

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **CABRILLO ELEMENTARY SCHOOL**

**2018-19**

37-68338-6039291

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:** Hightower, Irene

**Contact Person:** Hightower, Irene

**Position:** Principal

**Telephone Number:** 619/362-4000

**Address:** 3120 Talbot St, Cabrillo Elementary, San Diego, CA, 92106-2447,

**E-mail Address:** ihightower@sandi.net

**The following items are included:**

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

**Board Approval:** *Tuesday, June 26, 2018*

**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

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Cabrillo Elementary  
SITE CONTACT PERSON: Irene Hightower

**DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)**

PHONE: 619-362-4000 FAX: 619-362-4049 E-MAIL ADDRESS: ihightower@sandi.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 THE PRESENTATION TO SSC:**

- |  |  |
|--|--|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____            |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____            |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____            |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____            |
| <input checked="" type="checkbox"/> Other (list): <u>Staff &amp; Parents</u>               | Date of presentation: <u>4/29/2018</u> |

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: 4/4/2018

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.

Irene Hightower  
Type/Print Name of School Principal

[Signature]  
Signature of School Principal

4/4/2018  
Date

Elizabeth Carlos  
Type/Print Name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

4/4/2018  
Date

Kimie Lochtefeld  
Type/Print Name of Area Superintendent

[Signature]  
Signature of Area Superintendent

4-6-18  
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 mission of Cabrillo Elementary is to provide academic excellence to our diverse, family-oriented community through a fostering and innovative critical thinking environment. In collaboration with parents and partnerships, we are dedicated to enriching students with challenging curriculum, twenty-first century technology, exposure to visual and performing arts, and a comprehensive physical education program to meet the needs of every student. Our Single Plan for Student Achievement (SPSA) will provide staff, students and parents the opportunities to meet all goals for academics and parent participation. Cabrillo is a small school community consisting of neighborhood families as well as a small group of students bussed in from the former Program Improvement School Choice. Included in our population approximately 60% of students come from military families, approximately 70% of families qualify for Title I services (free and reduced lunch numbers), approximately 30% are English Learners, and approximately 10% are students with Individual Educational Plans (IEP). Due to our military population we have a largely transient community which creates gaps in learning of students who come to us from other states and countries. Our SPSA will provide supports for students who may be new to our district, in need of English Learner supports, technology supports in order to meet the needs of 21st century learning and Smarter Balanced Assessment Consortium (SBAC) state assessments, and provide support for all students at differentiated levels.

**SCHOOL VISION AND REALITY**

The Cabrillo community envisions a school site where academic rigor is a top priority, students and parents feel welcomed and staff are clearly working and planning together. We would like to have the neighborhood see and respect Cabrillo as their neighborhood school. Students are treated as individuals who make progress no matter how they walked into our doors and are given the same opportunities to improve academically as any other child. The ideal state for school culture is every child and family member feels welcome and eager to come to school. This includes having a clean and safe campus outside and inside classrooms, a set of behavior expectations that everyone is aware of and adheres to, that students and staff take responsibility for behavior so everyone has ample opportunities to learn without disruptions, and environments that provide opportunities for academic gain. The ideal state for academic press include classrooms that clearly provide opportunities for students to collaborate and engage where they are doing a majority of talking, a clear purpose for each lesson that demonstrates Common Core State Standards expectations, outcomes that provide teachers feedback on whether or not students understood the purpose or not – i.e. exit slips, written responses, etc.

**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 our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. 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. 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?" Teachers participate in continuous learning cycles to lift the learning of our students throughout the school year and continually monitor student progress.

#### **SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 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 and 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 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.

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

#### **LCFF COMMUNITY AND STAFF ENGAGEMENT**

Principal held budget meetings for staff and parents to share the budget and collect feedback on site priorities. The SSC had the final decision on Title I budget allocations and SPSA goals.



