter Two Short Term Targets | Quarter Three Short Term Targets | Quarter Four Short Term Targets |
|---|---|---|---|
| * By 11/04/2011, 48 % of Cherokee Point Elementary Grades 2-5, Students will improve performance from current level to proficient or advanced in Literacy Benchmark 1<br>* By 11/04/2011, 29 % of Cherokee Point Elementary Special Education, Students will improve performance from current level to proficient and advanced in Literacy Benchmark 1 | * By 03/16/2012, 48 % of Cherokee Point Elementary Grades 2-5, Students will improve performance from current level to proficient or advanced in Literacy Benchmark 2<br>* By 03/16/2011, 29 % of Cherokee Point Elementary Special Education, Students will improve performance from current level to proficient and advanced in Literacy Benchmark 2 | * By 07/20/2012, 48 % of Cherokee Point Elementary Grades 2-5, Students will meet or exceed proficient or advanced in Literacy Benchmark 3<br>* By 07/20/2012, 29 % of Cherokee Point Elementary Special Education, Students will improve performance from current level to proficient and advanced in Literacy Benchmark 3 | * By 08/21/2012, 48 % of Cherokee Point Elementary Grades 2-5, Students will meet or exceed proficient or advanced in English-Language Arts on the CST<br>* By 08/21/2012, 29 % of Cherokee Point Elementary Special Education, Students will improve performance from current level to proficient and advanced in English-Language Arts on the CST |

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

| | | | |
|---|---|---|---|
| **In addition to the Benchmarks, the following assessments are used to determine our baseline performance.**<br><br>• WRAP (K-2)<br>• Gates-MacGinitie<br>• On Demand Writing Assessment<br>• Running Records (As needed for focus students.) | Additional assessments:<br><br>• Running Records (As needed for focus students.)<br>• Literacy Notebooks<br><br>Review results at the March SSC meeting. . Monitoring by teachers, staff, administrator at their PLC meetings | • Running Records (As needed for focus students.)<br>• Literacy Notebooks<br><br>Review results at the April SSC meeting. . Monitoring by teachers, staff, administrator at their PLC meetings | • End of the Year Assessment:<br>• Harcourt End-of-the-year<br>• Classroom assessments<br>• CST<br><br>Review results at the last SSC meeting or the summer meeting that reviews data. . Monitoring by |

| | | | |
|---|---|---|---|
| • Lit/Math/Science Notebooks<br>• ELDPI - writing<br><br>Review results at the November SSC meeting. Monitoring by teachers, staff, administrator at their PLC meetings | | | teachers, staff, administrator at their PLC meetings |

**Description of Proposed Expenditures/Activities to Attain ELA Goal**: Please enter activity, expenditures associated with activity, and select tier(s)

## 1.1 SMALL GROUP INSTRUCTION

☐ TIER 1   ☒ TIER 2   ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Position Inschool Resource Tchr | $64,887.50 | 0062-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | Provides small group instruction for students performing below grade level. |
| Position Inschool Resource Tchr | $68,302.63 | 0062-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | Provides small group instruction for students performing below grade level. |
| Position Inschool Resource Tchr | $3,415.13 | 0062-70900-00-1109-1000-1110-01000-0000 | EIA-SCE | Provides small group instruction for students performing below grade level. |

## 1.2 PROFESSIONAL DEVELOPMENT

☐ TIER 1   ☐ TIER 2   ☐ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | $8,544.50 | 0062-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | Visiting sub to provide release time for teacher collaboration to analyze data and develop plan of action for student achievement. |

## 1.3 SCHOOL READINESS

☐ TIER 1  ☒ TIER 2  ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Position Health Technician | $1,370.74 | 0062-70900-00-2236-3140-0000-01000-0000 | EIA-SCE | Health Tech to provide support to students for first aid and administer medications for students. |
| Position Health Technician | $1,370.74 | 0062-70910-00-2236-3140-0000-01000-0000 | EIA: Limited English Proficie | Health Tech to provide support to students for first aid and administer medications for students. |

## 1.4 SUPPLEMENTAL MATERIALS

☐ TIER 1  ☒ TIER 2  ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Lease of printer/duplicator | $3,000.00 | 0062-70900-00-5614-1000-1110-01000-0000 | EIA-SCE | Copier to duplicate instructional materials. |
| Supplies | $7,513.56 | 0062-70900-00-4301-1000-1110-01000-0000 | EIA-SCE | Materials to supplement core and tier 2 and 3 instruction. |
| Lease of printer/duplicator | $1,125.00 | 0062-70910-00-5614-1000-4760-01000-0000 | EIA: Limited English Proficie | Copier to duplicate instructional materials. |

## 1.5 EXTENDED LEARNING OPPORTUNTIES

☐ TIER 1  ☒ TIER 2  ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Clerical Hourly | $2,500.00 | 0062-70900-00-2451-2700-0000-01000-0000 | EIA-SCE | Clerical support to provide timekeeping and attendance support as well as parent contact during extended learning opportunities. |
| Classroom Teacher Hrly | $20,000.00 | 0062-70910-00-1157-1000-4760-01000-0000 | EIA: Limited English Proficie | Academic Saturday School and Spring Academy for students currently not meeting grade level standards (including, English language learners). |

**AREA 2: MATHEMATICS**

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials  ☒ Instructional Time  ☒ School Admin Training  ☐ Highly Qualified Teachers  ☒ Monitoring System  ☒ On-going Instructional Assistance  ☐ Monthly Teacher Collaboration  ☒ Lesson and course pacing/ intervention  ☐ Fiscal Support

**Mathematics SMART Goal**:

* By 08/31/2012, 58 % of Cherokee Point Elementary Students, Grades 2-5 will perform at proficient and advanced level in Mathematics on the CST, increasing from 45.4 % to 58 %, a gain of 12.60 % points

**Closing the Gap SMART Goal**:

* By 08/31/2012, 42 % of Cherokee Point Elementary Asian, Students, Grades 2-5 will perform at proficient and advanced level in Mathematics on the CST, increasing from 35.3 % to 42 %, a gain of 6.70 % points

* By 08/31/2012, 38.44 % of Cherokee Point Elementary Special Education, Students, Grades 2-5 will perform at proficient and advanced level in Mathematics on the CST, increasing from 31.6 % to 38.44 %, a gain of 6.84 % points

**How does this goal align to our Local Educational Agency Plan goals?**:

The school will continue to use the new Math Adoption for the new school year 2011-2012. All teachers were trained on the new adoption by the end of the year. The new adoption has more technology in the program and lessons. Grades 3, 4 and 5 will be using the new i21 technology for Math in their classrooms this year which we expect improvements in math this year. District approved Learning Upgrade for all students.

**WHAT DATA DID YOU USE TO FORM THESE GOALS**

(findings from data analysis)

☒ API  ☒ AYP  ☐ CAHSEE  ☒ CELDT  ☒ CST  ☒ District Benchmarks  ☒ Other

**Other (Please Specify)**::

**Key Findings**: What did the analysis of the data reveal that led you to these goals?

Based on the CST results, 2011 By the end of 2012 school year, 58% of our students will attain proficiency or better in Mathematics, and as measured by the CST 2011-12.  **Ultimate goal is 58.0%  for 2011-2012 or 163 Students of 341 in grades 2 – 5**

**Closing the Gap SMART Goal:**

**Last year results  341 students**

**2nd Grade  10/11       43.0  Proficient /Adv   5**

**3rd  Grade   10/11       51.0  Proficient/Adv    -2**

**4th  Grade   10/11       37.0  Proficient/Adv    4**

**5th  Grade    10/11       41.0  Proficient/Adv   -21**

**Which stakeholders where involved in data analysis and developing these goals?**:

The Stakeholders were parents, teachers, ILT leaders, principal and other staff. The SSC team came together to create the new 2011-2012 SPSA plans before we left for summer of 2011.

