

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT CHEROKEE POINT ELEMENTARY SCHOOL

2017-18

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: Principal

Telephone Number: 619-641-3400

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

E-mail Address: ghiga@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *June 27, 2017*



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 City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2017-2018 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Cherokee Point Elem. School
SITE CONTACT PERSON: Mark McGuffey

DUE March 17, 2017

PHONE: 619-340-3400 FAX: _____ E-MAIL ADDRESS: ghiga@sanell.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
 Title 1 Schoolwide Programs (SWP)

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


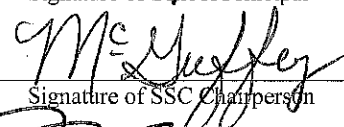
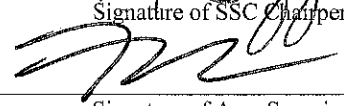
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring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

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

- English Learner Advisory Committee (ELAC) Date of presentation: 9/2017
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 9/2017
- Site Governance Team (SGT) Date of presentation: 9/2017
- Other (list): SSC Date of presentation: 9/2017

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: _____

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.

<u>Godwin High</u> Type/Print Name of School Principal	 Signature of School Principal	<u>3/17/17</u> Date
<u>MARK McGuffey</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>3/17/2017</u> Date
<u>Fabian Basurto</u> Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>3/23/17</u> Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The work toward approving the 2017-18 categorical budget was completed in the spring of 2017 in preparation for the 2017-18 school year. This document is contained in the appendix and will be updated to address the 2017-18 academic environment and academic goals as we work through our SPSA plans. The rationales for each expense are identified in the budget.

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 2017 - 2018 Single Plan for Student Achievement on a projected enrollment of 450 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 the Area 6 English Language Support Teachers (ELST) and one In-School Resource Teachers for our English learners and students who are not meeting standards 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 2017-18 our population has decreased from the expected 400 students not including our growing Pre-K population of soon to be 50 students which equates to approximately 450 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. We have also started one TK Transitional Kinder and now 2017-18 six Bi-Literacy classrooms in K to 5 grade.

SCHOOL VISION AND REALITY

There are one In-School Resource Teachers for our English learners and students who are not meeting standards, in multiple assessment results will be supported by the resource teachers to develop their Reading and Math skills. We will increase professional development for all teachers in the New CCSS Writer's and Reader's Workshop models by Lucy Calkins and strategies learned by Doug Fisher and Diane Lapp on Close Reading, annotations, text complexity. We will focus on the new math strategies for this school year and SDAIE, and Focused ELD strategies for English learners.

Cherokee Point Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Cherokee Point is a Trauma Informed school and the first in San Diego County. We believe in teaching with compassion and provide all the support that a student need as well as providing information and training for parents on Trauma Informed and resources available. We are planning to increase the FTE for a counselor for CPE. Possibly from one day to three to four days.

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 the previous year's results and solid research 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 are planning to meet on March or April 2017 for out budgets for 2017-18 to review the draft and approve the 2017 - 2018 SPSA plans. Minor changes may be needed to the SPSA plan because of the new guidelines and will be submitted on March or April 2017.

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. Meetings are scheduled for the second Tuesdays of each month bringing the total of meeting to 9 per year.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3

727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for Cherokee Point Elementary school and community of learners. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. We are focusing Reader's and Writer's Workshop model by Lucy Calkins. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities led by the ILT (Instructional Leaders).

Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs)

Professional Development Plans for 20167- 18

The ILT and PLC continues to look at data and use the results to drive instruction. We will continue to review celebrations and opportunities in both the Readers' and Writers' workshops by Lucy Calkins. We will continue to focus our discussions on what areas do we need to continue our work in

both workshops in 2016 and 2017. Decisions will be made by teachers on the following topics for PD at Cherokee Point Elementary until July 2018. The PD funds 30106 8915.00 will be used for visiting teachers, planning days, visiting each other's classrooms, and test preparation for upper grades. PD plans for March to July 2018 Topic for PD based on teacher needs and our continued efforts in improving student achievement.