**SINGLE PLAN FOR STUDENT ACHIEVEMENT****Area 1: English/Language Arts****English/Language Arts SMART Goal:**

By June 2019, 67% (approx. twenty 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: English Learners students

By June 2019, 60% (approx. six 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

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

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

Running Records

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and site determined assessments 3 times per year. Analysis will inform subsequent instruction.



**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 53% (approx. fifteen 3rd graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: English Learners students

By June 2019, 50% (approx. five 3rd graders) will meet or exceed standards in Math on the SBAC exam.

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

- CELDT    Interim Assessments    End-Of-Course  
Exams    SBAC    DRA2    SMI    SRI    KDS    ELPAC    ARI    MDTP    Report Cards    End-Of-Unit  
Assessments    PowerSchool    Sign In Sheets    Other

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

**Area 3: English Learner****English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**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  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):****Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

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?"

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 Council (SSC)

**Area 4: Graduation/Promotion Rate****Graduation Rate SMART Goal:**

By June 2019, at least 60% (approx. seventeen 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

**Closing the Gap SMART Goal (Optional for Elementary schools):****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 3 times per year. Analysis will inform subsequent instruction.

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

By June 2019, 100% (approx. 175 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 75% (approx. 131 families) will attend parent trainings on curricular areas, Back to School Curriculum Night, and the importance of daily attendance to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

English language learner, New Military families and Socioeconomic.

**What data did you use to form these goals?**

Attendance data.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted each grading period based on progress.

Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:***Universal Access to Strong Core Instructional Program (Tier 1)*

- All teachers will use the ELA Framework and Common Core standards in designing and differentiating instruction.
- All teachers will implement the Lucy Calkins Reading and Writing Units at least 4 times a week and make necessary adjustments based on data, consultation with grade level colleagues on campus and within the cluster.
- All teachers will use EnVision Math, the district Math concepts, Math Framework and Common Core Math 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, daily math instruction based on common core standards and daily writing.
- Staff will use multiple measures of assessment (i.e., DRA, Kindergarten Reading Readiness Assessments, End of Math Unit Assessments, Illuminate Item bank 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.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- ESL Assistant will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC State assessment.
- Counselor, nurse, and health technician will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health technician, school clerk, teachers and principal will monitor and follow up with student attendance needs.
- 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 on campus as well as with cluster schools 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 and math instruction.
- Students will have access to software that is common core aligned and provide opportunities to be computer literate and practice common core based activities on line (Achieve 3000 ST Math, RazKids or something similar.)

*Strategic Support (Tier 2)*

- Targeted additional small flexible group instruction will be used to address specific needs in literacy and math
- 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 supplemental small group instruction for targeted students in need.
- ESL Assistant will consult with teachers to provide supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

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- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will meet with 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.
- Educational Specialists may push into class, observe and collaborate with classroom teachers to assist with differentiating instruction based on student need.
- ESL Assistant will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners as well as long term Intermediate students.
- Counselor and support mentors (Military Kids Club Counselors, Office staff, Principal) will provide meetings with at risk students..
- Supplemental Service providers may push into classrooms to assist with differentiating instruction based on student 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) (7/1/2018 - 6/30/2019):**

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.1750	\$4,365.55	\$5,618.23	0041-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03, 04	Library Assistant to allow students to regularly check out books to use at home for reading.
Software License		\$6,530.00	\$6,530.00	0041-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 04	Software programs proven to strengthen Tier 1 instruction such as Achieve 3000, Raz Kids, etc.
Supplies		\$3,000.00	\$3,000.00	0041-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplemental supplies to strengthen Tier 1 instruction.
Interprogram Svcs/Paper		\$500.00	\$500.00	0041-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Copier paper for classroom work and homework.

