

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **CABRILLO ELEMENTARY SCHOOL**

2020-21

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: Vogel, Rebecca

Contact Person: Vogel, Rebecca

Position: Principal

Telephone Number: 619-362-4000

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

E-mail Address: rvogel@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: CABRILLO ELEMENTARY

SITE CONTACT PERSON: REBECCA VOGEL

PHONE: 619-362-4000

FAX: 619-255-9263

E-MAIL ADDRESS: rvogel@san-diego.net

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

Title 1 Schoolwide Programs (SWP) CSI School

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

1. The SSC is 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 checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/30/2020</u> |
| <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 type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/1/2020

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.

Rebecca Vogel

Type/Print Name of School Principal

Rebecca Vogel 10/1/2020
Signature of School Principal / Date

/Brandon Schow/

Type/Print Name of SSC Chairperson

/Brandon Schow/ 10/6/2020
Signature of SSC Chairperson / Date

/Valeria Contreras/

Type/Print Name of ELAC Chairperson

Valeria Contreras/ 10/6/2020
Signature of ELAC Chairperson / Date

Bruce Bivins

Type/Print Name of Area Superintendent

Bruce Bivins 10/6/2020
Signature of Area Superintendent / Date

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

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

This School Plan for Student Achievement fulfills the requirements of a Title 1 Schoolwide Program. The staff at Cabrillo Elementary are dedicated to meeting the academic and social-emotional well-being of each and every student. School programs are strategically designed to engage and support all students in their learning.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Cabrillo, our community engaged in a collaborative process in the development of the SPSA. All stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and solicit input especially in January and February while developing the budget. Principal also met with Professional Learning Communities monthly in 2019-2020, School Site Council monthly in 2019-2020, and ELAC throughout 2019-2020. In January and February of 2020 a focus on school site needs based on data and budget development was the focus of these meetings with various stakeholder groups. During school closure and into online learning, SSC meetings and Parent Chats were held virtually to continue to gather stakeholder input. The School Plan for Student Achievement was approved by the School Site Council on October 1, 2020.

RESOURCE INEQUITIES

Cabrillo's root cause analysis involved analyzing data from results of the 2018-2019 CAASPP, 2018 and 2019 California Dashboard, 2018-2019 3rd grade DRA, California Parent Survey, and various site data.

ELA: The 2018-2019 third grade student group met or exceeded grade level standards at 30%. (CAASPP)

Math: The 2018-2019 third grade student group met or exceeded grade level standards at 26%. (CAASPP)

EL: During the 2018-2019 school year, 10% of our English Learners were reclassified. During the 2019-2020 school year, 24% of our English Learners were reclassified.

Graduation/Promotion Rate: The 2018-2019 third grade student group meet or exceeded level 38 in DRA at 56%. The 2018-2019 third grade student group meet or exceeded level 38 in DRA at 47% (this is a partial count missing data for 11 3rd graders)

Parent Involvement: 23.2% of our parents attended Back-to-School night and 76.2% of parents attended overall parent centered activities in the 2018-2019 school year.

While Cabrillo showed success with student attendance, graduation/promotion rate and parent involvement, not all targets were met. After a review of data, resource inequities existed which were a barrier to our students full success and are as follows:

- Lack of a viable curriculum for our English Language Learners
- Lack of a viable curriculum for phonics instruction and essential elements of writing
- Lack of training in supplemental supports and programs targeting reading and math
- Inconsistency with English Learner support and systems
- Inconsistency with structured, targeted professional learning communities focused on student data via multiple measures
- Lack of systems and structures to analyze student data to discuss and implement targeted interventions
- Inconsistencies in the RTi (Response to Intervention) model
- COVID-19 emergency distance learning

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Brandon Schow	Parent (DAC Alt)
Lydia Reuland	Parent (DAC Alt)
Ross McLoughlin	Parent (DAC Alt)
Woody Paschall	Parent (DAC Alt)
Kaitlin O'Dierno	Parent (DAC Alt)
Sandra Ruvalcaba	Classroom Teacher
Dan Cooperman	Classroom Teacher
JoAnn Christy-Lamb	Classroom Teacher
Kari McLoughlin	Other School Personnel
Rebecca Vogel	Principal (DAC Alt)

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Based on school data, there were zero suspensions in the 2019-2020 school year. School wide PBIS strategies, connectedness, restorative practices, positive referrals, and counselor using Second Step supported the drop in our suspension rate. The California Dashboard for 2019 (2018-2019 data cycle) shows higher suspension rates as noted in the AMO area below.

*Major Differences

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

The above strategies (Second Step, Restorative Practices, PBIS, connectedness, positive referrals) were not being utilized in a systematic, school-wide approach prior to the 2019-2020 school year.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue to implement and strengthen school-wide strategies with particular attention to an overall positive school culture.

