THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CABRILLO ELEMENTARY SCHOOL

2014-16

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: 619/223-7154;
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/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: June 23, 2015

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego Unified
SCHOOL DISTRICT

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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Cabrillo Elementary

SITE CONTACT PERSON: Irene Hightower, Principal

> DUE March 13, 2015

PHONE: 619-223-7154   **FAX:** 619-221-9051   **E-MAIL ADDRESS:** ihightower@sandi.net

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

☒ **Quality Education Investment Act (QEIA)** ☒ **Title 1 Schoolwide Programs (SWP)** ☒ **Program Improvement (PI)**

☐ Y1 ☐ Y2 ☐ Y3 ☐ Y4 ☐ Y5 ☐ Y5+

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:_____

   ☒ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation:_____

   ☒ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation:_____

   ☒ Site Governance Team (SGT)   Date of presentation: 2/26/15

   ☒ Other (list): Staff & Parents   Date of presentation: 2/26/15 & 2/27/15

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: 3/5/15

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 of School Principal   3/12/15   Date

Skye Oluwa
Type/Print Name of SSC Chairperson   Signature of SSC Chairperson   3/12/15   Date

Kimie Lochtefeld
Type/Print Name of Area Superintendent   Signature of Area Superintendent   4-7-15   Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

Updated 02.12.15mdj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. 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 contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

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

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

TEACHER ALLOCATIONS:

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

Grades K-3:	1:22
Grades K-3 with CSR:	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

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?" 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).

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, 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 API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.
Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Andra Gibbons	Parent
Darlene Brown	Parent
Shelmond Johnson	Parent DAC Representative
Maria Orozco	Parent
Vanessa Stokely	Parent
Tim Farley	Teacher
Irene Hightower	Principal
Skye Oluwa	Other
Jessica Dieli	Teacher
Dan Cooperman	Teacher

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/15/2016, 46 % of Cabrillo Elementary Grades 2-4 will meet or exceed common core grade level standards as identified in English/Language Arts

Closing the Gap SMART Goal:
* By 06/15/2016, 32 % of Cabrillo Elementary English Learner, Grades 2-4 will meet or exceed common core grade level standards as identified in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

 DRAs, ARI

Progress and Growth Monitoring:

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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 2: Mathematics

Mathematics SMART Goal: * By 06/15/2016, 82 % of Cabrillo Elementary Students, Grades 2-4 will meet or exceed common core grade level standards as identified in Mathematics   **Closing the Gap SMART Goal**:   * By 06/15/2016, 78 % of Cabrillo Elementary English Learner, Grades 2-4 will meet or exceed common core grade level standards as identified in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?   ☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):   End of Concept assessment

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).

Area 3: English Learner

English Learner SMART Goal:
* By 06/15/2016, 34 % of Cabrillo Elementary English Learners Enrolled in School 3 years or More will meet or exceed one level higher as measured in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

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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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 06/15/2016, 62 % of Cabrillo Elementary Grade 03 will meet or exceed proficient or better in literacy in DRA
* By 06/15/2016, 96 % of Cabrillo Elementary All Grades will increase daily attendance rates as measured by Attendance

Closing the Gap SMART Goal:
* By 06/15/2016, 62 % of Cabrillo Elementary Grade 03, Special Education, Students will meet or exceed proficient or better in DRA
* By 06/15/2016, 55 % of Cabrillo Elementary English Learner, Grade 03 will meet or exceed proficient or better in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

DRA, ORBIT attendance report

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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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 06/15/2016, 90 % of Cabrillo Elementary Parents/Guardians will meet or exceed higher participation in Attendance

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:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.
The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals

Core Program: Edit the core program for your site
Universal Access to Strong Core Instructional Program (Tier 1)
All teachers will use the units of study in English Language Arts, ELA Framework and Common Core standards in designing and differentiating instruction.
All teachers will use 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., End of Unit Inquiry assessments, End of Math Concept Assessments, District Benchmarks, 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 CELDT and the Express Assessment from the SELD curriculum.
Counselor, nurse, and health technician will facilitate medical, dental and mental health referrals to community agencies.
Counselor, nurse, health technician, 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 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 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 and ST Math.)

Strategic Support (Tier 2)

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 supplemental small group instruction for targeted students in need.
ELST and 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.
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

ESL Assistant will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor and support mentors will provide monthly check in with at risk students.