### **How will you monitor these strategies/activities?**

Bell to bell instruction

Regular classroom observations and feedback

Reviewing data (interim benchmark, CELDT, ELPAC, SBAC, etc.) with Staff, SSC, and ILT

## Cabrillo Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
ESL Asst	0.2000	\$5,084.20	\$6,543.11	0041-30100-00-2101-1000-1110-01000-0000	Title I Basic Program	03	An ESL Assistant to provide Tier 2 support to second language learners.
Supplies		\$1,538.66	\$1,538.66	0041-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplemental supplies to assist with closing the gap for students who are in need of Tier 2 or 3 instructional supports.
Interprogram Svcs/Paper		\$500.00	\$500.00	0041-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Copier paper for classwork and homework for students in need of closing the gap.

**How will you monitor these strategies/activities?**

Bell to bell instruction  
Regular classroom observations and feedback  
Reviewing data (interim benchmark, CELDT, SBAC, etc.) with Staff, SSC, and ILT

**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**

Monthly professional development with cluster area schools to focus on ELA, Math and ELD. Classroom teachers will meet throughout the year to collaborate within grade levels and across grade levels to align instruction and Common Core State Standards. Data will be provided to grade level teams to have opportunities to analyze, discuss, and make instructional decisions based on student's needs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

**How will you monitor these strategies/activities?**

Attendance at cluster and site PD sessions  
Professional Learning Community meetings  
Continuous monitoring of student progress by Administration, ILT, and teaching staff

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**

Staff will assist students in meeting promotion requirements by attending to their health needs and monitoring regular daily attendance and providing interventions to support their academic success.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

**How will you monitor these strategies/activities?**

Phone calls home

SART and SARB letters  
Counselor interventions such as individual and group meetings  
Student Study Team meetings with teachers, parents, support staff, etc.

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**

Cabrillo will have multiple opportunities for parents to participate in principal/parent meetings throughout the year. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Paper		\$356.00	\$356.00	0041-30103-00-5733-2495-1110-01000-0000	Title I Parent Involvement	05	Copier paper for reminders, getting information out to parents, and parent handbook.
Supplies		\$300.00	\$300.00	0041-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	05	Supplies for parent engagement activities and trainings.

**How will you monitor these strategies/activities?**

Sign in sheets for parent meetings  
Communication through School Messenger, Peach Jar Flyers, and school website  
PTA meetings  
SSC meetings  
Open door policy to meet with parents and community members about individual concern



<b>Local Control Funding Formula Goals and Budget</b>
<p><b>Goal 1: Intervention Supports</b> 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?</p>
<p><b>Intervention Support Goal::</b> Visiting Teacher time allows for teachers to be in Professional Learning Communities to follow an Inquiry and Action Cycle. Teachers plan, administer common assessments, analyze the data, plan and provide interventions and set short term goals.</p> <p><b>Identified Need::</b> Students at all grade levels need to improve their reading, mathematical thinking and strategies to align with common core expectations. These students would benefit from teachers being in a PLC in order to improve instruction.</p> <p><b>Target Group::</b> Students not meeting grade level in academics.</p> <p><b>Monitoring::</b> End of Math Unit Assessments, District Math and ELA Itembank Assessments, SBAC, DRA2, writing samples.</p> <p><b>Personnel Responsible::</b> Principal, ILT, Classroom Teachers</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> To increase access to grade level standards and improve learning, the basic supplies are necessary, weekly visit to the school library and field trips to build schema.</p> <p><b>Identified Need::</b> All students are in need of basic supplies, access to books to be able to read at home, and the ability to have common field trip experiences in order to build common schema.</p> <p><b>Target Group::</b> All students are in need of basic supplies, access to the library and common experiences.</p> <p><b>Monitoring::</b> Administrative approval of instructional supplies will be based on academic rationale provided.</p> <p><b>Personnel Responsible::</b> Principal, Classroom Teachers</p>
<p><b>Goal 3: Professional Development</b> 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</p>

and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**  
Professional Development opportunities and collaboration among teachers to calibrate common core instruction and assessments.

**Identified Need::**  
Teachers benefit from additional PD time to analyze student assessments, collaboratively plan instruction and increase their own knowledge of common core standards.