| Quarter One Short Term Targets | Quarter Two Short Term Targets | Quarter Three Short Term Targets | Quarter Four Short Term Targets |
|---|---|---|---|
| * By 11/04/2011, 58 % of Cherokee Point Elementary Students will improve performance from current level to proficient and advanced in Math Benchmark 1<br>* By 11/04/2011, 42 % of Cherokee Point Elementary Asian, Students will improve performance from current level to proficient and advanced in Math Benchmark 1<br>* By 11/04/2011, 38.44 % of Cherokee Point Elementary Special Education, Students will improve performance from current level to proficient and advanced in Math Benchmark 1 | * By 03/16/2012, 58 % of Cherokee Point Elementary Students will improve performance from current level to proficient and advanced in Math Benchmark 2<br>* By 03/16/2012, 42 % of Cherokee Point Elementary Asian, Students will improve performance from current level to proficient and advanced in Math Benchmark 2<br>* By 03/16/2012, 38.44 % of Cherokee Point Elementary Special Education, Students will improve performance from current level to proficient and advanced in Math Benchmark 2 | * By 07/20/2012, 58 % of Cherokee Point Elementary Students will improve performance from current level to proficient and advanced in Math Benchmark 3<br>* By 07/20/2012, 42 % of Cherokee Point Elementary Asian, Students will improve performance from current level to proficient and advanced in Math Benchmark 3<br>* By 07/20/2012, 38.44 % of Cherokee Point Elementary Special Education, Students will improve performance from current level to proficient and advanced in Math Benchmark 3 | * By 08/31/2012, 58 % of Cherokee Point Elementary Students, Grades 2-5 will improve performance from current level to proficient and advanced in Mathematics on the CST<br>* By 08/31/2012, 42 % of Cherokee Point Elementary Asian, Students will improve performance from current level to proficient and advanced in Mathematics on the CST<br>* By 08/31/2012, 38.44 % of Cherokee Point Elementary Special Education, Students will improve performance from current level to proficient and advanced in Mathematics on the CST |

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

| | | | |
|---|---|---|---|
| Math Benchmarks<br><br>End of the module assessments<br><br>Lit/Math/Science<br><br>Notebooks | Math Benchmarks<br><br>End of the module assessments<br><br>Lit/Math/Science<br><br>Notebooks | Month- Short Term Monitoring<br><br>**(Dates will be determined based on the district Benchmark calendar for 2011-12 school year)**<br><br>• Math Benchmarks<br>• Lit/Math/Science notebook | Month-Short Term/Cumulative Monitoring<br><br><br>(Use data to inform 11-12)<br><br>• Math Benchmarks<br>• Lit/Math/Science notebook |

**Description of Proposed Expenditures/Activities to Attain Math Goal**: Please enter activity, expenditures associated with activity, and select tier(s)

## 2.1 PROFESSIONAL DEVELOPMENT

☐ TIER 1   ☒ TIER 2   ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | $2,848.00 | 0062-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | Visiting sub to provide release time for teacher collaboration to analyze data and develop plan of action for student achievement. |

## 2.2 SUPPLEMENTAL MATERIALS

☐ TIER 1   ☒ TIER 2   ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Supplies | $11,772.17 | 0062-70900-00-4301-1000-1110-01000-0000 | EIA-SCE | Materials to supplement core and tier 2 and 3 instruction. |
| Lease of printer/duplicator | $1,125.00 | 0062-70910-00-5614-1000-4760-01000-0000 | EIA: Limited English Proficie | Copier to duplicate instructional materials. |

## 2.3 EXTENDED LEARNING OPPORTUNITIES
☐ TIER 1   ☒ TIER 2   ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Classroom Teacher Hrly | $3,029.00 | 0062-70900-00-1157-1000-1110-01000-0000 | EIA-SCE | Academic Saturday School and Spring Academy for students currently not meeting grade level standards (including, English language learners). |
| Classroom Teacher Hrly | $20,000.00 | 0062-70900-00-1157-1000-1110-01000-0000 | EIA-SCE | Academic Saturday School and Spring Academy for students currently not meeting grade level standards (including, English language learners). |

| | | | | |
|---|---|---|---|---|
| Clerical Hourly | $1,500.00 | 0062-70900-00-2451-2700-0000-01000-0000 | EIA-SCE | Clerical support to provide timekeeping and attendance support as well as parent contact during extended learning opportunities. |
| Clerical Hourly | $700.00 | 0062-70910-00-2451-2700-0000-01000-0000 | EIA:  Limited English Proficie | Clerical support to provide timekeeping and attendance support as well as parent contact during extended learning opportunities. |

<table>
<tr><td colspan="2"><img alt="San Diego Unified School District" /> **Cherokee Point Elementary** SINGLE PLAN FOR STUDENT ACHIEVEMENT</td></tr>
</table>

**AREA 3: ENGLISH LEARNER**
Goal should be prioritized, measurable, and focused on identified student learning needs.
☒ Intervention Materials ☒ Instructional Time ☒ School Admin Training ☒ Highly Qualified Teachers ☒ Monitoring System ☒ On-going Instructional Assistance ☒ Monthly Teacher Collaboration ☒ Lesson and course pacing/ intervention ☐ Fiscal Support

**English Learner SMART Goal**:
\* By 08/31/2012, 48 % of Cherokee Point Elementary English Learner, Students, Grades 2-5 will perform at proficient and advanced level in English-Language Arts on the CST, increasing from 38 % to 48 %, a gain of 10.00 % points

**Closing the Gap SMART Goal**:

**How does this goal align to our Local Educational Agency Plan goals?**:

Given the following support and evidence, we expect an increase in the 8.40% increase of students school-wide performing at proficient and advances levels of achievement in reading to 48.0%. In additions, we expect a 25% decrease in the number of students in grades 3-5 who perform below and significantly below in reading.

**WHAT DATA DID YOU USE TO FORM THESE GOALS**
(findings from data analysis)
☒ API ☒ AYP ☐ CAHSEE ☒ CELDT ☒ CST ☒ District Benchmarks ☒ Other

**Other (Please Specify)::**

ELDPI Writing test are the same dates as the benchmarks. Quartly monitoring of ELD

Classroom teacher assessments

**Key Findings**: What did the analysis of the data reveal that led you to these goals?

Given the following support and evidence, we expect an increase in the 48.0% or 8.40% increase of students school-wide performing at proficient and advances levels of achievments.Results 2011-39.6%
Based on the recent history as identified in Data Director, many students in grades 2 - 5 have demonstrated strengths many areas in Language Arts. However, students continue to have a difficult time with Comprehension, Vocabulary and Writing Skills. Therefore, we have identified our foci area in 2011 - 2012 in word analysis, decoding skills, vocabulary development, critical thinking, comprehension strategies and to continue to work on

these goals for this year.

Based on the CST results, 2011 By the end of 2012 school year, 48% of our students will attain proficiency or better in Reading, and as measured by the CST 2010-11 Results 39.6 or 8.4% gain for all ELD Students.  **Ultimate goal is 48.0%  for 2011-2012 or 144 Students of 300 in grades 2 – 5**

**Closing the Gap SMART Goal:**

**Last year results  300 students**

**2nd Grade  10/11      31.0  Proficient /Adv   -16%**

**3<sup>rd</sup>  Grade  10/11    36.0  Proficient/Adv    Even**

**4<sup>th</sup>  Grade   10/11    42.0  Proficient/Adv     -2**

**5<sup>th</sup>  Grade    10/11    49.0   Proficient/Adv   Even**

**Which stakeholders where involved in data analysis and developing these goals?**:

Our school site stakeholder group was comprised of the principal, two School Site Council (SSC) members and two Instructional Leadership Team (ILT) members. To start, we held a school site meeting, to gather input from parents and others in our school community about what should be included in the SPSA more importantly how to spend our funding that will directly affect students. We met in small groups and reported out. Using student achievement data, feedback from parents and community members, and lessons from last year, we developed a draft of our SPSA based on solid scientifically proven strategies to improve student achievement. We held a meeting to discuss our plans. We received the CST data and conducted a meeting on September 2010 in details to plan for the SPSA for the new school year.  We will share a draft of the plan and budget to the community via our monthly Principal's Chat. In addition, we will report regularly to the SSC and presented a final draft for SSC approval by May 2011. Revised based on new data and district timeline Rev. 10/14

| Quarter One Short Term Targets | Quarter Two Short Term Targets | Quarter Three Short Term Targets | Quarter Four Short Term Targets |
|---|---|---|---|
| * By 11/04/2011, 48 % of Cherokee Point Elementary English Learner, Students will improve performance from current level to proficient and advanced in Literacy Benchmark 1 | * By 03/16/2012, 48 % of Cherokee Point Elementary English Learner, Students will improve performance from current level to proficient and advanced in Literacy Benchmark 2 | * By 07/20/2012, 48 % of Cherokee Point Elementary English Learner, Students will improve performance from current level to proficient and advanced in Literacy Benchmark 3 | * By 08/31/2012, 48 % of Cherokee Point Elementary English Learner, Students will improve performance from current level to proficient and advanced in English-Language Arts on the CST |

| **Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress? | | | |
|---|---|---|---|
| Initial results in NovemberCELDT and<br><br>ELDPI for ELL writing assessements will be done quarterly | CELDT, Benchmarks and ELDPI will be used to monitor students progress. | CELDT, Benchmarks and ELDPI will be used to monitor students progress. | **Initial CELDT results at the start of the year, Benchmarks, and ELDPI will be used as well as other grade level assessments.** |