Cabrillo Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	TK4-4	Decrease the number of students suspended	4.2%	1.3%	Suspension	Annually	
*Identified Need							
According to the California Dashboard, Cabrillo had a suspension rate at 4.2% for 2019 (the 2018-2019 school year). Suspension rates: Students with Disabilities at 4.5%, English Learners at 7.9%, Hispanic 3.8%, Black Youth 16.7%, and Socio-Economically Disadvantaged 5.2%.							
*Online Learning Implications							
<p>Systems to monitor and evaluate supports in the areas of mental health and social-emotional well-being:</p> <ul style="list-style-type: none"> - Daily community building - Spirit Days - Office hours with principal, teachers, counselor, related service providers - Check-ins/temperature checks and follow up with students - Family phone calls and home visits -Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction. -Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected. -SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment. -Social-Emotional Learning and Restorative Justice Practices -Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning. -Schools will continue wellness efforts via school wellness coordinators. -Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts. -Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. 							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK4-4	Students with Disabilities	Decrease suspension rate	4.5%	0%	Suspension	Annually

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June 2021	TK4-4	English Learner	Decrease suspension rate	7.9%	0%	Suspension	Annually
June 2021	TK4-4	Socioeconomically Disadvantaged	Decrease suspension rate	4.5%	0%	Suspension	Annually
June 2021	TK4-4	Hispanic or Latino	Decrease suspension rate	5.2%	0%	Suspension	Annually
June 2021	TK4-4	Black or African American	Decrease suspension rate	16.7%	0%	Suspension	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students will benefit from this strategy/activity in the area of Suspensions, specifically the following subgroups: Students with Disabilities, English Learners, Hispanic and Socioeconomically Disadvantaged.

*Strategy/Activity - Description

Cabrillo's school counselor will support students' social-emotional well-being and academic needs. The relationship between student and school counselor will benefit students in a myriad of ways. The relationship and collaboration will give students a safe space, a trusted adult, a safety net, and an academic coach. This will allow students to ultimately maximize their learning time and remain on campus, in class. In addition, the school counselor will work collaboratively with teams to implement strategies to decrease suspension rates and increase parent participation. Professional development in the area of social-emotional well-being, connectedness, trauma informed practices, and restorative practices. Daily connectedness built into each teacher's lesson plans and woven throughout the school day.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

*Additional Supports for this Strategy/Activity

District provided counselor

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Cabrillo's ELA instruction was implemented by credentialed teachers who participated in professional learning communities and professional development. Lucy Calkins Reading and Writing curriculum was used across all grade levels along with guided reading groups. After school tutoring was limited and funded by the afterschool program Primetime for student's who struggled with reading and attended the afterschool program. Cabrillo supplemented ELA instruction with Learning A-Z and Achieve 3000, online reading programs. The effectiveness of the ELA program could not be determined due to limited data points due to COVID 19 and emergency online learning; no CAASPP was administered and DRA was inconsistent. Currently, the district has adopted Benchmark curriculum for reading, phonics, and writing to provide a research-based English Language Arts program as a guaranteed viable curriculum.

*Major Differences

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

There were differences between the intended implementation and results.

- Supplemental materials did not meet the specific needs to strengthen Tier 1 instruction, nor best practices for literacy
- Library Assistant's time with students was not utilized to its full potential to effectively support students needs or meet the school's goal of supporting literacy due, in part to COVID 19 closure

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- Supplemental programs (Achieve 3000 and Learning A-Z) were not utilized effectively to support students needs or meet the school's goal of supporting literacy
- Due to COVID 19 closure, assessments were not administered consistently during the second and third cycles
- Due to COVID 19 closure, best literacy practices could not be sustained in the emergency distance learning environment

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a site we will implement the following changes in order to meet students academic needs in ELA:

- Monthly professional development focused on and aligned to ELA standards, best first practices, and Response to Intervention (RTi)
- Consistent and timely Professional Learning Communities (PLCs) focused on analyzing student work to inform instruction and differentiation
- On-going and timely monitoring of student work by credentialed teachers using multiple measures which are aligned to ELA standards to inform instruction
- Addition of small flex groups for guided reading - strategic to students specific needs
- Implementation of the Benchmark curriculum (a guaranteed viable curriculum)

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	Will meet or exceed grade level standards	68%	75%	DRA 2	Annually
June 2021	3-4	Will meet or exceed grade level standards	32.6%	75%	CAASPP ELA	Annually

*Identified Need

According to the 2018 CAASPP, 32.6% of third and fourth grade students met or exceeded standards in ELA, 8.3% of English Learners met or exceeded standards, and 18.2% of students with disabilities met or exceeded standards. According the 2018 DRA, 68% of transitional kindergartners to fourth grade students were at or above grade level standards. Due to COVID 19 we have insufficient data in CAASPP and DRA. Based on the data we have available, we need to continue to focus on improving student achievement and closing the achievement gap in ELA for all students, English Learners, Students with Disabilities and Socioeconomically Disadvantaged.

*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.

- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-4	English Learner	Increase meeting or exceeding standards.	8.3%	50%	CAASPP ELA	Annually
June 2021	3-4	Students with Disabilities	Increase meeting or exceeding grade level standards	18.2%	50%	CAASPP ELA	Annually
June 2021	3-4	Black or African American	Increase meeting or exceeding grade level standards	25%	50%	FAST aReading	Annually
June 2021	3-4	Socioeconomically Disadvantaged	Increase meeting or exceeding grade level standards	18.2%	50%	CAASPP ELA	Annually
June 2021	3-4	English Learner	Increase the number of students on the FAST aReading scoring at College Pathway	0%	50%	FAST aReading	Annually
June 2020	3-4	Students with Disabilities	Increase meeting or exceeding	0%	50%	FAST aReading	Annually

			grade level standards				
June 2021	3-4	Socioeconomicall y Disadavantaged	Increase meeting or exceeding grade level standards	Approximately 20%	50%	FAST aReading	Annually

Professional Learning Communities, planning and collaboration

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

All students will benefit with the implemented changes. During PLCs, our English Learners, Students with Disabilities, Black Youth and Socioeconomically disadvantaged students will be highlighted as a focus area. We will identify students, monitor, and implement effective strategies to support and promote their academic growth in English Language Arts.