**Target Group::**  
All students and all teachers.

**Monitoring::**  
Monitoring of progress is conducted through Professional Learning Community meetings, Instructional Leadership Team meetings, and monitoring by the Principal.

**Personnel Responsible::**  
Principal, ILT, classroom teachers

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
ESL Asst	0.1750	\$4,448.68	\$5,725.22	0041-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	03, LCFF 1, LCFF 2	ESL Assistant to meet with second language learners and administration of the ELPAC assessment.
Interprogram Svcs/Field Trip		\$1,500.00	\$1,500.00	0041-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 2	Field trips to provide students supplemental common experiences to further their understanding in all curricular areas.
Prof&Curriclm Dev Vist Tchr		\$2,500.00	\$3,009.75	0041-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Funds for visiting teachers to allow teachers to participate in PLCs at least 3 times a year to review data, plan for instruction and interventions, and attend professional development.
Retired Clsrm Teacher Hrly		\$2,500.00	\$3,009.75	0041-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	03, LCFF 1, LCFF 2	Retired Teacher Hourly to assist with completion of required ELPAC state assessment.
Supplies		\$4,724.28	\$4,724.28	0041-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Supplemental supplies for students to meet Tier 1 and Tier 2 instruction.

## **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. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://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/sb2017/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.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Cabrillo**  
**All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	59	44.1	46	54.3	47	66.0	21.9	11.7	59	45.8	46	54.3	47	55.3	9.5	1.0
Female	35	45.7	24	54.2	20	65.0	19.3	10.8	35	42.9	24	54.2	20	60.0	17.1	5.8
Male	24	41.7	22	54.5	27	66.7	25.0	12.2	24	50.0	22	54.5	27	51.9	1.9	-2.6
African American	4	-	5	-	6	-	-	-	4	-	5	-	6	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Hispanic	35	34.3	27	48.1	21	57.1	22.8	9.0	35	40.0	27	48.1	21	47.6	7.6	-0.5
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
White	12	58.3	10	80.0	17	82.4	24.1	2.4	12	66.7	10	70.0	17	70.6	3.9	0.6
Multiracial	5	-	1	-	1	-	-	-	5	-	1	-	1	-	-	-
English Learner	24	16.7	12	16.7	8	-	-	-	24	37.5	12	8.3	8	-	-	-
English-Speaking	35	62.9	34	67.6	39	71.8	8.9	4.2	35	51.4	34	70.6	39	59.0	7.6	-11.6
Reclassified†	2	-	8	-	6	-	-	-	2	-	8	-	6	-	-	-
Initially Eng. Speaking	33	60.6	26	61.5	33	69.7	9.1	8.2	33	48.5	26	65.4	33	54.5	6.0	-10.9
Econ. Disadv.*	46	39.1	32	53.1	30	56.7	17.6	3.6	46	41.3	32	43.8	30	46.7	5.4	2.9
Non-Econ. Disadv.	13	61.5	14	57.1	17	82.4	20.9	25.3	13	61.5	14	78.6	17	70.6	9.1	-8.0
Gifted	24	58.3	16	62.5	13	84.6	26.3	22.1	24	58.3	16	68.8	13	61.5	3.2	-7.3
Not Gifted	35	34.3	30	50.0	34	58.8	24.5	8.8	35	37.1	30	46.7	34	52.9	15.8	6.2
With Disabilities	7	-	10	30.0	13	38.5	-	8.5	7	-	10	20.0	13	30.8	-	10.8
WO Disabilities	52	48.1	36	61.1	34	76.5	28.4	15.4	52	46.2	36	63.9	34	64.7	18.5	0.8
Homeless	2	-	1	-	0	-	-	-	2	-	1	-	2	-	-	-
Foster	1	-	1	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	16	50.0	12	50.0	19	73.7	23.7	23.7	16	31.3	12	58.3	19	57.9	26.6	-0.4