**Description of Proposed Expenditures/Activities to Attain English Learner Goal**: Please enter activity, expenditures associated with activity, and select tier(s)

## 3.1 SUPPLEMENTAL SUPPORT

☐ TIER 1   ☒ TIER 2   ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Position Inschool Resource Tchr | $34,151.31 | 0062-42030-00-1109-1000-4760-01000-0000 | Title III LEP | English Learner Support Teacher to provide focused ELD, small group instruction for all first and second language learners and to reclassify EL students. |
| Position Inschool Resource Tchr | $34,151.31 | 0062-70910-00-1109-1000-4760-01000-0000 | EIA: Limited English Proficie | English Learner Support Teacher to provide focused ELD, small group instruction for all first and second language learners and to reclassify EL students. |

## 3.2 PROFESSIONAL DEVELOPMENT

☐ TIER 1   ☒ TIER 2   ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | $2,848.00 | 0062-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | Visiting sub to provide release time for teacher collaboration to analyze data and develop plan of action for student achievement. |

## 3.3 SUPPLEMENTAL MATERIALS

☐ TIER 1   ☒ TIER 2   ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Lease of printer/duplicator | $1,125.00 | 0062-70910-00-5614-1000-4760-01000-0000 | EIA:  Limited English Proficie | Copier to duplicate instructional materials. |
| Supplies | $9,480.00 | 0062-70910-00-4301-1000-4760-01000-0000 | EIA:  Limited English Proficie | Materials to supplement core and tier 2 and 3 instruction. |

| AREA 4: GRADUATION/PROMOTION RATE |
|---|
| Goal should be prioritized, measurable, and focused on identified student learning needs. |
| ☒ Intervention Materials ☒ Instructional Time ☒ School Admin Training ☒ Highly Qualified Teachers ☒ Monitoring System ☒ On-going Instructional Assistance ☒ Monthly Teacher Collaboration ☒ Lesson and course pacing/ intervention ☐ Fiscal Support |

**Graduation Rate SMART Goal**:
* By 06/01/2012, 50 % of Cherokee Point Elementary Grade 03, Students will perform at proficiency or better level in English-Language Arts on the CST, increasing from 36 % to 50 %, a gain of 14.00 % points

**Closing the Gap SMART Goal**:

**How does this goal align to our Local Educational Agency Plan goals?**:

| WHAT DATA DID YOU USE TO FORM THESE GOALS |
|---|
| (findings from data analysis) |
| ☐ API ☒ AYP ☐ CAHSEE ☒ CELDT ☒ CST ☐ District Benchmarks ☐ Other |

**Other (Please Specify):**:
ELDPI - Writing test will be administered in lined with the District Benchmarks throughout the year.
Classroom teacher assessments

**Key Findings**: What did the analysis of the data reveal that led you to these goals?

Given the following support and evidence, we expect an increase of 10% or 46% of students in third grade performing at proficient and advances levels of achievement in Literacy. Goal for 2011 - 2012 to 46%. Our results for 2010 were 36.0% so our goal is to make 46% or 10 % more this year 2011 – 2012.

**Which stakeholders where involved in data analysis and developing these goals?**:

Our school site stakeholder group was comprised of the principal, two School Site Council (SSC) members and two Instructional Leadership Team (ILT) members. To start, we held a school site meeting, to gather input from parents and others in our school community about what should be included in the SPSA more importantly how to spend our funding that will directly affect students. We met in small groups and reported out. Using student achievement data, feedback from parents and community members, and lessons from last year, we developed a draft of our SPSA based on solid scientifically proven strategies to improve student achievement. We held a meeting to discuss our plans. We received the CST data and conducted a meeting on September 2010 in details to plan for the SPSA for the new school year. We will share a draft of the plan and budget to the community via our monthly Principal's Chat. In addition, we will report regularly to the SSC and presented a final draft for SSC approval by May 2011. Revisions were made due to budget, district timeline and new results on October 14, 2011.

| Quarter One Short Term Targets | Quarter Two Short Term Targets | Quarter Three Short Term Targets | Quarter Four Short Term Targets |
|---|---|---|---|
| * By 11/04/2011, 50 % of Cherokee Point Elementary Grade 03, Students will improve performance from current level  to proficient or advanced in Literacy Benchmark 1 | * By 03/16/2012, 50 % of Cherokee Point Elementary Grade 03, Students will improve performance from current level  to proficient or advanced in Literacy Benchmark 2 | * By 07/20/2012, 50 % of Cherokee Point Elementary Grade 03, Students will improve performance from current level  to proficient or advanced in Literacy Benchmark 3 | * By 08/31/2012, 50 % of Cherokee Point Elementary Grade 03, Students will improve performance from current level  to proficient or advanced in English-Language Arts on the CST |

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

| | | | |
|---|---|---|---|
| Classroom assessments from PLC, Benchmarks, formative and summative assessments, and other monitoring systems. | | Classroom Assessments, PLC student work review, Benchmarks, formative and summative assessments throughout the year. | Month-Short Term/Cumulative Monitoring<br><br>**(Dates will be determined based on the district Benchmark calendar for 2011-12 school year)**<br><br>(Use data to inform 09-10) |

**Description of Proposed Expenditures/Activities to Attain Graduation/Promotion Rate Goal**: Please enter activity, expenditures associated with activity, and select tier(s)

## 4.1 PROFESSIONAL DEVELOPMENT

☐ TIER 1  ☒ TIER 2  ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | $2,848.50 | 0062-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | Visiting sub to provide release time for teacher collaboration to analyze data and develop plan of action for student achievement. |

## 4.2 SUPPLEMENTAL MATERIALS

☐ TIER 1  ☒ TIER 2  ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Supplies | $9,480.00 | 0062-70910-00-4301-1000-4760-01000-0000 | EIA:  Limited English Proficie | Materials to supplement core and tier 2 and 3 instruction. |
| Lease of printer/duplicator | $1,125.00 | 0062-70910-00-5614-1000-4760-01000-0000 | EIA:  Limited English Proficie | Copier to duplicate instructional materials. |

**AREA 5: PARENT INVOLVEMENT AND COMMUNITY ENGAGEMENT**
Goal should be prioritized, measurable, and focused on identified student learning needs.
☐ Intervention Materials ☐ Instructional Time ☒ School Admin Training ☐ Highly Qualified Teachers ☒ Monitoring System ☐ On-going Instructional Assistance ☐ Monthly Teacher Collaboration ☐ Lesson and course pacing/ intervention ☒ Fiscal Support

**Parent Involvement and Community Engagement SMART Goal**:
* By 07/20/2012, 70 % of Cherokee Point Elementary Parents/Guardians will participate in at least 3 parent involvement activities as measured by Attendance

**Targeted Population**: (Grade Levels and Significant Subgroups)

All Students, parents and community members of Cherokee Point neighborhood.

**How does this goal align to our Local Educational Agency Plan goals?**:

**What major strategies will you use to meet the SMART goal?**
The major strategy for our parents that will directly relate to student achievement we will be working closely with parents to encourage parents to attend parent classes that are being researched on since the Board decided not to fund CBET for this year, to visit the school site more often by provide more opportunity to attend school wide events and academically focused activities, and continue to participate with their child's academic success. Parent Involvement/Engagement Goal will target academic activities that will be linked to student achievement. Parent classes provided by the Parent University TBD, the Mid-City English Classes on Fairmount and University and other agencies will assist parents on how to help their child with homework, we will develop a system to provide information and help parents to help with their student's homework assignments. Active involvement with the site PTA.