***Strategy/Activity - Description**

- Monthly Professional Development will focus on ELA researched best practices and monitoring of focus students
 - PLCs - monthly for 1/2 a day, will be attended by principal, education specialist and grade level split teams (lower and upper elementary): highlight best practices, share teaching strategies, analyze student work, set and monitor growth goals, adjust instruction

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00413W	Prof&Curriclm Dev Vist Tchr		\$12,274.00	\$15,009.88	0041-30106-00-1192- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprmnt	[no data]		fund visiting teacher so teachers can plan and collaborate in PLCs to ensure all students meet learning expectations

Supplemental Online ELA program

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

All students in TK-2nd grade will benefit from this strategy.

***Strategy/Activity - Description**

Online reading program, Learning A-Z, was purchased for all students to use as a supplemental support to increase academic achievement in reading fluency, comprehension, and decoding.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Library Assistant

*Students to be served by this Strategy/Activity									
All students to be served by this strategy.									
*Strategy/Activity - Description									
Purchase Library Assistant time to support ELA through access to reading books. We will restructure the use of the library assistant's time to support ELA more effectively by utilizing a donated computer lab to engage in literacy lessons.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F004119	Library Asst	0.17500	\$5,058.90	\$6,742.00	0041-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]		Extra library support for students.
Targeted ELA support									
Strategy/Activity 1									
*Students to be served by this Strategy/Activity									
All students TK-4 who are struggling with English Language Arts									
*Strategy/Activity - Description									
TK-4 students who are struggling with English Language Arts, will receive small group targeted support with a retired teacher during the school day.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N004190	Retired Clsm Teacher Hrly		\$6,416.00	\$7,846.12	0041-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]		Retired Teacher hourly pay to support student in small group, targeted ELA instruction
Academic Supports									
*Students to be served by this Strategy/Activity									
All students will be served by this strategy.									
*Strategy/Activity - Description									
Buying of supplemental supplies, to support ELA instruction in the classroom and help close the achievement gap. Academic field trips supporting and enriching classroom curriculum.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/Field Trip				0041-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 3 - Mathematics Ref Id : N00416D	Support ELA with culturally relevant programs

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	Supplies			0041-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 3 - Mathematics Ref Id : N004198	Support ELA with supplemental and necessary materials

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Cabrillo's Math instruction was implemented by credentialed teachers who participated in professional learning communities. District adopted and approved curriculum, EnVision math, was used across all grade levels. Cabrillo supplemented Math instruction with ST Math, an online math program. Based on CAASPP, the implementation of the Math program at Cabrillo in the 2018-2019 school year did not yield the desired results.

*Major Differences

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

There were differences between the intended implementation and results.

- Supplemental supplies did not meet the specific needs to strengthen Tier 1 instruction and best first practices
- Supplemental program (ST Math) was not utilized and evaluated effectively to support students needs or meet the school's goal
- Cluster area professional development around math did not occur
- Math instructional supplies were not purchased
- Math manipulatives to support understanding and learning were not consistently used across grade levels

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a site we will implement the following changes in order to meet students academic needs in Math:

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- Professional development (once a month) aligned to Math standards, best first practices, and Response to Intervention (RTi)
- Consistent and timely Professional Learning Communities (PLCs) focused on analyzing student work to inform instruction
- On-going and timely monitoring of student work by credentialed teachers using multiple measures which are aligned to math standards to inform instruction
- Continue after school tutoring for students who struggle with math and attend the after school program Primetime (paid by Primetime)

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3	Increase students who meet or exceed standards	26.1%	60%	CAASPP Math	Annually
June 2020	4	Increase students meeting or exceeding grade level standards	56.5%	75%	CAASPP Math	Annually

*Identified Need

According to the CAASPP (2018), 26% of third grade students and 57% of our fourth grade students met or exceeded standards in mathematics. For both 3rd and 4th grade, 8.3% of English Learners met or exceeded standards, and 0% of students with disabilities met or exceeded standards in mathematics. According to the CA Dashboard for 2019 (2018-2019 school year) our 40 3rd and 4th graders were 11.5 points below standard, our English learners were 49.1 points below standard, Students with Disabilities were 71.8 points below standard, and there was insufficient data for our Black Youth.

Based on the data, our students did not meet the desired goal for proficiency in mathematics.