\* 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.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Cabrillo**  
**Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	35	51.4	19	63.2	30	56.7	5.3	-6.5	35	54.3	19	68.4	30	43.3	-11.0	-25.1
Female	18	50.0	10	80.0	11	45.5	-4.5	-34.5	18	55.6	10	80.0	11	45.5	-10.1	-34.5
Male	17	52.9	9	-	19	63.2	10.3	-	17	52.9	9	-	19	42.1	-10.8	-
African American	1	-	3	-	5	-	-	-	1	-	3	-	5	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Hispanic	22	45.5	7	-	14	50.0	4.5	-	22	45.5	7	-	14	35.7	-9.8	-
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	8	-	6	-	10	70.0	-	-	8	-	6	-	10	50.0	-	-
Multiracial	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
English Learner	14	28.6	2	-	7	-	-	-	14	42.9	2	-	7	-	-	-
English-Speaking	21	66.7	17	64.7	23	60.9	-5.8	-3.8	21	61.9	17	76.5	23	47.8	-14.1	-28.7
Reclassified†	2	-	2	-	3	-	-	-	2	-	2	-	3	-	-	-
Initially Eng. Speaking	19	63.2	15	60.0	20	55.0	-8.2	-5.0	19	57.9	15	73.3	20	40.0	-17.9	-33.3
Econ. Disadv.*	26	50.0	12	66.7	21	47.6	-2.4	-19.1	26	53.8	12	66.7	21	38.1	-15.7	-28.6
Non-Econ. Disadv.	9	-	7	-	9	-	-	-	9	-	7	-	9	-	-	-
Gifted	16	56.3	6	-	8	-	-	-	16	56.3	6	-	8	-	-	-
Not Gifted	19	47.4	13	53.8	22	50.0	2.6	-3.8	19	52.6	13	53.8	22	45.5	-7.1	-8.3
With Disabilities	2	-	6	-	9	-	-	-	2	-	6	-	9	-	-	-
WO Disabilities	33	51.5	13	76.9	21	66.7	15.2	-10.2	33	54.5	13	92.3	21	52.4	-2.1	-39.9
Homeless	1	-	1	-	0	-	-	-	1	-	1	-	2	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	10	40.0	9	-	11	54.5	14.5	-	10	30.0	9	-	11	36.4	6.4	-

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Cabrillo**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	24	33.3	27	48.1	17	82.4	49.1	34.3	24	33.3	27	44.4	17	76.5	43.2	32.1
Female	17	41.2	14	35.7	9	-	-	-	17	29.4	14	35.7	9	-	-	-
Male	7	-	13	61.5	8	-	-	-	7	-	13	53.8	8	-	-	-
African American	3	-	2	-	1	-	-	-	3	-	2	-	1	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Hispanic	13	15.4	20	40.0	7	-	-	-	13	30.8	20	45.0	7	-	-	-
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	4	-	4	-	7	-	-	-	4	-	4	-	7	-	-	-
Multiracial	3	-	0	-	1	-	-	-	3	-	0	-	1	-	-	-
English Learner	10	0.0	10	10.0	1	-	-	-	10	30.0	10	10.0	1	-	-	-
English-Speaking	14	57.1	17	70.6	16	87.5	30.4	16.9	14	35.7	17	64.7	16	75.0	39.3	10.3
Reclassified†	0	-	6	-	3	-	-	-	0	-	6	-	3	-	-	-
Initially Eng. Speaking	14	57.1	11	63.6	13	92.3	35.2	28.7	14	35.7	11	54.5	13	76.9	41.2	22.4
Econ. Disadv.*	20	25.0	20	45.0	9	-	-	-	20	25.0	20	30.0	9	-	-	-
Non-Econ. Disadv.	4	-	7	-	8	-	-	-	4	-	7	-	8	-	-	-
Gifted	8	-	10	50.0	5	-	-	-	8	-	10	50.0	5	-	-	-
Not Gifted	16	18.8	17	47.1	12	75.0	56.2	27.9	16	18.8	17	41.2	12	66.7	47.9	25.5
With Disabilities	5	-	4	-	4	-	-	-	5	-	4	-	4	-	-	-
WO Disabilities	19	42.1	23	52.2	13	92.3	50.2	40.1	19	31.6	23	47.8	13	84.6	53.0	36.8
Homeless	1	-	1	-	0	-	-	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	6	-	3	-	8	-	-	-	6	-	0	-	8	-	-	-