**What data did you use to form these goals**: (findings from data analysis)

**Key Findings**: What did the analysis of the data reveal that led you to these goals?

The most critical action to take place is to continue to focus on the importance of student achievement, Cherokee Point is truly a place for learning, and we will continue to focus on academic success for all students. Encourage parents and community involvement with the school using various strategies, SSC meetings, Principal's Chats, Community Meetings, site PTA, WRPP grant and other community organizations.

| Which stakeholders where involved in data analysis and developing these goals?: |
|---|
| Our school site stakeholder group was comprised of the principal, two School Site Council (SSC) members and two Instructional Leadership Team (ILT) members. To start, we held a school site meeting, to gather input from parents and others in our school community about what should be included in the SPSA more importantly how to spend our funding that will directly affect students. We met in small groups and reported out. Using student achievement data, feedback from parents and community members, and lessons from last year, we developed a draft of our SPSA based on solid scientifically proven strategies to improve student achievement. We held a meeting to discuss our plans. We received the CST data and conducted a meeting on September 2010 in details to plan for the SPSA for the new school year.  We will share a draft of the plan and budget to the community via our monthly Principal's Chat. In addition, we will report regularly to the SSC and presented a final draft for SSC approval by May 2011. Revisions made due to new budget procedures, SPSA plan revised, and district timeline. Rev. 10/14/2011 |

| Quarter One Short Term Targets | Quarter Two Short Term Targets | Quarter Three Short Term Targets | Quarter Four Short Term Targets |
|---|---|---|---|
| First Principal's  Chat - 2nd week in September September 15 8 - 10

First SSC  meeting September 10, 2011

By September 30, 2011, 60 % of grade PreK - 5 grades and their parents will attend Back to school night, Principal's Chat and other events of the school. Food Distribution of 4000lbs every other week and 12000lbs every month.

By October, 2011, 60% of Beginning and Early Intermediate English Learners will attend an initial meeting to review last years contact meeting with each student in May 2011, delineating goals for building their child's academic achievement. | Post all events September – November on the master calendar and monitor.

November, 2011, 80% of kindergarten – 5th grade parents will attend attendance presentation by Cherokee Point staff.

80% of 5th graders and their parents will attend the district enrollment fair.

By November 2011, 80% of Beginning and Early Intermediate English Learners will have attended the first ELAC meeting, Family Literacy/Math Family Fridays, and will have completed two parent contacts with child's teacher.
* By 03/03/2012, 70 % of Cherokee Point Elementary Parents/Guardians | Post all events March to May

on the master calendar and monitor

By March, 2012, 80% of kindergartners – 5th grade parents will attend attendance presentation by Cherokee Point staff.

By March, 2012, 80% of all fifth graders and parent will have researched two different middle schools and all enrollment applications will have been submitted and they will have attended chosen middle school articulation meeting.

* By 07/20/2012, 70 % of Cherokee Point Elementary Parents/Guardians will participate in at least 3 parent | Not Applicable |

| | will participate in at least 2 parent involvement activity as measured by Attendance | involvement activity as measured by Attendance | |
|---|---|---|---|
| * By 11/03/2011, 70 % of Cherokee Point Elementary Parents/Guardians will achieve a participate in at least 1 parent involvement activity as measured by Attendance | | | |

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

| | | | |
|---|---|---|---|

**Description of Proposed Expenditures/Activities to Attain Parent/Community Goal**: Please enter activity, expenditures associated with activity, and select tier(s)

## 5.1 PARENT EDUCATION

☐ TIER 1   ☒ TIER 2   ☒ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
| Childcare | $2,238.50 | 0062-30103-00-2281-2495-0000-01000-0000 | Title I Parent Involvement | Childcare provided in order to provide parent education opportunities. |

**AREA 6: ADDITIONAL SITE IDENTIFIED AREA (OPTIONAL)**
Goal should be prioritized, measurable, and focused on identified student learning needs.
☐ Intervention Materials  ☐ Instructional Time  ☐ School Admin Training  ☐ Highly Qualified Teachers  ☐ Monitoring System  ☐ On-going Instructional Assistance  ☐ Monthly Teacher Collaboration  ☐ Lesson and course pacing/ intervention  ☐ Fiscal Support

**Additional Site Identified SMART Goal**:

**Closing the Gap SMART Goal**:

**How does this goal align to our Local Educational Agency Plan goals?**:

**WHAT DATA DID YOU USE TO FORM THESE GOALS**
(findings from data analysis)
☐ API  ☐ AYP  ☐ CAHSEE  ☐ CELDT  ☐ CST  ☐ District Benchmarks  ☐ Other

**Other (Please Specify):**:

**Key Findings**: What did the analysis of the data reveal that led you to these goals?

**Which stakeholders where involved in data analysis and developing these goals?**:

| Quarter One Short Term Targets | Quarter Two Short Term Targets | Quarter Three Short Term Targets | Quarter Four Short Term Targets |
|---|---|---|---|
|  |  |  |  |

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

|  |  |  |
|---|---|---|

**Description of Proposed Expenditures/Activities to Attain Goal**: Please enter activity, expenditures associated with activity, and select tier(s)

### 6.1 ACTIVITY

☐ TIER 1  ☐ TIER 2  ☐ TIER 3

| Proposed Expenditures | Estimated Cost | Funding Source Budget Code | Funding Source | Rationale |
|---|---|---|---|---|
|  |  |  |  |  |

# APPENDICES

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

A. Data Reports

B. SPSA Assessment Summary

C. SARC (short version only)

D. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools

E. Home/School Compact

F. Categorical Budget Allocations Summary Grid (provided by Monitoring and

Accountability Reporting Department)

G. Professional Development Expenditures for Program Improvement and Watch List

Schools Only

# APPENDIX A

# DATA REPORTS

Data Reports:
*(See SPSA Guidelines for instructions))*

All Schools:  CST, CELDT

High School:  CAHSEE

## 2010 -11 Accountability Progress Reporting (APR)

**School Report**
2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Assessment and Accountability Division
9/22/2011

School: Cherokee Point Elementary
LEA: San Diego Unified
County: San Diego
CDS Code: 37-68338-0108282
School Type: Elementary

Direct Funded Charter School: No

**2011 AYP and PI Links:**

| School Chart |
| School PI Status |
| LEA List of Schools |
| County List of Schools |

(An LEA is a school district or county office of education.)

| 2010-11 APR | | 2010-11 State API | | | 2011 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|
| **Summary** | **Glossary** | **Base** | **Guide** | **Growth** | **AYP** | **PI** | **Guide** |

**Made AYP:** No
**Met 9 of 17 AYP Criteria**

## Participation Rate

| | English-Language Arts Target 95% Met all participation rate criteria? Yes | | | | Mathematics Target 95% Met all participation rate criteria? Yes | | | |
|---|---|---|---|---|---|---|---|---|
| **GROUPS** | Enrollment First Day of Testing | Number of Students Tested | Rate | Met 2011 AYP Criteria | Alternative Method | Enrollment First Day of Testing | Number of Students Tested | Rate | Met 2011 AYP Criteria | Alternative Method |
| **Schoolwide** | 341 | 341 | 100 | Yes | | 341 | 341 | 100 | Yes | |
| Black or African American | 26 | 26 | 100 | -- | | 26 | 26 | 100 | -- | |
| American Indian or Alaska Native | 0 | 0 | -- | -- | | 0 | 0 | -- | -- | |
| Asian | 19 | 19 | 100 | -- | | 19 | 19 | 100 | -- | |
| Filipino | 1 | 1 | 100 | -- | | 1 | 1 | 100 | -- | |
| Hispanic or Latino | 280 | 280 | 100 | Yes | | 280 | 280 | 100 | Yes | |
| Native Hawaiian or Pacific Islander | 1 | 1 | 100 | -- | | 1 | 1 | 100 | -- | |
| White | 8 | 8 | 100 | -- | | 8 | 8 | 100 | -- | |
| Two or More Races | 6 | 6 | 100 | -- | | 6 | 6 | 100 | -- | |
| Socioeconomically Disadvantaged | 341 | 341 | 100 | Yes | | 341 | 341 | 100 | Yes | |
| English Learners | 244 | 244 | 100 | Yes | | 244 | 244 | 100 | Yes | |
| Students with Disabilities | 25 | 25 | 100 | -- | | 25 | 25 | 100 | -- | |