*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

-Standards-Based Grading									
*Annual Measurable Outcomes (Closing the Equity Gap)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	3-4	English Learner	Meet or exceed standards	8.3%	50%	CAASPP Math	Annually		
June 2021	3-4	Students with Disabilities	Meet or exceed standards	0%	50%	CAASPP Math	Annually		
June 2021	3-4	Students with Disabilities	Meet or exceed standards	40%	60%	FAST aMath	Annually		
June 2021	3-4	Black or African American	Meet or exceed standards	Data not displayed	50%	CAASPP Math	Annually		
June 2021	3-4	English Learner	Meet or exceed standards	20%	50%	FAST aMath	Annually		
June 2021	3-4	Black or African American	Meet or exceed standards	25%	50%	FAST aMath	Annually		
Professional Learning Communities									
*Students to be served by this Strategy/Activity									
All students in grade 3-4, ELL students, Black youth and Students with Disabilities will benefit from this strategy.									
*Strategy/Activity - Description									
<p>- Monthly Professional Development will focus on mathematics researched best practices and monitoring of focus students</p> <p>- PLCs - monthly for 1/2 a day, will be attended by principal and grade level split teams (lower and upper elementary): highlight best practices, share teaching strategies, analyze student work, set and monitor growth goals, adjust instruction</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00419T	Classroom Teacher Hrly		\$5,825.00	\$7,123.39	0041-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		staff to teach small groups before/after school to support goal
Academic Supports									
*Students to be served by this Strategy/Activity									
All students will benefit from this strategy.									
*Strategy/Activity - Description									
Buying of supplemental supplies, to support math instruction in the classroom and help close the achievement gap. Academic field trips supporting classroom curriculum.									

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00416D	Interprogram Svcs/Field Trip		\$2,000.00	\$2,000.00	0041-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Field trips to support mathematics and STEAM
N004198	Supplies		\$3,000.00	\$3,000.00	0041-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies and materials to support math instruction and curriculum

Professional Development

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

All students

***Strategy/Activity - Description**

Professional development opportunities for teachers and para educators to strengthen their mathematical practices and increase student achievement.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00419P	Classroom PARAS Hrly		\$1,331.00	\$1,767.44	0041-00000-00-2151-1000-1110-01000-0000	Discretionary Alloc	[no data]		To support educator learning and student growth
	Prof&Curriclm Dev Vist Tchr				0041-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N00413W	To support educator learning and student growth

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Cabrillo's intended use of our English as Second Language Assistant (ESL) did not yield the result hoped for. The goal was to reclassify 80% of our ELL students and we reclassified 24%.

Credentialed teachers used Benchmark curriculum to deliver designated ELD (20 to 30 minutes daily) with their EL students daily and integrated ELD supports throughout the day in all content areas. Our ESL assistant also supported our EL students by pushing in to classrooms as an added support for EL students to access their education. Both credentialed teachers and the ESL assistant used best practices in both designated ELD and integrated ELD throughout the school day as evidenced by sentence frames, realia, subject specific vocabulary, multiple opportunities for think time and partner talk.

*Major Differences

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

Cabrillo did not utilize integrated ELD instruction to its fullest potential in order to support our EL students. Our ESL assistant also took a leave of absence in February 2020 and we were unable to hire a new ESL assistant. Our designated ELD instruction was not consistently at the highest recommended minutes of at least 30 minutes.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Cabrillo is now implementing the following changes:

- Designated ELD instruction by credential teacher five days a week for 30 to 45 minutes each day - up from 20 to 30 minutes (TK4-4)
- Credentialed teachers are utilizing district supplied Benchmark ELD material for designated ELD (TK4-4)
- ESL is pushing in to each ELD clustered classrooms (integrated ELD) four days a week to support ELL students in varying curricular areas using best practices
- Principal is meeting with ESL bi-weekly

*Integrated English Language Development

Our plan to provide integrated ELD is:

- Push in by ESL
- ESL and principal bi-weekly meetings
- Professional development
- Use of best first practices (scaffolds, realia, SDAIE strategies, language supports, etc.)
- We will continue to refer to the EL support called out in the Benchmark ELA curriculum to integrate ELD throughout daily instruction. Some examples include: SDAIE strategies, sentence frames, academic language, partner talk, teacher modeling, think alouds, graphic organizers, and other visual and language supports.

*Designated English Language Development

Our plan to provide designated ELD:

- Daily designated ELD instruction by credentialed teacher (TK-1: 30 minutes, 2-4: 45 minutes) 5 days a week
- Use of a viable curriculum (Benchmarks)
- Professional development
- Walk throughs during designated ELD instruction with feedback and support
- Utilize Office of Language Acquisition (OLA) resource office hours for support

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-4	English Learner	meet or exceed standards	8.3%	50%	CAASPP ELA	Annually
June 2021	3-4	English Learner	meet or exceed standards	8.3%	30%	CAASPP Math	Annually

Cabrillo Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-4	English Learner	Increase ELA achievement in FAST reading	0%	50%	Other (Describe in Objective)	Twice a year
June 2021	3-4	English Learner	Increase Math achievement in FAST math	20%	50%	Other (Describe in Objective)	Twice a year

*Identified Need

No new CAASPP data to analyze. CA dashboard for 2019 (2018 school data) shows that our EL students overall performance level is low and 42.8% of our students maintaining levels, 38% progressing a level and 19% decreasing a level as measured by progress indicators based on the ELPAC. This data tells us our EL students need targeted support in order to increase their academic achievement and language development.

Insufficient DRA/FAST data in reading and math due to COVID distance learning.

We will use Fast aReading to measure success.

We will use Fast aMath to measure success.

*Online Learning Implications

-ESL assistant will provide students with small group support through a push-in integrated model.

-Online professional development modules with iELD (integrated English Language)

-

The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.

-Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group.