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

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

**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**



## **CABRILLO ELEMENTARY SCHOOL TITLE I PARENT INVOLVEMENT POLICY**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements. Cabrillo Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The parent involvement policy was developed by the Cabrillo Elementary School Site Council (SSC) which is comprised of teachers, school staff members, and parents.

Cabrillo Elementary has distributed the policy to parents of Title I students. This policy is distributed to parents in first day of school packets.

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 Cabrillo Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - Each fall we hold an annual Title I meeting for all parents to learn how they can best support their child’s education and how the school supports their child daily.
- The school offers a flexible number of meetings for Title I parents:
  - At Cabrillo Elementary School, we are committed to provide a flexible number of meetings to engage parents in order to increase student achievement. In order to build the bridge between home and school, we have a variety of opportunities for parents to become involved with their student’s education. We also have committees to encourage parent involvement such as SSC and the Cabrillo PTA.
- 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
  - At Cabrillo Elementary, we have regular meetings scheduled for the parent groups such as SSC and Cabrillo PTA. We have also held parent workshops at parent requests. Topics covered during the meetings have included, but are not limited to:
    - Improving communication between school and home
    - Providing strategies for parents to assist students with projects and homework
    - 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 involvement

- Evaluating the instructional program at Cabrillo
  - Reviewing the Single Plan for Student Achievement (SPSA)
  - Conferencing with teachers
  - Providing training programs to help parents support and work with their student at home and at school
  - Understanding Cabrillo and District budgets
  - Incorporating more parent volunteers at school and in the classroom
  - Finding fundraisers to help support Cabrillo
- The school provides parents of Title I students with timely information about Title I programs. Information about Cabrillo Elementary is distributed in the following ways:
    - Cabrillo Elementary website
    - Peach Jar Flyers and Information System
    - School Messenger Phone Call Out System
    - Parent Tours
    - Parent meetings such as Back to School Night, and Open House
    - Informational sessions offered for parents throughout the school year in conjunction with the Point Loma cluster schools and a variety of technical and instructional topics
  - Outside of regular meetings throughout the school year Cabrillo Elementary supports students and parents by providing individualized meetings *upon request* such as:
    - Parent/Teacher conferences;
    - Student Study Team Meetings;
    - 504 meetings;
    - Individualized Educational Plans.

### **School-Parent Compact**

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

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

The School-Parent Compact is developed by the Cabrillo Elementary SSC which is comprised of teachers, school staff members, and parents. This compact is distributed to parents in first day of school packets.

### **Building Capacity for Involvement**

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During various parent meetings such as SSC, Cabrillo PTA, parent tours, informational meetings, and individualized parent meetings, we discuss curriculum and student progress.
- 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. We encourage having positive relationships with parents in order to best support our students.
  - Staff members are committed to returning phone calls and emails in a timely fashion;
  - We encourage parent volunteers;
  - We use digital tools to provide timely feedback regarding student progress.
- 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. We have various opportunities that we promote to support our parents such as:
  - Parent Tours;
  - Informational sessions will be offered for parents throughout the school year in conjunction with the Point Loma Cluster Foundation on a variety of topics.
- 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.
  - We distribute materials in English and Spanish. We also distribute materials in other languages upon request;
  - We provide translators at individualized meetings as necessary.
- The school provides support for parental involvement activities requested by Title I parents. If parents are unaware of programs or support that we offer, we will provide them with the needed information. We believe we provide information in a number of ways so parents can learn about all the opportunities we provide for our families and students.

### **Accessibility**

Cabrillo Elementary School 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.