PD K-2 Writer's/Reader's Workshop

- Scoring Assessments –teachers will review assessments in both Writers and Readers Workshop and review next steps or areas of need.
- Next steps – in Reader's and Writer's Workshop - we will continue to review each units as we learn both programs.
- Planning- time will be given to teachers to plan lessons using data from assessments. This is a vital part of teacher learning. PRACTICE makes PERFECT!

PD 3-5 Writer's/Reader's Workshop

- Scoring Assessments –teachers will review assessments in both Writers and Readers workshops. Same as lower grades.
- Next steps – in Reader's and Writer's Workshop - same as lower grades
- Planning- time will be given to teachers to plan lessons using data from assessments. This is a vital part of teacher learning. PRACTICE makes PERFECT!

PD 3-5 Testing – CCSS focusing on Reading and Writing

- Review and discuss - best practices for instruction prior to testing. We will continue to perfect ourselves in administering the CCSS test.
- Practice test – CCSS a vital part of student learning - computer skills, practice writing on the computer especially in the 3rd grade level.
- Mechanics of CCSS testing - for all 3 - 5 a vital part of taking the CCSS test.

Release days for teachers to plan. There will be release days for all grade levels to plan goals and outcomes where needed.

The purpose of the release time for teachers to review data, plan lessons and review PD outcomes, and share with their PLC.

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA.

Each of the Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC 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 AYP growth targets, unclassified student with more than 5 years in all upper grade levels. In order to achieve AYP in the classrooms 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.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

We are in a transition phase of creating a new SGT team for CPE which will be running in full capacity by fall of 2017. The SGT/ advisory team is made up of teachers and parents who make shared decisions for the site. The SGT is a positive working group that always has the interest of children at mind. The LCFF funding were discussed, positions and spending was approved by the site Governance Team. The LCFF funding is discussed at Principal's Chat, CPE hosted the LCFF community launching of the state budget as it was unveiled. The SGT is one of two shared decision bodies that we discuss the LCFF budgets 09800, and 09806 the SSC is also informed with the information as we decide on how to utilize the funding to best meet the needs of our students.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Rebecca Zauderer	Teacher
Mike Timmons	Teacher
Diane Stubblefield	Other
Nancy Serna	Parent
Maria Gonzalez	Parent
Anabel Barojos	Parent
Diana Cordova	Parent
Maria Bahena	Parent
Mark McGuffey	Teacher - Chair
Godwin Higa	Principal

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/21/2018, 50 % of Cherokee Point Elementary Students will perform at common core grade level standards in ELA as identified level in Common Core State Standards, increasing from 45 % to 50 %, a gain of 5.00 % points

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course Exams SBAC DRA2 SMI SRI KDS Other

Other Assessments (Please Specify):

In 2017 - 18 Formative and summative assessments will be used at end of units and when needed. Writer's workshop rubrics will be used in all grade levels to assess progress in writing. Students will perform at the average score of 2.0 – 3.0 by the end of the year.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

The focus of our PD at Cherokee Point Elementary is Lucy Calkin's Reading and Writing. We started the Writing program last year and we are continuing the focus and also piloting the Reading Program.

Area 2: Mathematics

Mathematics SMART Goal:

* By 07/30/2018, 55 % of Cherokee Point Elementary Students will perform at common core grade level standards in Math as measured level on the common formative assessment, increasing from 50 % to 55 %, a gain of 5.00 % points

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course Exams SBAC DRA2 SMI SRI KDS Other

Other Assessments (Please Specify):

Formative and summative assessments will be used at end of units and when needed. Currently approximately 50% of all students' grades 2-5 are meeting mastery in math. Only 1 interim assessment is complete. 2nd interim will be complete when SPSA is due. We are unable to clarify a rate of growth over time for students at this point to be able to articulate something we know is reasonable. Students and teachers are working diligently in math using CCSS standards and when planning lessons.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

The smart goals gap will be determined by the SBAC and other assessment methods. Celebrations, progress in the classrooms, formative and summations, and using the math process to monitor each students progress. Student progress will be determined by district's math assessment tools and monitoring meetings with the principal on a quarterly manner. It is imperative that each student is moving toward grade level standards and become successful students based on the annual yearly progress. Teachers will monitor students and move each students to a greater level throughout the year. Individual assessments by the teacher will be used for reporting of progress throughout the year and presented though parent teacher student conferences.