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	English Learner	EL students who are eligible to	24%	95%	Summative ELPAC	Annually

Cabrillo Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

				reclassify, will be reclassified					
Strategy/Activity 1									
*Students to be served by this Strategy/Activity									
All ELL students at Cabrillo will benefit from these strategies.									
*Strategy/Activity - Description									
Certificated teachers will engage in professional development to support the implementation of the Benchmark designated ELD (dELD) program and will implement daily designated ELD for 30 or 45 minutes. Professional learning opportunities for dELD will be discussed during PLCs (professional learning communities) and monthly professional development. ESL assistant will push-in to classrooms to support integrated ELD for EL students throughout the school day during different content areas with a focus on English language arts and math.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F004117	ESL Asst	0.17501	\$5,297.55	\$7,060.04	0041-09800-00-2101-1000-1110-01000-3104	LCFF Intervention Support	English Learners		Support EL students access their learning
F004118	ESL Asst	0.19999	\$6,053.70	\$8,067.77	0041-30100-00-2101-1000-1110-01000-0000	Title I Basic Program	[no data]		Support EL students access their learning

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The team at Cabrillo ensured our SwD were not pulled out of core ELA or math instruction. We also tapped into students interests and tried to accommodate not pulling them out of those content areas. As a team we also began the work of raising all IEP goals to align with grade level standards and decrease pull out services instead focusing on and building capacity in the co-teaching model.

*Major Differences

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

- Non-negotiable - no pull out services during core ELA and Math instruction
- Aligning IEP goals to grade level standards
- Co-teaching model
- COVID 19 school closure to emergency distance learning with limited services and limited guidance
- COVID 19 online learning

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes							
*Goal 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	TK-4	Students with Disabilities will meet or exceed their goals	70%	90%	Progress Reports on IEP Goals	3x a year	
June 2021	3-4	Student will meet or exceed grade level standards on CAASPP ELA	18.2%	50%	Other (Describe in Objective)	Annually	
June 2021	3-4	Students will meet or exceed standards on CAASPP in Math	0%	25%	Other (Describe in Objective)	Annually	
*Identified Need							
Lacking 2019 CAASPP data due to COVID 19 emergency distance learning. CAASPP data based on 2018 reporting. [ELA: 49.5 points below standard with decline of 28.8 points] [Math: 32.6 points below standard with decline of 16.6 points]							
*Online Learning Implications							
<p>-Implementation of IEP Services in Online Learning Setting</p> <p>-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).</p> <p>-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes</p> <p>-The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.</p> <p>-All staff will be working as a team to support all students to accelerate their learning.</p>							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	Students with Disabilities	Students with Disabilities will meet or exceed their goals	70%	90%	Progress Reports on IEP Goals	3x a year
June 2021	TK-4	Students with Disabilities	Students with Disabilities will increase their DRA level	approximately 37%	70%	DRA 2	Annually

Co-Teach/Inclusion									
*Students to be served by this Strategy/Activity									
All students with disabilities will be served by this strategy.									
*Strategy/Activity - Description									
Education Specialist will co-teach and push-in versus pull-out as a main means of supporting students with disabilities and meeting IEP goals. Related service providers will also find opportunities to push-in and pull-out during non core instructional time.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
Professional Learning Communities									
*Students to be served by this Strategy/Activity									
All students with disabilities									
*Strategy/Activity - Description									
<ul style="list-style-type: none"> - Monthly Professional Development will focus on SwD researched best practices and monitoring of students and their IEP goals - PLCs - monthly for 1/2 a day, will be attended by principal, education specialist and grade level split teams (lower and upper elementary): highlight best practices, share teaching strategies, analyze student work, set and monitor growth goals, adjust instruction, review goals and monitor progress 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0041-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N00413W	Monitor and discuss SwD goals and needs and align supports with best practices
*Additional Supports for this Strategy/Activity									
Professional Development									
*Students to be served by this Strategy/Activity									
All Students with Disabilities									
*Strategy/Activity - Description									
Education Specialists, Related Support Providers, General Education Teachers, and Para Educators will participate in collaborative professional development to promote understanding, best practices and inclusion for all students with disabilities.									
*Proposed Expenditures for this Strategy/Activity									

Cabrillo Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom PARAS Hrly				0041-00000-00-2151-1000-1110-01000-0000	Discretionary Alloc	[no data]	Goal 3 - Mathematics Ref Id : N00419P	To support learning and collaboration amongst educators to increase student learning and growth
	Classroom Teacher Hrly				0041-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	Low-Income	Goal 3 - Mathematics Ref Id : N00419T	Tutoring support for students and/or support learning and collaboration amongst educators to increase student learning and growth
	Prof&Curriclm Dev Vist Tchr				0041-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N00413W	To support learning and collaboration amongst educators to increase student learning and growth

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	Black Youth	Maintain Low Suspension Rates	16.7% (2019 Dashboard); No suspensions in 2019-20	0%	Suspensions (Classroom and School)	Monthly

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Cabrillo Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Cabrillo Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Cabrillo Elementary will create a process for ensuring a student is assigned a Student Champion (a trusted staff member, specific to student) to help them through any suspension or expulsion process.
4. Cabrillo Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Cabrillo Elementary will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Cabrillo Elementary is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Cabrillo Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The CA Dashboard for 2019 showed 16.7% of our African-American/Black Youth were suspended in the 2018-2019 school year. School data from 2019-2020 showed there were no suspensions for African-American/Black Youth.

*Online Learning Implications

- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.
- Our site will continue to grow in culturally relevant teaching practices along with trauma informed practices.