## Percent Proficient - Annual Measurable Objectives (AMOs)

| GROUPS | English-Language Arts Target 67.6 % Met all percent proficient rate criteria? No | | | | | Mathematics Target 68.5 % Met all percent proficient rate criteria? No | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2011 AYP Criteria | Alternative Method | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2011 AYP Criteria | Alternativ Method |
| **Schoolwide** | 302 | 125 | 41.4 | No | | 302 | 137 | 45.4 | No | |
| Black or African American | 21 | 12 | 57.1 | -- | | 21 | 12 | 57.1 | -- | |
| American Indian or Alaska Native | 0 | -- | -- | -- | | 0 | -- | -- | -- | |
| Asian | 17 | 8 | 47.1 | -- | | 17 | 6 | 35.3 | -- | |
| Filipino | 1 | -- | -- | -- | | 1 | -- | -- | -- | |
| Hispanic or Latino | 249 | 99 | 39.8 | No | | 249 | 111 | 44.6 | No | |
| Native Hawaiian or Pacific Islander | 1 | -- | -- | -- | | 1 | -- | -- | -- | |
| White | 7 | -- | -- | -- | | 7 | -- | -- | -- | |
| Two or More Races | 6 | -- | -- | -- | | 6 | -- | -- | -- | |
| Socioeconomically Disadvantaged | 302 | 125 | 41.4 | No | | 302 | 137 | 45.4 | No | |
| English Learners | 228 | 86 | 37.7 | No | | 228 | 98 | 43.0 | No | |
| Students with Disabilities | 19 | 4 | 21.1 | -- | | 19 | 6 | 31.6 | -- | |

## Academic Performance Index (API) - Additional Indicator for AYP

| 2010 Base API | 2011 Growth API | 2010-11 Growth | Met 2011 API Criteria | Alternative Method |
|---|---|---|---|---|
| 765 | 749 | -16 | Yes | |

**2011 API Criteria for meeting federal AYP:** A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

## Graduation Rate Goal: 90 Percent

### Current Year: Graduation Rate Results

| 2010 Graduation Rate (Class of 2008-09) | 2011 Graduation Rate (Class of 2009-10) | 2011 Target Graduation Rate | 2011 Graduation Rate Criteria Met | Alternative Method or Exclusion |
|---|---|---|---|---|
| | | | N/A | |

**Graduation Rate Criteria:** (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

# SCHOOL SUMMARY SHEETS
## California Standards Test

### Spring 2011
### Cherokee Point  (062)
### All Grades Combined

### Percentage of Students Scoring At Proficient or Advanced Levels

| Student Group | English Language Arts N | % | Mathematics N | % | End-of-Course Science N | % | NCLB Science N | % | History/SocialScience N | % |
|---|---|---|---|---|---|---|---|---|---|---|
| **Total** | 326 | 39.6 | 327 | 42.8 | | --- | 85 | 43.5 | | --- |
| **Female** | 174 | 48.9 | 174 | 45.4 | | --- | 42 | 52.4 | | --- |
| **Male** | 152 | 28.9 | 153 | 39.9 | | --- | 43 | 34.9 | | --- |
| **African American** | 24 | 54.2 | 24 | 50.0 | | --- | 1 | --- | | --- |
| **Asian** | 5 | --- | 5 | --- | | --- | 1 | --- | | --- |
| **Filipino** | 1 | --- | 1 | --- | | --- | 1 | --- | | --- |
| **Hispanic** | 268 | 38.4 | 269 | 42.4 | | --- | 72 | 43.1 | | --- |
| **Indochinese** | 13 | 46.2 | 13 | 30.8 | | --- | 5 | --- | | --- |
| **White** | 7 | --- | 7 | --- | | --- | 2 | --- | | --- |
| **Multiracial** | 7 | --- | 7 | --- | | --- | 2 | --- | | --- |
| **English Learner** | 194 | 23.2 | 195 | 31.8 | | --- | 31 | 6.5 | | --- |
| **English-Speaking** | 132 | 63.6 | 132 | 59.1 | | --- | 54 | 64.8 | | --- |
| **Econ. Disadvantaged** | 326 | 39.6 | 327 | 42.8 | | --- | 85 | 43.5 | | --- |
| **Non-Econ. Disadvantaged** | | --- | | --- | | --- | | --- | | --- |

## SCHOOL SUMMARY SHEETS
### California Standards Test

### Spring 2011
### Cherokee Point  (062)
### Grade 02

### Percentage of Students Scoring At Proficient or Advanced Levels

| Student Group | English Language Arts N | % | Mathematics N | % | End-of-Course Science N | % | NCLB Science N | % | History/SocialScience N | % |
|---|---|---|---|---|---|---|---|---|---|---|
| **Total** | 92 | 31.5 | 92 | 40.2 | --- | | --- | | --- | |
| **Female** | 49 | 40.8 | 49 | 44.9 | --- | | --- | | --- | |
| **Male** | 43 | 20.9 | 43 | 34.9 | --- | | --- | | --- | |
| **African American** | 11 | 54.5 | 11 | 63.6 | --- | | --- | | --- | |
| **Asian** | 2 | --- | 2 | --- | --- | | --- | | --- | |
| **Filipino** | | --- | | --- | --- | | --- | | --- | |
| **Hispanic** | 68 | 29.4 | 68 | 36.8 | --- | | --- | | --- | |
| **Indochinese** | 4 | --- | 4 | --- | --- | | --- | | --- | |
| **White** | 4 | --- | 4 | --- | --- | | --- | | --- | |
| **Multiracial** | 3 | --- | 3 | --- | --- | | --- | | --- | |
| **English Learner** | 68 | 29.4 | 68 | 35.3 | --- | | --- | | --- | |
| **English-Speaking** | 24 | 37.5 | 24 | 54.2 | --- | | --- | | --- | |
| **Econ. Disadvantaged** | 92 | 31.5 | 92 | 40.2 | --- | | --- | | --- | |
| **Non-Econ. Disadvantaged** | | --- | | --- | --- | | --- | | --- | |

# SCHOOL SUMMARY SHEETS
## California Standards Test

### Spring 2011
### Cherokee Point  (062)
### Grade 03

**Percentage of Students Scoring At Proficient or Advanced Levels**

| Student Group | English Language Arts N | % | Mathematics N | % | End-of-Course Science N | % | NCLB Science N | % | History/SocialScience N | % |
|---|---|---|---|---|---|---|---|---|---|---|
| **Total** | 65 | 35.4 | 65 | 50.8 | --- | | --- | | --- | |
| **Female** | 35 | 37.1 | 35 | 54.3 | --- | | --- | | --- | |
| **Male** | 30 | 33.3 | 30 | 46.7 | --- | | --- | | --- | |
| **African American** | 4 | --- | 4 | --- | --- | | --- | | --- | |
| **Asian** | 1 | --- | 1 | --- | --- | | --- | | --- | |
| **Filipino** | | --- | | --- | --- | | --- | | --- | |
| **Hispanic** | 57 | 31.6 | 57 | 47.4 | --- | | --- | | --- | |
| **Indochinese** | 2 | --- | 2 | --- | --- | | --- | | --- | |
| **White** | | --- | | --- | --- | | --- | | --- | |
| **Multiracial** | 1 | --- | 1 | --- | --- | | --- | | --- | |
| **English Learner** | 46 | 26.1 | 46 | 43.5 | --- | | --- | | --- | |
| **English-Speaking** | 19 | 57.9 | 19 | 68.4 | --- | | --- | | --- | |
| **Econ. Disadvantaged** | 65 | 35.4 | 65 | 50.8 | --- | | --- | | --- | |
| **Non-Econ. Disadvantaged** | | --- | | --- | --- | | --- | | --- | |

## SCHOOL SUMMARY SHEETS
## California Standards Test

### Spring 2011
### Cherokee Point  (062)
### Grade 04

### Percentage of Students Scoring At Proficient or Advanced Levels

| Student Group | English Language Arts N | % | Mathematics N | % | End-of-Course Science N | % | NCLB Science N | % | History/SocialScience N | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Total | 85 | 42.4 | 85 | 41.2 | | --- | | --- | | --- |
| Female | 48 | 54.2 | 48 | 37.5 | | --- | | --- | | --- |
| Male | 37 | 27.0 | 37 | 45.9 | | --- | | --- | | --- |
| African American | 8 | --- | 8 | --- | | --- | | --- | | --- |
| Asian | 1 | --- | 1 | --- | | --- | | --- | | --- |
| Filipino | | --- | | --- | | --- | | --- | | --- |
| Hispanic | 72 | 43.1 | 72 | 44.4 | | --- | | --- | | --- |
| Indochinese | 2 | --- | 2 | --- | | --- | | --- | | --- |
| White | 1 | --- | 1 | --- | | --- | | --- | | --- |
| Multiracial | 1 | --- | 1 | --- | | --- | | --- | | --- |
| English Learner | 50 | 20.0 | 50 | 22.0 | | --- | | --- | | --- |
| English-Speaking | 35 | 74.3 | 35 | 68.6 | | --- | | --- | | --- |
| Econ. Disadvantaged | 85 | 42.4 | 85 | 41.2 | | --- | | --- | | --- |
| Non-Econ. Disadvantaged | | --- | | --- | | --- | | --- | | --- |