Capacity building around your vision

Staff development on the vision is the key to building capacity among my staff. I have a strong ILT team and PLC's are working closely with the CCSS strategies. Teachers need time to practice the new strategies and understand the complexity of the new assessments.

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:
 * By 07/30/2018, 45 % of Cherokee Point Elementary English Learner will meet or exceed common core grade level standards in ELA as measured on the common formative assessment

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course Exams SBAC DRA2 SMI SRI KDS Other

Other Assessments (Please Specify):
 ELDPI Writing test are the same dates as the benchmarks. Quarterly monitoring of ELD
 Classroom teacher assessments

Progress and Growth Monitoring:
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
 Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

* By 07/30/2018, 45 % of Cherokee Point Elementary Grade 03, Students will meet or exceed common core grade level standards in ELA as measured on the common formative assessment

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course Exams SBAC DRA2 SMI SRI KDS Other

Other Assessments (Please Specify):

ELDPI - Writing test will be administered in lined with the District Benchmarks throughout the year.
Classroom teacher assessments in reading and writing using the Lucy Calkins program.
DRA 2

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

* By 07/30/2018, less than 80 % of Cherokee Point Elementary Parents/Guardians will attend at least 7 of 10 monthly principal meetings as measured Attendance

Targeted Population:

We will be targeting All Students, parents and community members of Cherokee Point neighborhood. We are a trauma informed school where all students are treated with the utmost respect and parents are trained to practice trauma informed care for their children. We will continue to provide parents with training opportunities on parenting skills and most important Trauma Informed care for their children and to believe in themselves. The parent center, "The Gathering Place" at CPE is thriving and gaining the attention of our community. On January 30, 2017 our parents presented to the Hoover Cluster meeting with 10 elementary schools, two middle school and one high school present on The Gathering Place... All were impressed. We will continue to train and support parents throughout the year.

What data did you use to form these goals?:

Data used for this goal are sign in sheets from all principals' chat and training with parents at the parent center "the Gathering Place". There are many training opportunities in various topics.

Progress and Growth Monitoring:

The monthly principal chat is just one of the parent involvement activity at CPE. We have numerous meetings and training programs for parents in the parent center "the Gathering Place". ESL classes are available as well as multiple training sessions by our TICS - Trauma Informed Community and School program.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards. Using the CCSS Lucy Calkin's Writer's workshop model/program.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies. Using "project impact" counselors, focusing on Trauma Informed practices.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs. Focusing on Trauma Informed practices.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy/math and other content area instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students. Focusing on Trauma Informed practices.
- Attendance team will provide monthly check in with families of at risk students. Focusing on Trauma Informed practices.
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2017 - 6/30/2018):

To address the needs of our most struggling students we will be implementing Winter and Spring academy. School staff and visiting teachers will be hired to support students during the two weeks in each academy. Supplies will be purchased to support the two academies. Instructional supplies will be used to support the Writers and Reader’s workshop. There are many strategies in writing and reading that requires notebooks, paper, posits etc.... the supplies will support the instructional programs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$21,618.00	\$21,618.00	0062-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Instructional supplies supplement core learning and provide students with enhanced opportunities to access content. Supplies include paper, pencils, crayons, journals, etc.

How will you monitor these strategies/activities?:

Monitoring includes analyzing reading data including DRA2 and Literacy interim assessments.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2017 - 6/30/2018):

To address the needs of our most struggling students we will be hiring an In-School Resource teacher to support students in all grade levels. The ISRT will be providing pull out and working closely with the teachers in identifying students with the most difficult needs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.8000	\$70,988.00	\$98,566.71	0062-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	04	The ISRT will be monitoring and working with students who are not meeting standard, working with teachers on PD in Math Reading, and Writing. Monitoring all students to gain reclassification and progress in their EL instructions.

How will you monitor these strategies/activities?:

Monitoring includes progress on interim assessments in Mathematics and Literacy. In addition, exit slips in English Language Development and writing scored on rubrics will provide additional information to measure student progress.