Social Justice Practices

*Students to be served by this Strategy/Activity

African-American/Black Youth will benefit along with all other students.

*Strategy/Activity - Description

All staff will participate in cultural awareness professional development to include restorative practices and trauma informed practices.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0041-30106-00-1192- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N00413W	to support teachers professional development and collaboration to support social justice learning

Culturally Relevant Teaching Practices

*Students to be served by this Strategy/Activity

African-American/Black Youth will benefit along with all other students.

*Strategy/Activity - Description

Teachers and para educators will participate in a book study on Culturally Relevant Teaching Practices.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00419W	Supplies		\$800.00	\$800.00	0041-00000-00-4301- 1000-1110-01000-0000	Discretionary Alloc	[no data]		to learn about culturally relevant teaching practices in order to support our Black Youth and POC

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

According to the 2018 California School Parent Survey (CSPS), 76.2% of the 61 respondents are involved in school events/activities. Parent Involvement - Yes: Attended a school event - 88%, Served as a volunteer in this child's classroom or elsewhere in the school - 55%, Attended a general school meeting - 88%, Attended a meeting of the parent-teacher organization or association - 53%, Gone to a regularly scheduled parent- teacher conference with the child's teacher - 97%.

Cabrillo Elementary's Back-to-school Night in September of 2018 was attended by 25.7% of total families, Open House was attended by 54.2% of total families, while other volunteer opportunities were attended by 36% of total families.

In October of 2019 we held a parent run and collaborative Trunk or Treat event which was attended by over 90% of our families. COVID 19 limited our next two planned events.

*Major Differences

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

There were no major differences between the intended implementation and budgeted expenditures.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will increase family engagement at Cabrillo through these changes:

- Weekly Smore Newsletter
- Parent-driven and school collaborative community activities for free or very minimal cost

- Updating website to be current and inviting
- Updating social media
- Branding our school - Exceptional Explorers, STEAM,
- Periodic Family Curriculum events
- Periodic meetings with Principal around mutually agreed upon topics

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	SSC	Increase participation	70%	90%	Other - Describe in objective
June 2020	ELAC	Create and maintain committee	0%	90%	Other - Describe in objective
June 2020	Other (Describe in Objective)	Parent Involvement	76.2%	90%	CAL - SCHLS (CSPS)

***Identified Need**

Increase parent participation and community involvement

***Online Learning Implications**

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety.
 - These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
 - These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.
- For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.
 - This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.
- Training for parents and other caregivers
 - Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise
- Weekly office hours for families with principal

*Annual Measurable Outcomes									
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success				
June 2020	Other (Describe in Objective)	Monthly family/community school event	0%	90%	Attendance				
Attend School Event									
*Families to be served by this Strategy/Activity									
All families will benefit from this strategy									
*Strategy/Activity - Description									
Studies show an increase in attendance, academics and social-emotional well-being when there is a high home to school connection. Principal and a parent group will plan activities to engage families, giving multiple opportunities for increased involvement. Principal will hold weekly online office hours and monthly meetings. Other: Families at our school.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
Parent Meetings									
*Families to be served by this Strategy/Activity									
All families will benefit from this strategy									
*Strategy/Activity - Description									
Increase communication and provide ample opportunities to attend meetings and events.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00419U	Inservice supplies		\$452.00	\$452.00	0041-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments for parent events and meetings.
N00419V	Other Support Prsnl PARAS Hrly		\$167.00	\$221.76	0041-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Childcare for parent events and meetings
Ongoing and Timely Communication									
*Families to be served by this Strategy/Activity									
All families will benefit									

*Strategy/Activity - Description									
Weekly Smore Newsletter									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In order to achieve graduation/promotion rates, Cabrillo focused on attendance, interventions and health needs of students. 96.7% of our students were in attendance and we ranked 2nd in the Point Loma cluster schools for attendance prior to emergency distance learning due to COVID 19.

*Major Differences

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

Attendance was up from the prior school year. The school counselor meet with students and families for attendance and interventions. The PUSD nurse met with students for health needs. School wide systems and structures for positive school culture and climate.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There was inconsistencies in the SST process and therefore RTi interventions were minimal at best.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	TK-4	Increase attendance	96.7%	98.7%	Absenteeism	Annually

*Identified Need

Cabrillo Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

All students can graduate and promote in school with a solid learning foundation. Classroom learning cannot be replicated and therefore it is necessary for students to be at school everyday on time.

*Online Learning Implications

- The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.
- Tiered system of support for connectedness and absenteeism

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-4	English Learner	Reduce absenteeism	5.3%	2.6%	Absenteeism	Annually
June 2021	TK-4	Students with Disabilities	Reduce absenteeism	9.5%	4.7%	Absenteeism	Annually
June 2021	TK-4	Black or African American	Reduce absenteeism	18.2%	9.1%	Absenteeism	Annually
June 2021	TK-4	Hispanic or Latino	Reduce absenteeism	5.3%	2.6%	Absenteeism	Annually
June 2021	TK-4	Socioeconomicall y Disadavantaged	Reduce absenteeism	15.7%	7.8%	Absenteeism	Annually

Positive School Culture/PBIS

*Students to be served by this Strategy/Activity

All students will benefit from this strategy.

*Strategy/Activity - Description

Increase attendance by promoting a positive school culture and incentives which are classroom/school based.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

RtI/ Student Supports

*Students to be served by this Strategy/Activity

All students who are not at or above grade level standards or chronically absent will benefit from this strategy.