# SCHOOL SUMMARY SHEETS
## California Standards Test

### Spring 2011
### Cherokee Point  (062)
### Grade 05

### Percentage of Students Scoring At Proficient or Advanced Levels

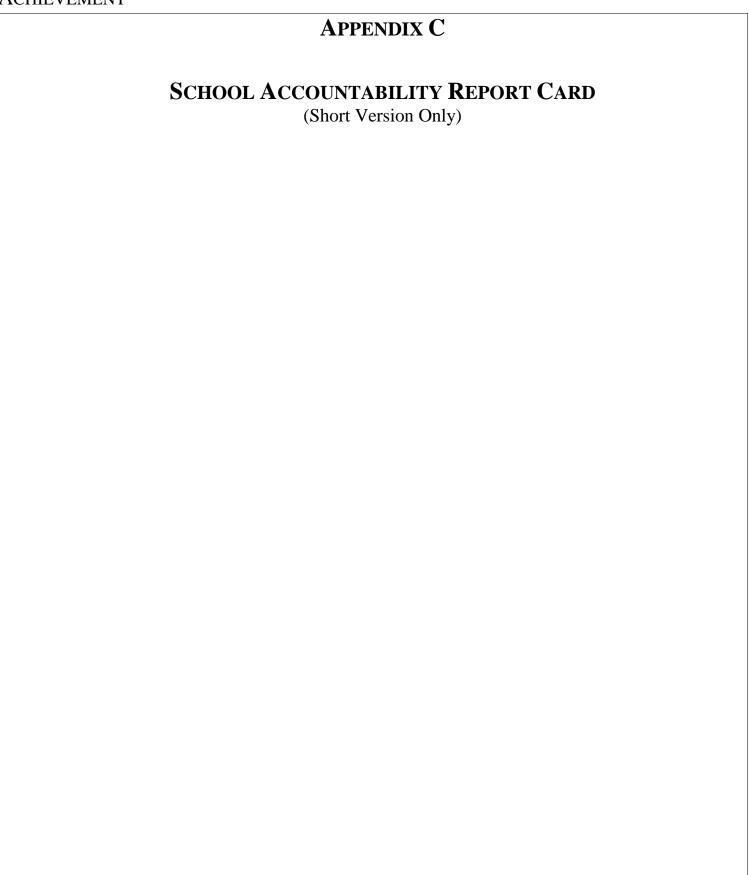| Student Group | English Language Arts N | % | Mathematics N | % | End-of-Course Science N | % | NCLB Science N | % | History/SocialScience N | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Total | 84 | 48.8 | 85 | 41.2 | | --- | 85 | 43.5 | | --- |
| | | | | | | | | | | |
| Female | 42 | 61.9 | 42 | 47.6 | | --- | 42 | 52.4 | | --- |
| Male | 42 | 35.7 | 43 | 34.9 | | --- | 43 | 34.9 | | --- |
| | | | | | | | | | | |
| African American | 1 | --- | 1 | --- | | --- | 1 | --- | | --- |
| Asian | 1 | --- | 1 | --- | | --- | 1 | --- | | --- |
| Filipino | 1 | --- | 1 | --- | | --- | 1 | --- | | --- |
| Hispanic | 71 | 47.9 | 72 | 41.7 | | --- | 72 | 43.1 | | --- |
| Indochinese | 5 | --- | 5 | --- | | --- | 5 | --- | | --- |
| White | 2 | --- | 2 | --- | | --- | 2 | --- | | --- |
| Multiracial | 2 | --- | 2 | --- | | --- | 2 | --- | | --- |
| | | | | | | | | | | |
| English Learner | 30 | 10.0 | 31 | 22.6 | | --- | 31 | 6.5 | | --- |
| English-Speaking | 54 | 70.4 | 54 | 51.9 | | --- | 54 | 64.8 | | --- |
| | | | | | | | | | | |
| Econ. Disadvantaged | 84 | 48.8 | 85 | 41.2 | | --- | 85 | 43.5 | | --- |
| Non-Econ. Disadvantaged | | --- | | --- | | --- | | --- | | --- |

# SINGLE PLAN FOR STUDENT ACHIEVEMENT ASSESSMENT

School Name:  Cherokee Point Elementary  School
*Copies of the survey will be held by the SSC Chairperson for review by any interested party.

| ANALYSIS OF SCORES FOCUS AREA | NOTES/ACTION/DECISIONS |
| --- | --- |
| HIGH EXPECTATIONS | Based on the survey, teachers, parents and administration rated **High Expectation** as Fully (1) or Substantially (2) as implemented. And made positive comments on Evidence portion. |
| STANDARDS-BASED CURRICULUM & INSTRUCTION | Based on the survey, teachers, parents and administration rated **Standard-Based Curriculum and Instruction** as Fully (1) or Substantially (2) as implemented. And made positive comments on Evidence portion. |
| USE OF DATA | Based on the survey, teachers, parents and administration rated **Use of Data** as Fully (1) or Substantially (2) as implemented. And made positive comments on Evidence portion. |
| STRATEGIC SUPPORT | Based on the survey, teachers, parents and administration rated **Strategic Support** as Fully (1) or Substantially (2) as implemented. And made positive comments on Evidence portion. |
| PROFESSIONAL LEARNING | Based on the survey, teachers, parents and administration rated **Professional Learning** as Fully (1) or Substantially (2) as implemented. And made positive comments on Evidence portion. |

# APPENDIX C

# SCHOOL ACCOUNTABILITY REPORT CARD
(Short Version Only)

# School Accountability Report Card

## At a Glance: 2009–10

| | |
|---|---|
| **School type:** | **Elementary** |
| **Schedule:** | **Year-round** |
| **Grade levels:** | **K–5** |
| **Total enrollment:** | **487** |
| **Total teachers:** | **28** |
| **Per-pupil expenditure (08–09):** | **$7,043** |

### Enrollment Breakdown



Pac Isl 0.6
White 3.5
Afr Am 6.4
Nat Am 0.2
Multi 3.1
Asian 0.6
Indochi 3.7
Hispanic 81.9

### Attendance

| Year | Attendance for Year (%) |
|---|---|
| 05–06 | 93.74 |
| 06–07 | 94.71 |
| 07–08 | 95.16 |
| 08–09 | 95.78 |
| 09–10 | 95.51 |

### Business and Community Partners

University of San Diego

Cherokee Point Neighborhood Association

Everyone a Reader

The Kassab Family

The Copley Family YMCA

Price Charities

City Heights Community Development Corporation

Douglas Young

*Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.*

# Cherokee Point Elementary School

3735 38th St, San Diego, CA 92105-2414
Phone: (619) 641-3400
E-mail: *ghiga@sandi.net*
Web: *new.sandi.net/schools/cherokeepoint/*

Godwin Higa, Principal

## Principal's Statement

Welcome to Cherokee Point Elementary, San Diego Unified School District's premier twenty-first-century school house. We are located in City Heights, in an area that is undergoing tremendous redevelopment. Cherokee Point is a community of learners in which all children are encouraged to achieve academic and social success, to enjoy learning, to celebrate diversity, to develop analytical skills, and to model exemplary behavior. We empower our students to be responsible for their own learning. Our students are active participants, and every child has a responsibility not just to perform a task, but to do it to the best of her or his ability. We are committed to high civic standards and include a school community character-education program in our curriculum.

## Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Our focus continues to be on using multiple measures in literacy, mathematics, and language acquisition to determine what instructional skills, strategies, and approaches we should teach and/or implement to assist our students to make meaning from text.

Parents and staff members are involved in decision making through the Site Governance Team (SGT) and the School Site Council (SSC). Parents are able to speak with the principal during the day if they have questions or concerns.

## Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

At Cherokee Point Elementary we are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

Parents are encouraged to become involved with the Cherokee Point SGT, SSC, Parent Teacher Association, Everyone a Reader program, and English Learner Advisory Committee. The Cherokee Point partners and staff provide academic training for parents in the areas of health, mathematics, reading, writing, science, and financial literacy. We are committed to supporting and teaching our parents strategies they can use to help support their children at home.