Cherokee Point Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2017 - 6/30/2018):

Teachers will be training on both Writer's Workshop during the 2016-17 school year. We have been piloting the reading program and we will continue to provide PD for all teachers, and we will also allow planning time for the teachers to plan and implement their learning's. Professional development will be provided by the In-School Resource teachers throughout the year. The district will be offering PD for teachers and the funds will be used to allow teachers to attend district wide PD as well.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$7,496.00	\$8,914.99	0062-30106-00- 1192-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Professional development opportunities for teachers can consist of participating in PLCs, district and non-district conferences. All activities provide enhanced opportunities to analyze data and develop responsive instruction.

How will you monitor these strategies/activities?:

Notes and agendas from each PLC or professional learning. Data to reflect the effectiveness of planning.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2017 - 6/30/2018):

We will be implementing Winter and Spring academy. School staff and visiting teachers will be hired to support students during the two weeks in each academy. Supplies will be purchased to support the two academies. Instructional supplies will be used to support the math, ELA and ELD goals. The school is practicing Trauma Informed care and all social and emotional needs are addressed when student work with their teachers, staff and support staff.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.1195	\$9,569.56	\$13,988.66	0062-30100-00-1210- 3110-0000-01000- 0000	Title I Basic Program	04	School Counselor to provide Social and emotional support to student to increase attendance that will help promote student achievement as well as counseling services and small group workshops.
Health Technician	0.1000	\$3,699.70	\$6,789.00	0062-30100-00-2236- 3140-0000-01000- 0000	Title I Basic Program	04	To provide students at-the-moment health care in order to assist the student in getting proper care, so that they can get back to their classrooms to optimize their time in the classroom during instruction.

How will you monitor these strategies/activities?:

Records reflecting improvement in student attendance. Data from results of intervention supports.

Cherokee Point Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

5. Strategies to meet parent engagement goals (7/1/2017 - 6/30/2018):

The SSC will be purchasing lap-top computers for the new Parent Center for all parents. The laptops will be used to enhance parent involvement and training for all parents. Books and other training materials will be purchase as needed for the training and PD that will be provided for parents.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$2,290.00	\$2,290.00	0062-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Instructional supplies support parent involvement by providing books, computers, licenses and light refreshments.

How will you monitor these strategies/activities?:

Monitoring will be done by sign in sheets at Family Wednesday and parent teacher conferences.

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal: The goals in 2017-2018 are monitor all students who are not meeting grade level standards will show progress throughout the year based on common assessments and multiple measures in reading, writing and math. The In-school Resource Teacher will work closely with our students that are not meeting grade level standards and work toward an annual yearly growth for each child based on the student progress in the class and while working with the students individually. Writing celebrations and closely monitoring students in their writing is the focus and will continue throughout the year. We are also piloting the Reader's workshop model and we will also monitor students who are not making progress and plans are to focus on 1st and 2nd grade on scaffolding lesson to meet the needs of students who are not making progress.

This is a trauma informed school and students need support when needed. The counselor will assist in helping the students in dealing with toxic stress trauma and also helping the parent dealing with the trauma. Parents' leaders will also assist with helping parents cope with and learn more about how we parent with compassion and gain knowledge on trauma informed care.

Identified Need: All students who are not meeting grade level standards in Reading, Writing and math. The In-school Resource Teacher will work closely with our students that are not meeting grade level standards and work toward an annual yearly growth for each child based on the student progress in the class and while working with the students individually.

Target Group: All students that are not meeting grade level standards. Students will be referred to the In-School Resource teachers for testing and monitoring of his/her progress. The classroom teacher as well as the ISRT will monitor the student's progress throughout the year.

Monitoring: Teachers will provide balanced literacy instruction including daily guided reading.

- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.) Teachers will meet with the principals quarterly to review celebrated work in writing and reading as we move forward in learning the two new programs.
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards. Using the CCSS Lucy Calkin's Writer's workshop model/program.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum

Personnel Responsible: The principal will have quarterly monitoring system to monitor all students by classroom who are not meeting standards and making progress. Meeting with teachers monthly - quarterly to review process of targeted students. Support staff – **Resource teacher will be expected to fulfill the following: attend all district training sessions on CCSS - Common Core State Standards, train all staff at the site, have strong instructional ability in the FOCUS/Systematic ELD strategies and work closely with the area 6 ELST.** 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. PD will be provided throughout the year on the art of teaching reading and writing.