*Strategy/Activity - Description									
The principal and education specialist will lead the staff in creating a site process for SSTs and RTi. Systems and structures will be implemented to begin and monitor students who are needing support as determined by data.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N004158	Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0041-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Paper for duplication of materials.
*Additional Supports for this Strategy/Activity									
Communication and Connectedness									
*Students to be served by this Strategy/Activity									
All students and families will benefit									
*Strategy/Activity - Description									
Use of a weekly newsletter via Smore which can automatically be translated into any home language									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Cabrillo is committed to successfully implementing STEAM for our students. STEAM affords our learners with a rich and varied experience to both collaborate and take an inquiry stance as learners in the Sciences. We began in the first cohort with TK, K and first grade using STEAM lessons four times a week for an hour with fidelity. This year we are onboarding both second and third grade. All staff have been trained and the principal is learning alongside teachers and students. Students are experiencing hands-on activities that promote phenomena, innovation, collaboration, critical thinking, and risk-taking. Teachers and principal are modeling these characteristics as well as creating an environment of learners and thinking like a scientist.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

As Cabrillo's principal, I will support all staff in maintaining a positive school culture for each other, our students and our families. I will build the capacity of all staff to support students in increasing their academics, and building relationships and understanding of social-emotional well-being. We at Cabrillo are dedicated to the whole child. I will ensure we meet the needs of our students through professional development, individual coaching and modeling, effective professional learning communities, open communication and transparency.

Our monthly professional development meetings will align to our school goals as we learn about targeted best first practices, response to intervention, ongoing formative assessment, checking for understanding, the whole-child, ELD strategies, inclusive practices, and effective professional learning communities. I will facilitate all PDs and model these practices during PD and while working with teachers inside their individual classrooms. We will use a model of continuous improvement (plan, do, check, act) with our PD and ensure our learning is visible to each other. As I participate alongside teachers I will be able to determine next steps and tailor individual coaching for teachers around our goals and their needs. Part of our PD time each month will be spent on a whole team PLC. Each teacher and I will select 4 target students to monitor and support their individual academic needs as based on data. We will utilize DuFour's four questions: what do we want students to learn, how will we know if they learned it, what will we do if they don't learn it, and what will we do if they did learn it. As a team, we will be transparent as we work together and track our students' achievements and progress on a confidential data wall.

I will participate in all PLCs for the 2020-2021 school year. We will have monthly PLCs. Given the nature of our small school community, our PLCs will be grouped by grade level spans of lower and upper elementary teachers and para educators along with the education specialist. Each PLC will follow this format: setting and monitoring goals for ELA and Math, analyzing student work, sharing best first practices, aligning ongoing formative assessments, tracking student progress, and highlighting our call to action in meeting the needs of our English learners, Students with Disabilities, and Black Youth. As a site, we will monitor all student learning on a shared google spread sheet which we will look at during each PLC in order to inform our instruction and determine each and every students' need.

As an instructional coach, I will collaborate alongside teachers to look at student data and discuss best first practices. I will regularly be in classrooms and leave strategic feedback for teachers to reflect upon in order to increase their teaching capacity. I will also support teachers by modeling lessons or working with small flex groups; whatever they need.

Online Learning Leadership:

- Teachers accessed a wide variety of training opportunities provided by the district in order to support online learning.

- Teachers were encouraged to participate in a minimum of 10 training sessions that aligned with their individual job assignments/responsibilities.
- Teachers attended professional development presented by Doug Fisher in order to support the continuation of online learning.
- Teachers were also provided with a copy of Dr. Fisher's ebook to facilitate ongoing study and professional development opportunities within their specific grade levels.
- Teachers are supporting each other by meeting regularly to share curriculum, instructional strategies and digital resources with their colleagues.
- Meetings to facilitate ILT, RTI and IEP meetings are being conducted online in order to include all participants and ensure continuing support for teachers and students.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Cabrillo Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 27,330

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 58,523

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$15,010
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$15,010

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$16,183
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 16,183

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$58,523

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Cabrillo Elementary	09800 LCFF Intervention Support	ESL Asst	2101	Classroom PARAS	0.1750	\$ 5,297.55	
		ESL Asst	3000			\$ 1,762.49	
			1157	Classroom Teacher Hrly		\$ 5,825.00	
			3000			\$ 1,298.39	
			5735	Interprogram Svcs/Field Trip		\$ 2,000.00	
	09800 LCFF Intervention Support Total					0.1750	\$ 16,183.43
	30100 Title I Basic Program	ESL Asst	2101	Classroom PARAS	0.2000	\$ 6,053.70	
		ESL Asst	3000			\$ 2,014.07	
		Library Asst	2231	Other Support Prsnl PARAS	0.1750	\$ 5,058.90	
		Library Asst	3000			\$ 1,683.10	
		1189	Retired Clsrm Teacher Hrly		\$ 6,416.00		
		3000			\$ 1,430.12		
		4301	Supplies		\$ 3,000.00		
30100 Title I Basic Program Total					0.3750	\$ 26,655.89	
30103 Title I Parent Involvement		2281	Other Support Prsnl PARAS Hrly		\$ 167.00		
		3000			\$ 54.76		
		4304	Inservice supplies		\$ 452.00		
30103 Title I Parent Involvement Total						\$ 673.76	
30106 Title I Supplmnt Prog Imprvmnt		1192	Prof&Curriclm Dev Vist Tchr		\$ 12,274.00		
		3000			\$ 2,735.88		
30106 Title I Supplmnt Prog Imprvmnt Total						\$ 15,009.88	
Grand Total					0.5500	\$ 58,522.96	

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



Cabrillo Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

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 has developed a written Title I parent & family engagement policy with input from Title I parents. The parent & family engagement policy was developed by the Cabrillo Elementary School Site Council (SSC) which is composed of teachers, school staff members, and parents.