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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position ESL Asst, Employee SBB2457487 NEW POSN	0.3750	$9,658.13	0041-30100-00-2101-1000-1110-01000-0000	Title I Basic Program	03	An ESL Assistant to maintain compliance with English Learner student records, testing and to meet in small groups daily.
Position Library Asst	0.1250	$3,138.88	0041-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01	Library Assistant to work with classes on Common Core research projects.
Supplies	-	$4,088.40	0041-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Supplies for student use for Literacy, Math, Intervention and English Learner Support.
Software License	-	$9,800.00	0041-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 04	To purchase common core literacy and math software in order to prepare students for state testing - i.e. Achieve 3000 or ST math
Interprogram Svcs/Paper	-	$292.00	0041-30103-00-5733-2495-1110-01000-0000	Title I Parent Involvement	05	Paper for parent fliers, notices, reminders,etc.
Other Support Prsnl PARAS Hrly	-	$70.00	0041-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Hourly time for translation for parent teacher conferences.
Supplies	-	$321.68	0041-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parents to use to garner more parent involvement - i.e. posters, pens, paper, etc.
Postage Expense	-	$57.00	0041-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage for parent letters required to go via US mail.

Local Control Funding Formula Goals

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:
Software license for ST Math- a program the site has been using to increase academic achievement in math, is common core aligned, and allows student access from the classroom or home.
Identified Need:
Students at all grade levels need to improve their mathematical thinking and strategies to align with common core math expectations. These students would benefit from the ST Math software program that has been used by the site the past couple of years.
Target Group:
Students not meeting grade level in mathematics.
Monitoring:
End of Math Concept Assessments, District Math Benchmark Interim Assessments
Personnel Responsible:
Principal, ILT, Classroom Teachers

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 standards and improve learning, the basic supplies are necessary.
Identified Need:
All students are in need of basic supplies
Target Group:
All students are in need of basic supplies for learning.
Monitoring:
Administrative approval of instructional supplies will be based on academic rationale provided.
Personnel Responsible:
Principal, Classroom Teachers

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:

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	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	$122.00	0041-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Supplies for student use for Literacy, Math, Intervention and English Learner Support.
Prof&Curriclm Dev Vist Tchr	-	$10,000.00	0041-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Professional Development for teachers to have time to analyze student data, score benchmark constructed response items, and conduct lesson studies.
Software License	-	$3,000.00	0041-09800-00-5841-1000-0001-01000-0000	LCFF Intervention Support	LCFF 1	ST Math Software to increase student achievement in common core math.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

D. 2014-15 SPSA Addendum

E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

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

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 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 One meeting for all parents to learn how parents can 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 hold monthly Coffee with the Principal meetings where parents are encouraged to attend to get site and district specific information. We also have committees to encourage parent involvement such as School Site Council (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 monthly meetings scheduled for the parent groups such as School Site Council (SSC), Coffee with the Principal, and Cabrillo PTA. Topics covered during the meetings will include, 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
  - Weekly e-blasts
  - Principal Coffee
  - 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 *by 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, principal coffee, 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;
        - Principal Coffee;
        - Informational sessions will be offered for parents throughout the school year in conjunction with the Point Loma cluster schools on a variety of technical and instructional 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.

<u>Accessibility</u>
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 B

HOME/SCHOOL COMPACT
(Provided by the School Site)

San Diego Unified
SCHOOL DISTRICT

CABRILLO ELEMENTARY SCHOOL

3120 Talbot Street, San Diego, CA   92106   (619) 223-7154

Irene Hightower, Principal   FAX (619) 221-9051

HOME/SCHOOL COMPACT
2015-2016

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 2015-2016.

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 will provide professional learning opportunities four times a year for all teachers.
   c.   District Resource Teachers will work with the students and staff on a teaching and consulting basis to assist students reach proficiency.
   d.   Teachers will plan Language Arts and Math lessons aligned to Common Core standards and teach from those units.
   e.   Teachers will use the FOSS science kits to teach science and meet the state standards.
   f.   Teachers will follow the district math concepts, which are aligned, to Common Core standards.
   g.   Teachers will implement a balanced literacy program daily, an average of two hours per week of science when they have the FOSS kits, and provide 60-75 minutes of math instruction daily per district guidelines.
   h.   The parents will assist by supervising the completion of homework and providing a quiet study space.
   i.   The parents will attend parent-teacher conferences and communicate with the classroom teacher as needed.
   j.   If possible, the parent will volunteer in the classroom.
   k.   The student will attend regularly and on time.
   l.   The student will follow the teacher's directions and complete all assignments
   m.   The student will follow the Cabrillo school rules.