- We provide materials in both English and Spanish. We also provide materials in languages other than English/Spanish upon request;
- We provide translators at all parent meetings in order to provide access to all parents;
- We provide translators at individualized meetings as necessary.

**APPENDIX C**

**HOME/SCHOOL COMPACT**



**HOME/SCHOOL COMPACT**  
**2018-2019**

Cabrillo 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 2018-2019.

**School Responsibilities:**

We, as staff at Cabrillo 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:
  - a. The principal will conduct monthly Professional Development meetings to provide instructional support and professional development.
  - b. The principal and district will provide Professional Learning Opportunities throughout the year for all teachers and provide release time in order for teachers to attend such opportunities.
  - c. District Resource Teachers will provide support to the site through consultation in order to increase student proficiency
  - d. Teachers will plan Language Arts, Math and Science lessons aligned to Common Core standards and teach from those units.
  - e. Teachers will attend all monthly Professional Development meetings and Professional Learning Opportunities where release time is provided by the district or the site.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement on:
  - November 9-16, 2018
  - March 20-22, 2019
3. Provide parents with frequent reports on their child's progress.
  - a. Teachers will communicate to parents via written report cards per the district reporting schedule three times per school year November, March, and June.
  - b. Teachers will communicate to parents on an individual basis as needed.
  - c. The principal has an open-door policy and invites parents to come in to visit and conference regarding any concerns they may have about our school or their child's education. If the principal is unavailable the Elementary School Assistant will be able to schedule an appointment.
4. Provide parents reasonable access to staff:
  - a. Teachers are available to parents before and after school daily.
  - b. Teachers are available for appointments throughout the week and will accommodate parents as needed.
  - c. Teachers accept phone conferences and are available via email during non-instructional time.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - a. Parents are always encouraged to volunteer in their child's classroom.
  - b. The school and PTA are always seeking room parents to assist the teacher or for special events.
  - c. Teachers send notices asking for assistance from parents to supervise and volunteer to attend their child's class on field trips.
  - d. Parents are welcome to observe in their child's classroom and must make arrangements with the teacher prior to observing.
  - e. Parents are invited to participate on the SSC, recruited to join the PTA and informed of other opportunities to volunteer at school, special events, or be a part of a governing body or committee.

**Parent Responsibilities**

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

1. Ensuring timely and consistent attendance.
2. Monitoring homework completion and providing a quiet study space.
3. Limiting the amount of screen time (TV, computer, video games, etc.) my child watches.
4. Volunteering in my child's classroom and/or any events and committees at my child's school.
5. Participating, as appropriate, in decisions relating to my child's education.
6. Promoting positive use of my child's extracurricular time.
7. Maintaining a positive working relationship with my child's teacher and having frequent communication as necessary.
8. Checking my child's backpack and promptly reading all communications from the school/district received by my child, by mail or by email and responding as needed.
9. 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, Point Loma Cluster Foundation or other school advisory groups.
10. Attending parent-teacher conferences, open house and other school events.

**Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve Common Core standards. As an individual student, I agree to:

1. Come to school regularly on time and ready to learn.
2. Follow the school rules and the rules of my classroom.
3. Do my homework every day and ask for help when I need it.
4. Read at least 20 minutes every day outside of school time.
5. Give my parents/guardians all notices and information received by me from my school every day.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Name (Please Print)