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal: To increase access to grade level curriculum/standards and improved learning through the provision of supplemental academic supplies.

Monitor all targeted student in the writing celebrations and now the reading progress with the new pilot by Lucy Calkins. Targeted additional small flexible group instruction will be used to address specific needs in literacy

- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need and attend all PD on Writing and Reading by Lucy Calkins.

- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher. Teachers will continue with their work in PLC and the ILT leaders will keep abreast on all new and innovated strategies by the district, the new writing and reading programs by Lucy Calkins.

- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts. All 5th grade students will participate in the 5th grade exhibitions at the end of the school year. Defending a topic by researching, writing, using up to date data and facts to form an opinion and present the research in front of a panel by the community, teachers on and off site, students etc...

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis. Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema CPE will consider Winter and Spring Academy again this year 2016-17 to support student who are struggling.

Identified Need: Instruction in core classes (where the emphasis for expenditures will be made) is improved through the thoughtful procurement and application of classroom supports such as supplemental supplies.

Identifying all students who do not meet grade level standards in Reading, writing and Math. The funding will be used to support an IRST to provide support to all students that are not meeting standards. The IRST will provide support to teachers in Math and Reading, CELDT, new comers in both areas of need and support the school programs in reading and writing by Lucy Calkins.

Target Group: Identifying all student who do not meet grade level standards in Reading, writing and Math

Monitoring: Classroom teachers will monitor student progress throughout the year. Teacher will use multiple measures of assessment (i.e., End of Unit

Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Personnel Responsible: Classroom Teacher and principal- the IRST will be monitoring the students as part of the team.

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

The new California Common Core State Standards, Professional Development will be provided by the experts of reading strategies that work to all CPE teachers and administration. Trained -teachers attended the Lucy Calkin’s CCSS Writer’s Workshop on strategies in writing will impact student achievement in the new Common Core State Standards. The training will take place at the school site throughout the year and all teachers and staff will be attending. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Identified Need: CCSS Writing is the focus of the year. Student will be working diligently on the CCSS writing process. We are also piloting the Reading program by Lucy Calkins where we will start monitoring students as well.

Target Group: All students not meeting grade level standards.

Monitoring:

Personnel Responsible: Principal and ISRT focusing on the yearly PD plans and site vision.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource	0.2000	\$17,747.00	\$24,641.67	0062-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	The ISRT will be monitoring and working with students who are not meeting standard, working with teachers on PD in Math Reading, and Writing. Monitoring all students to gain reclassification and progress in their EL instructions.
School Counselor	0.4805	\$38,478.44	\$56,247.23	0062-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	School Counselor to provide Social and emotional support to student to increase attendance that will help promote student achievement as well as counseling services and small group workshops.
Supplies		\$507.00	\$507.00	0062-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional supplies supplement core learning and provide students with enhanced opportunities to access content. Supplies include paper, pencils, crayons, journals, etc.

ACHIEVEMENT**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. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2017-18 SPSA Assessment and Evaluation

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APPENDIX A**DATA REPORTS**

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2016/Search>

* 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.



2015-2016 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cherokee Point (062)
All Grades Combined