2.   Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement on:
   - November 16-20, 2015
   - March 22-25, 2016

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 (weekly, bi-monthly, or monthly).

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.

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.

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 daily 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.
    3.   Limiting the amount of television 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 or the school district either received by my child or by mail 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 or other school advisory groups.
    10.   Attend 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 C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

	00000 Discretionary Alloc		09800 LCFF Intervention Support		30100 Title I Basic Program		30103 Title I Parent Involvement	
Name	**FTE**	**TOTAL**	**FTE**	**TOTAL**	**FTE**	**TOTAL**	**FTE**	**TOTAL**
		19,463.00		**14,645.00**		**29,716.00**		**757.00**
		19,463.00		**14,645.00**		**29,715.99**		**757.00**
		-		**-**		**0.01**		**-**
6471 ESL Asst	-	-	-	-	0.38	9,658.13	-	-
6472 Library Asst	-	-	-	-	0.13	3,138.88	-	-
1157 Classroom Teacher Hrly		900.00		-		-		-
1192 Prof&Curriclm Dev Vist Tchr		3,500.00		10,000.00		-		-
2281 Other Support Prsnl PARAS Hrly		-		-		-		70.00
2456 Clerical Substitute Hrly		1,500.00		-		-		-
2951 Noon Supervision		1,500.00		-		-		-
Employee Benefits		1,369.12		1,523.00		3,030.59		16.32
4301 Supplies		2,193.88		122.00		4,088.40		321.68
5614 Lease of Printer/Duplicator		6,000.00		-		-		-
5733 Interprogram Svcs/Paper		2,000.00		-		-		292.00
5841 Software License		-		3,000.00		9,800.00		-
5915 Telephone Svc - Additional		500.00		-		-		-
5920 Postage Expense		-		-		-		57.00

San Diego Unified School District
Site: 0041 Cabrillo Elementary
As of Date 03-27-2015
Extended Summary

APPENDIX D

2014-15 SPSA ADDENDUM

Cabrillo

Area Goals for 2014-15 SY	
English Language Arts:	By 6/15/15 41% of Cabrillo Elementary grades 2-4 will meet or exceed common core grade level standards as indentified in English Language Arts.
Mathematics	By 6/15/15 77% of Cabrillo Elementary grades 2-4 will meet or exceed common core grade level standards as indentified in Mathematics.
English Language Development	By 6/15/15 30% of Cabrillo Elementary English Learners in school 3 years or more will meet or exceed one level higher as measured on the California English Learner Development Test.
Graduation/Promotion Rate	By 6/15/15 57% of Cabrillo Elementary grade 3 will meet or exceed proficient or better in literacy on the DRA.
Parent Involvement and Community Engagement	By 6/15/15 85% of Cabrillo Elementary Parents/Guardians will meet or exceed higher participation in attendance in parent activities.

Academic Program Description:	**The budget listed below is supplemental to the base program. Please see the base program model on the following four pages.**

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	FTE	TOTAL	FTE	TOTAL	Rationale
		32,000.00		691.00	
2040 Inschool Resource Tchr	0.27	21,673.17	-	-	Inschool Resource Teacher to provide teacher coaching and professional development, assistance with students in need of interventions, CELDT administration and newcomer groups.
Employee Benefits		9,619.68			Benefits for Inschool Resource Teacher
4301 Supplies		707.00		400.00	Supplies for student work and parent activities provided by the PTA.
5920 Postage Expense		-		291.00	Postage to allow for essential parent communication for attendance letters, IEP and SST meetings, and other items to parents as necessary.

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

San Diego Unified
SCHOOL DISTRICT

APPENDIX E

School Name: Cabrillo

SINGLE PLAN FOR STUDENT ACHIEVEMENT

**2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

Enter Total Allocation: Resource 30100	$29,716.00
Enter Total Allocation: Resource 30106	$0.00
Sum or Resources 30100 & 30106	$29,716.00
10% allocation needed for PD	$2,971.60

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

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
☑ 30100 ☐ 30106	2101	An ESL Assistant to maintain compliance with English Learner student records, testing and to meet in small groups daily.	$9,658.13
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$9,658.13
		10 % allocation has been met	**YES**