If you want to get involved, please contact Mrs. Patricia Wallach, resource teacher, at (619) 641-3400.

## Teacher Credentials and Assignments

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are fully credentialed but teaching outside of their subject area of competence. It also indicates how many of the school's teachers of English learners are misassigned and the total number of teachers misassigned. District totals do not include charter schools.

| Number of Teachers | School | | | District |
| --- | --- | --- | --- | --- |
| | 2007–08 | 2008–09 | 2009–10 | 2009–10 |
| Full credential and teaching in subject area | 26 | 31 | 28 | 5,951 |
| Full credential but teaching outside subject area | 1 | 0 | 0 | 334 |
| Without full credential | 0 | 0 | 0 | 98 |
| **Total teachers** | 27 | 31 | 28 | 6,378 |
| Teachers of English learners misassigned | | | 0 | 0 |
| **Total teachers misassigned** | | | 0 | 0 |

## Academic Progress

This table displays selected indicators of the school's academic progress. The Academic Performance Index (API) is an annual measure of the academic performance and progress of California's public schools. API scores range from 200 to 1,000, with a statewide API performance target of 800. The statewide API rank ranges from 1 to 10. Detailed information about the API can be found at the CDE website at *www.cde.ca.gov/ta/ac/ap/*. Adequate Yearly Progress (AYP) measures how well the school is performing based on standards required by the federal No Child Left Behind law.

| Indicator | Result |
| --- | --- |
| This school's 2010 Growth API score (from the 2010 Growth API report) | 765 |
| This school's statewide API rank (from the 2009 Base API report) | 4 |
| Did this school meet all 2009–10 AYP requirements? | No |
| How many AYP criteria did this school meet? | 3 of 5 |
| Program Improvement status of this school during the 2010–11 school year | Not in PI |

## Standardized Testing and Reporting Program Results

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (grades 2–11), science (grades 5, 8, and 9–11), and history–social science (grades 8 and 9–11). To protect student privacy, "—" is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

### California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

| | English Language Arts | | | | | | | | | Mathematics | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | School | | | District | | | State | | | School | | | District | | | State | | |
| Gr | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| 2 | 37.6 | 37.1 | 52.1 | 49.5 | 55.6 | 57.0 | 48 | 53 | 53 | 41.3 | 47.2 | 43.8 | 62.4 | 65.4 | 66.1 | 59 | 63 | 62 |
| 3 | 31.3 | 30.9 | 33.3 | 40.8 | 47.7 | 46.8 | 38 | 47 | 44 | 50.7 | 48.9 | 60.4 | 62.4 | 66.4 | 67.8 | 61 | 64 | 65 |
| 4 | 37.3 | 46.9 | 51.4 | 56.9 | 63.7 | 67.4 | 55 | 61 | 63 | 50.7 | 57.1 | 39.6 | 61.1 | 67.7 | 71.0 | 61 | 66 | 68 |
| 5 | 20.9 | 38.9 | 56.7 | 49.3 | 57.9 | 63.2 | 48 | 54 | 58 | 29.9 | 54.5 | 66.7 | 52.3 | 59.9 | 62.7 | 51 | 57 | 60 |

# APPENDIX D


# TITLE I PARENT INVOLVEMENT POLICY
## OR
# PARENT INVOLVEMENT POLICY
# FOR NON-TITLE I SCHOOLS
*(Provided by the School Site)*

APPENDIX E

TITLE I PARENT INVOLVEMENT POLICY OR PARENT INVOLVEMENT POLICY FOR NON-TITLE I SCHOOLS
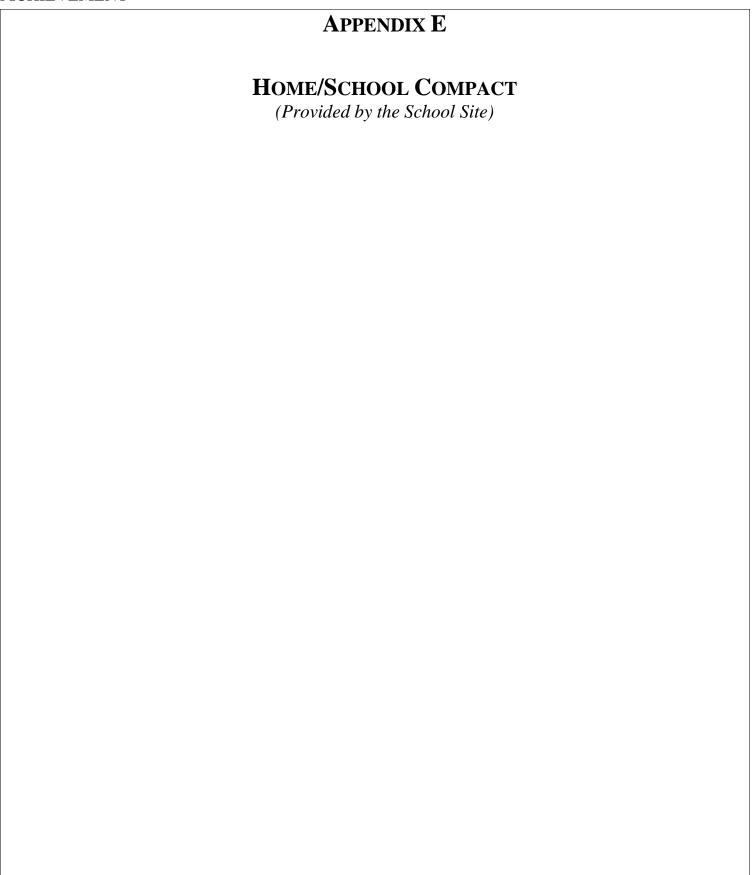
## ▼ Cherokee Point
### elementary school • city heights

## Title 1 Parent Involvement Policy

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

- Cherokee Point Elementary School will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings will include:

    - Improving communication between the school and home (automated dialer, Wednesday folders, Monthly Community Letter, Principal's Chat)
    - Discussing current student assessment data and student progress
    - Providing information about school and district resources for student academic improvement
    - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities
    - Conferencing with teachers weekly
    - Providing training programs to help parents support and work with their children at home and at school (ESL Classes, Parenting Classes, Diabetes Awareness Class, Family Math Night)
    - Provide training opportunities to help parents support academic language, literacy and mathematics work with their children at home and school
    - Discussing the importance of consistent and regular student attendance including mentorships and incentives
    - Discussing the Positive School Climate Program
    - Advocating for teachers and parents
    - Valuing cultural diversity

- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide and organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

- The school-wide parent newsletter is sent home informing parent/community of all meetings of interest. Targeted language groups receive notice in their language. Our community builder advertises parent meetings and training sessions offered at Cherokee Point and at the Harold J. Ballard Center and throughout the district. Every attempt is made to communicate/contact parents in their primary language.

- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses for their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- Parents are notified annually of individual student assessments results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.

# APPENDIX E

# HOME/SCHOOL COMPACT
*(Provided by the School Site)*

**San Diego Unified School District**
**Office of Accountability**
**Monitoring and Accountability Reporting Department**

# HOME/SCHOOL COMPACT

*Cherokee Point Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share 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 California's high standards.*

*This Home/School Compact is in effect during school year 2011 – 2012*

### *REQUIRED HOME-SCHOOL COMPACT PROVISIONS*

**School Responsibilities**

**The Cherokee Point Elementary School will:**

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

   *There will be monthly ILT (Instructional Leadership Team)_meetings with leaders of each grade level. The ILT will then meet with their PLC (Professional Learning Communities)*

   *Every two weeks all teachers participate in PLC (Professional Learning Communities) where all teachers review most current data and decide how to address improvement of lessons, create new lessons, and create strategies as a group to address the specific needs of their students.*

   *There are three district focuses for this year.*

   1. *Professional Learning Communities*

   2. *College to Career Readiness*

   3. *Community Engagement*

   *See attached 2011 2012 Cherokee Point Elementary School" Building on Our Strengths" Plans for the three district focuses.*

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

   *There will be four Conference Days in Winter December 5 – 8 and in Spring May 9 -11*

3. **Provide parents with frequent reports on their child's progress.**

   *Student progress is monitored with quarterly benchmark assessments, start of the school year assessments in all grade level, CST scores from previous years, CELDT scores in early November after testing, and other summative and formative assessments throughout the year.*