Student Group	English Language Arts					Chg from 2015 %	Mathematics					Chg from 2015 %
	2015		2016				2015		2016			
	N	%	N	%		N	%	N	%			
Total	222	26.1	191	31.4	5.3	221	20.4	195	25.1	4.8		
Female	106	34.9	95	40.0	5.1	106	19.8	96	17.7	-2.1		
Male	116	18.1	96	22.9	4.8	115	20.9	99	32.3	11.5		
African American	12	16.7	7	---	---	11	9.1	8	---	---		
Asian	1	---	1	---	---	1	---	1	---	---		
Filipino												
Hispanic	192	27.6	169	29.6	2.0	192	21.4	171	24.6	3.2		
Indochinese	9	---	6	---	---	9	---	6	---	---		
Native American			1	---				1	---			
Pacific Islander												
White	3	---	2	---	---	3	---	3	---	---		
Multiracial	5	---	5	---	---	5	---	5	---	---		
English Learner+	123	8.9	102	12.7	3.8	122	12.3	105	19.0	6.8		
English-Speaking+	99	47.5	89	52.8	5.3	99	30.3	90	32.2	1.9		
Reclassified+	59	59.3	51	54.9	-4.4	59	35.6	51	33.3	-2.3		
Initially English-Speaking	40	30.0	38	50.0	20.0	40	22.5	39	30.8	8.3		
Econ. Disadvantaged*	222	26.1	186	31.7	5.6	221	20.4	190	25.3	4.9		
Non-Econ. Disadvantaged*			5	---				5	---			
Gifted	49	49.0	43	58.1	9.2	49	42.9	43	48.8	6.0		
Not Gifted	173	19.7	148	23.6	4.0	172	14.0	152	18.4	4.5		
Students with Disabilities	30	3.3	10	10.0	6.7	29	0.0	10	0.0	0.0		
Students wo Disabilities	192	29.7	181	32.6	2.9	192	23.4	185	26.5	3.0		
Homeless	20	40.0	10	50.0	10.0	20	30.0	11	18.2	-11.8		
Foster	8	---	3	---	---	8	---	3	---	---		
Military	2	---	4	---	---	2	---	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

ACHIEVEMENT

APPENDIX B**TITLE I PARENT INVOLVEMENT POLICY**



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

Cherokee Point Elementary
TITLE I PARENT INVOLVEMENT POLICY
FOR THE SCHOOL YEAR 2017-18

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

Cherokee Point Elementary has developed a written Title I parental involvement policy with input from Title I parents. SSC met with teacher and parent representatives to develop the involvement plan. It has distributed the policy to parents of Title I students. ***The plan is handed out at the Principal Chat and is available in the office, online and the Parent Center.***

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

Involvement of Parents in the Title I Program:

To involve parents in the Title I program at **Cherokee Point**, 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.
 - Annual Title I meeting in September
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Monthly Principal Chats
 - Back to School Nights
- 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. **The SSC meets monthly with the principal, teacher and parent representatives to review and modify the parent involvement policy. ****
- The school provides parents of Title I students with timely information about Title I programs. ***Title I information is available in the office, in the Parent Center and online. Parents are informed of the policy at the annual Title I meeting, Principal Chats and Open House.***
- 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. ***Families are informed at Back to School Night, Principal Chats and Parent/Teacher Conferences.***
- 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. **Families participate in Back to School Nights, Family Nights, Parent/Teacher Conferences and Principal Chats.**

- **The Annual Site Plan for Student Achievement is made available at the Title I meeting and is available in the office.**
- * *It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).*
- ***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children.*
[20 USC 6318 Section 1118(c) (3)]

Home School-Parent Compact:

Cherokee Point 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

Building Capacity for Involvement:

Cherokee Point 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.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- 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.
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Cherokee Point 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.

ACHIEVEMENT

APPENDIX C

HOME/SCHOOL COMPACT



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

HOME/SCHOOL COMPACT
2017-2018

CHEROKEE POINT ELEMENTARY

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 2016-2017.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS
(This is provided only as an example.)

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:
(Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.)

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) where all teachers will 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.

Teachers will continue training and implementing instruction geared towards the Common Core State Standards that were implemented in 2013-14.

Two existing resource teachers will split their time working with students and teachers by attending and participating in the new CCSS training provided by the district and will become experts on the CCSS to train teachers on site to have students prepared for the CCSS testing and beyond.

Lead teachers will attend CCSS trainings and go back to the site and share information with grade level colleagues.

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.
(Describe when the parent-teacher conferences will be held.)

There will be five conference days in winter, December 5- 9 and three in spring, May 10-16, 2017

3. Provide parents with frequent reports on their child's progress.
(Describe when and how the school will provide reports to parents.)

Student progress is monitored with quarterly benchmark assessments, start of the school year assessments in all grade levels, CELDT scores in early November after the October assessments, and other summative and formative assessments throughout the year.