\_\_\_\_\_  
Student Name/Room #

**APPENDIX D**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**



School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Cabrillo Elementary	09800	1189	Retired Clsrm Teacher Hrly			\$ 2,500.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 2,500.00
		2101	Classroom PARAS	ESL Asst	0.1750	\$ 4,448.68
		3000	Employee Benefits			\$ 2,296.04
		4301	Supplies			\$ 4,724.28
		5735	Interprogram Svcs/Field Trip			\$ 1,500.00
	<b>09800 Total</b>				<b>0.1750</b>	<b>\$ 17,969.00</b>
	30100	2101	Classroom PARAS	ESL Asst	0.2000	\$ 5,084.20
		2231	Other Support Prsnl PARAS	Library Asst	0.1750	\$ 4,365.55
		3000	Employee Benefits			\$ 2,711.59
		4301	Supplies			\$ 4,538.66
		5733	Interprogram Svcs/Paper			\$ 1,000.00
		5841	Software License			\$ 6,530.00
	<b>30100 Total</b>				<b>0.3750</b>	<b>\$ 24,230.00</b>
	30103	4301	Supplies			\$ 300.00
		5733	Interprogram Svcs/Paper			\$ 356.00
	<b>30103 Total</b>					<b>\$ 656.00</b>

**APPENDIX E**  
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Cabrillo Elementary  
*TYPE OR PRINT*

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>Within the area of Maximizing Instructional Time - staff and parents who completed and submitted the survey mostly felt the site was fully or substantially implementing in response to the numerous questions within this section. Most respondents felt we should still focus on English Language Arts (ELA), Mathematics and English Language Development (ELD) as focus areas still in need of improvement. Respondents indicated strategies that supported ELA, Math and ELD included Professional Development, Paraprofessionals and Software Licenses. We have seen growth in our students over the past three years with these strategies in place and the SSC would like to continue implementing the same strategies.</p>
CLOSING THE ACHIEVEMENT GAP	<p>Within the area of Closing the Achievement Gap - staff and parents who completed and submitted the survey mostly felt the site was fully or substantially implementing in response to the questions within this section. English Learners are the subgroup that should be targeted and needing improvement based on our summative and formative data. We currently employ an English as a Second Language (ESL) Assistant to assist students and teachers with implementation of ELD curriculum and maintaining required testing by the state and federal government. Although we would love to hire more support our limited budget does not allow for that.</p>
PROFESSIONAL DEVELOPMENT	<p>Within the area of Professional Development - staff and parents who completed and submitted the survey felt the site was fully or substantially implementing in response to the questions in this section. The budget for the current school year allowed for minimal professional development outside of our minimum days, but did allow for Professional Learning Communities (PLC) four times throughout the school year. . . Staff appreciates the opportunity to work in PLCs in order to best meet the needs of all</p>

	<p>students – requiring them to have time during the work day to review data, plan for instruction based on student’s needs, agree upon formative assessments and provide interventions for students with the most needs. A select number of teachers were able to participate in the district’s Math Coaching Cycles which they found to be very valuable to their math instruction and felt very supported by the district resource teachers involved.</p>
<p>GRADUATION/PROMOTION</p>	<p>Within the area of Graduation/Promotion - staff and parents who completed and submitted the survey mostly felt the site was fully or substantially implementing. Teachers use the PLC cycle model in order to best meet the needs of all students for promotion goals. Teachers teach the district supplied viable curriculum and use interventions and some supplemental curriculum when needed in order to ensure that instructional strategies and activities aligned with student learning needs and expected outcomes for achievement are met. Educator Effectiveness Grant funds has provided additional support within this area in order to allow time for teachers to meet in their PLC groups more often over the past few years. The site understands 2017-18 was the last year of this grant and hopes more funding becomes available in the 2018-19 school year.</p>
<p>PARENT ENGAGEMENT</p>	<p>Within the area of Parent Engagement - staff and parents who completed and submitted the survey had a range of responses including partial to fully implementing. Parents who participate in SSC are very active and meaningful in their participation on the council. Unfortunately when it comes to other groups such as PTA, ELAC, and general parent informational meetings parent participation can be low. Most parents at Cabrillo work and/or are deployed with the military. Even when there are evening events it’s difficult for parents to attend. We have good partnerships with a few Military Commands within the Point Loma bases and the nearby Point Loma Assembly that provide additional support with our students during school wide events such as Read Across America Day, Fall Festival, and our annual Jogathon. We also have many volunteers from Point Loma Nazarene University.</p>