4. **Provide parents reasonable access to staff.**

   *There will be four Conference Days in Winter December 5 – 8 and in Spring May 9 -11*

   *Staff will be available with parents before school, after school or by making an appointment with the teacher in or out of the classroom.*

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

   Always welcome to volunteer in the classroom and observe teaching instruction
   *PTA – parent involvement Tuesday Envelopes*
   *Science Lab – volunteer*
   *Action Based Learning Lab – volunteer*
   *WRPP – Wellness and Restorative Practice Partnership Grant*
   *WRPP - RAA – Residence Advisory Alliance – parent input and participation*
   *Bi-monthly food distribution throughout the year*
   *Participate in the organization of the new collaborative for Mid-City schools.*
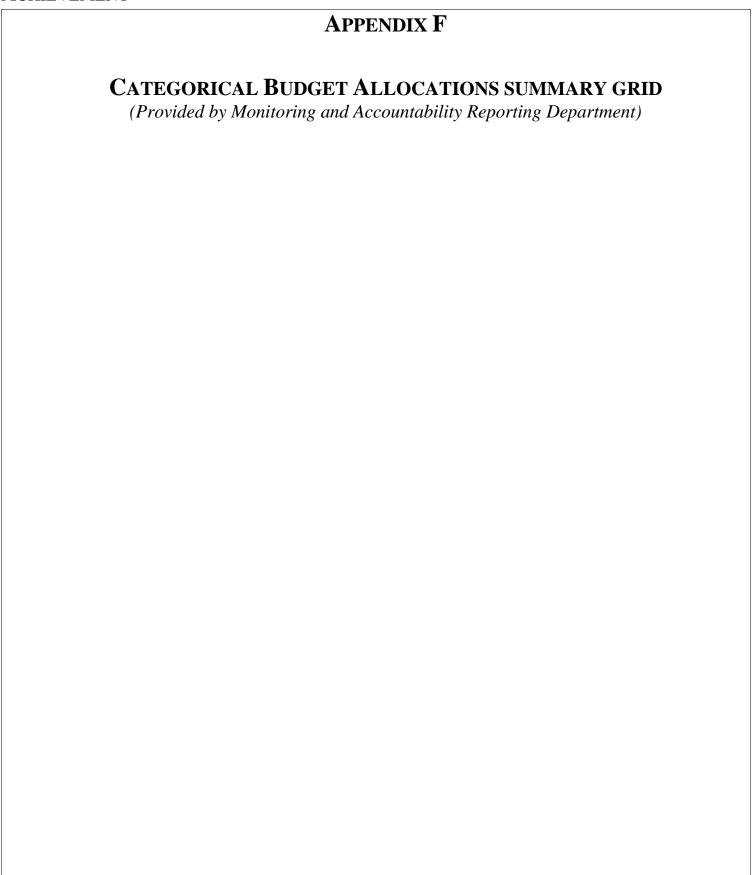
## Parent Responsibilities

**We, as parents, will support our child's learning by:**

- *Monitoring attendance.*

- *Making sure that homework is completed.*

- *Monitoring amount of television my child watches.*

- *Volunteering in my child's classroom.*

- *Participating, as appropriate, in decisions relating to my child's education.*

- *Promoting positive use of my child's extracurricular time.*

- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*

- *Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.*

Please note that signatures are not required.

# APPENDIX F

## CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
*(Provided by Monitoring and Accountability Reporting Department)*

San Diego Unified School District
Site: 0062 Cherokee Point Elementary
As of Date 12-05-2011
Extended Summary

| Name | FTE | 30100 Title I Basic Program MONTHS/ AMOUNT | TOTAL | FTE | 30103 Title I Parent Involvement MONTHS/ AMOUNT | TOTAL | FTE | 70900 EIA-SCE MONTHS/ AMOUNT | TOTAL | FTE | 70910 EIA: Limited English Proficie MONTHS/ AMOUNT | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Allocated: | $196,174.00 | | Allocated: | $2,738.00 | | Allocated: | $60,563.00 | | Allocated: | $94,984.00 |
| | | Distributed: | $196,173.98 | | Distributed: | $2,737.85 | | Distributed: | $60,563.00 | | Distributed: | $94,984.00 |
| | | Remaining: | $0.02 | | Remaining: | $0.15 | | Remaining: | $0.00 | | Remaining: | $0.00 |
| **Certificated Salaries / Monthly** | **1.95** | **133,190.1275** | **$133,190.13** | **0.00** | **0.0000** | **$0.00** | **0.05** | **3,415.1315** | **$3,415.13** | **0.50** | **34,151.3148** | **$34,151.31** |
| 2040 Inschool Resource Tchr | 1.95 | 133,190.1275 | $133,190.13 | 0.00 | 0.0000 | $0.00 | 0.05 | 3,415.1315 | $3,415.13 | 0.50 | 34,151.3148 | $34,151.31 |
| **Classified Salaries / Monthly** | **0.00** | **0.0000** | **$0.00** | **0.00** | **0.0000** | **$0.00** | **0.05** | **1,370.7409** | **$1,370.74** | **0.05** | **1,370.7409** | **$1,370.74** |
| 6410 Health Technician | 0.00 | 0.0000 | $0.00 | 0.00 | 0.0000 | $0.00 | 0.05 | 1,370.7409 | $1,370.74 | 0.05 | 1,370.7409 | $1,370.74 |
| **Certificated Salaries** | | **17,089.0000** | **$17,089.00** | | **0.0000** | **$0.00** | | **23,029.0000** | **$23,029.00** | | **20,000.0000** | **$20,000.00** |
| 1157 Classroom Teacher Hrly | | 0.0000 | $0.00 | | 0.0000 | $0.00 | | 23,029.0000 | $23,029.00 | | 20,000.0000 | $20,000.00 |
| 1192 Prof&Curriclm Dev Vist Tchr | | 17,089.0000 | $17,089.00 | | 0.0000 | $0.00 | | 0.0000 | $0.00 | | 0.0000 | $0.00 |
| **Classified Salaries** | | **0.0000** | **$0.00** | | **2,238.5000** | **$2,238.50** | | **4,000.0000** | **$4,000.00** | | **700.0000** | **$700.00** |
| 2281 Other Support Prsnl PARAS Hrly | | 0.0000 | $0.00 | | 2,238.5000 | $2,238.50 | | 0.0000 | $0.00 | | 0.0000 | $0.00 |
| 2451 Clerical OTBS Hrly | | 0.0000 | $0.00 | | 0.0000 | $0.00 | | 4,000.0000 | $4,000.00 | | 700.0000 | $700.00 |
| **Employee Benefits** | | **45,894.8500** | **$45,894.85** | | **499.3500** | **$499.35** | | **6,462.4000** | **$6,462.40** | | **15,301.9400** | **$15,301.94** |
| **Books and Supplies** | | **0.0000** | **$0.00** | | **0.0000** | **$0.00** | | **19,285.7300** | **$19,285.73** | | **18,960.0000** | **$18,960.00** |
| 4301 Supplies | | 0.0000 | $0.00 | | 0.0000 | $0.00 | | 19,285.7300 | $19,285.73 | | 18,960.0000 | $18,960.00 |
| **Services and Other Operating** | | **0.0000** | **$0.00** | | **0.0000** | **$0.00** | | **3,000.0000** | **$3,000.00** | | **4,500.0000** | **$4,500.00** |
| 5614 Lease of printer/duplicator | | 0.0000 | $0.00 | | 0.0000 | $0.00 | | 3,000.0000 | $3,000.00 | | 4,500.0000 | $4,500.00 |

# Appendix G
## CHEROKEE POINT ELEMENTARY

**2011-12 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY**

**10% Total Title I Set Aside**

| | |
|---|---|
| 30100 | $19,617 |

**Please check one:** ☐ Watch List  ☒ Year 1  ☐ Year 2  ☐ Year 3  ☐ Year 4  ☐ Year 5  ☐ Year 5+

**NOTE:** All schools in Program Improvement must set aside 10% of their Title I allocation for Professional Development.

| DESCRIPTION OF PROFESSIONAL DEVELOPMENT | EXPENDITURE |
|---|---|
| Professional Study : Effective Reading Instruction 2011-2012<br>Visiting Classrooms – Visiting Teachers | $17,089 plus benefits |
| | |
| | |
| | |
| | |
| **TOTAL ALLOCATED** | $17,089 plus benefits |