4. Provide parents reasonable access to staff.
(Describe when, where, and how staff will be available for consultation with parents.)

Teachers are available during the conference dates: December 5-9 and May 10 – 12.

Staff will be available with parents by e-mail, telephone, before and after school or by appointment 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:
(Describe when and how parents may volunteer, participate, and observe classroom activities.)

Always welcome to volunteer in the classroom and observe teaching instruction

PTA – Parent Teacher Association

TICS – Trauma Informed Community School training

Bi-monthly food distribution throughout the year

Participate monthly in the Mid-City school Hoover Cluster

6. Make this document, The Home/School Compact, available to parents: on the school website, during Open House, in the front office, at Principal Chat meetings, and in the Parent Community Room.

PARENT RESPONSIBILITIES

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

(Describe the ways in which parents will support their children's learning.)

- Monitoring attendance and tardiness
- Making sure that homework is completed
- Monitoring amount of television my child watches
- Monitoring amount of Internet and video games
- 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.

Optional additional provisions (This is provided only as an example)

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:

(Describe the ways in which students will support their academic achievement.)

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare, all notices and information received by me from the school every day.
- Get between 10-12 hours of sleep each night

ACHIEVEMENT

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	Account Desc	Job Desc	Values	
					Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Cherokee Point Elementary	9800	1109	Pull/Out Push In	Inschool Resource Tchr	0.2000	\$ 17,747.00
		1210	Counselor	School Counselor	0.4805	\$ 38,478.44
		3000	Employee Benefits		-	\$ 24,663.46
		4301	Supplies		-	\$ 507.00
	9800 Total				0.6805	\$ 81,395.90
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	0.8000	\$ 70,988.00
		1210	Counselor	School Counselor	0.1195	\$ 9,569.56
		2236	Health Prsnl PARAS	Health Technician	0.1000	\$ 3,699.70
		3000	Employee Benefits		-	\$ 35,087.11
		4301	Supplies		-	\$ 21,618.00
	30100 Total				1.0195	\$ 140,962.37
	30103	4301	Supplies		-	\$ 2,290.00
	30103 Total				-	\$ 2,290.00
	30106	1192	Prof&Curriclm Dev Vist Tchr		-	\$ 7,496.00
		3000	Employee Benefits		-	\$ 1,418.99
	30106 Total				-	\$ 8,914.99
Cherokee Point Elementary Total					1.7000	\$ 233,563.26
Grand Total					1.7000	\$ 233,563.26

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APPENDIX E

2017-18 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Cherokee Point Elementary

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Based on the POSITIVE/NEGATIVE results Cherokee Point will continue or implement: Maximizing Instructional time is the school main focus, articulating strategies/activities, pacing guides assessment systems are all done during PLCs and ILT meetings with the principal and resource teachers on a regular bases. Our focus for the last three years Lucy Calkins Writing and Reading.
CLOSING THE ACHIEVEMENT GAP	Closing the achievement gap is our first priority of the school for all students. English Language learners, student with disabilities are constantly monitored. Strong PLCs with seasoned teachers are constantly monitoring measurable goals, strong strategies and activities to support students who are struggling. EL student are showing much progress with our Bilitacy program and other support programs at the school.
PROFESSIONAL DEVELOPMENT	Our school has a clear professional developing plan that address teacher needs based on the roll out of the Lucy Calkins reading and writing focus for the school. There are clear measurable goals, instructional support by resource teachers, using data to support the work. Professional development is priority at our school and all teachers attend.
GRADUATION/PROMOTION	Data is used to measure goals and implement instructional strategies to support students. Monitoring, evaluation and renewing the curriculum is done during PLCs and other planning sessions. All students are assessed and conferences with parents are done two times a year to ensure progress of students are monitored.
PARENT ENGAGEMENT	The school has an outstanding parent involvement system in place. Our parent center is striving and an Area 6 model for parent engagement with strong parent leaders on site who are trainers for our parents at CPE. "The Gathering Place" or parent center is a heartbeat of our school. PTA, Trauma Informed Community School or TICS are strong and essential to our school.