Cabrillo has distributed the policy to parents of Title I students at the beginning of the school year and can be found on the Cabrillo website.

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

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). This policy complies with (ESSA Section 1116[b][1]) and is:

- distributed annually in the parent handbook in Spanish and English
- posted on the Parent Communication Board in the auditorium
- Reviewed and revised annually at the first SSC meeting.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Monthly SSC meetings
- Annual Title I meeting
- ELAC meetings
- GATE meetings
- Monthly assemblies and events with the principal
- Monthly Picnic and Plays

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

This meeting takes place in the fall. The 2019-2020 meeting will be held on October 15, 2019 at 6:00pm.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

- Monthly SSC meetings
- Monthly parent volunteer meetings

- ELAC meetings
- GATE meetings

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).

- Monthly SSC meetings
- Monthly parent volunteer meetings
- ELAC meetings
- GATE meetings

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]).

- Parent letters regarding reading help
- Parent Teacher Conferences
- Monthly SSC meetings
- ELAC meetings
- Regular communication home through: PeachJar, SchoolMessenger, Cabrillo website, social media, Marquee in front of the school, PowerSchool Parent/Student Portal

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]).

- Parent Teacher Conferences
- Report Cards
- Annual SBAC results
- PowerSchool Parent/Student Portal

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Parent Teacher Conferences
- Monthly SSC meetings
- ELAC meetings

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Parent Teacher Conferences
- Communication with teacher
- Links to On-line material from the Cabrillo website
- Student Study Team (SST) Meetings, 504 Meetings, Individualized Educational Plans
- Attendance Support Meetings

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Materials provided by child's teacher
- On-line programs available
- Access to supplemental educational materials online such as Achieve3000, ST Math, RAZ-Kids/Learning A to Z
- Partnership with our military liaison to help counsel and assist our families
- Student Study Team (SST) Meetings, 504 Meetings, Individualized Educational Plans

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Opportunities for parents and teachers to work together
- Staff Meeting topics
- Weekly Staff Bulletins
- Professional Development and learning opportunities

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- Encourage parent involvement in the SSC, English Learner Advisory Committee (ELAC), Point Loma Schools Cluster Foundation (PLSCF)
- Provide volunteer opportunities throughout the school year
- Explorer Guide meetings with the principal
- Parent resource center
- Access for our military families to Military Kid's Club and MFLC

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- School Messenger messages go out in English and Spanish
- PeachJar flyers and information system- English and Spanish
- PowerSchool Parent/Student portal
- Marquee in front of the school
- Smores newsletter
- Social media such as Facebook

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Child Care provided for parent educational opportunities when available
- Family friendly activities

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

- Information and school reports are provided in English and Spanish
- Translation services provided for Individualized Education Plan meetings

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

This policy was adopted by **Cabrillo Elementary** on **October 1, 2019** and will be in effect for the period of **one year**.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: **October 4, 2019**

/Rebecca Vogel/

10/1/19

APPENDIX C

SCHOOL PARENT COMPACT



CABRILLO ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Cabrillo Elementary distributes to parents and family members of Title I students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

At Cabrillo we teach classes using interesting and challenging lessons that promote student achievement.

- *Endeavor to motivate my students to learn.*
- *Have high expectations and help every child to develop a love of learning.*
- *Communicate regularly with families about student progress.*
- *Provide a warm, safe and caring learning environment.*
- *Provide meaningful, daily homework assignments to reinforce and extend learning while accounting for family and extra-curricular activities*
- *Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.*

- *Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.*
- *Respect the school, students, staff, and families*

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

You may contact your child's teacher at any time during the school year to set up a conference. In addition for the 2020-21 school year, we have scheduled Parent-Teacher Conferences for November 2020 and March 2021.

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

Our teachers send home progress reports on a weekly and/or monthly basis. Please discuss your individual expectations with your child's teacher.

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

Our teachers have an "open door" policy when it comes to parent involvement. Please leave a message with the teacher to set-up an appointment to meet with the teacher. Our teachers can be reached by leaving a message with the office, or sending them an email. We encourage our parents to reach out to their student's teacher as a first option when there are questions or concerns about their child's educational needs. Our principal also has an "open door" policy and invites parents to come in to visit and share ideas and concerns they may have about school and their child's education. If the principal is unavailable, the Elementary School Assistant will be able to schedule an appointment.

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

Our teachers have an "open door" policy when it comes to parent involvement. If you want to volunteer in your child's classroom, please arrange the times with your child's teacher. In addition, please come to the office and fill out a volunteer application and provide us with a recent TB test. You may also be required to submit to a background check conducted by the San Diego Unified School District Police Services. Please ensure that you sign in at the office when you come to volunteer. This serves two purposes, we need to know who is on campus at all times for security reasons and we keep a count of volunteer hours for our end-of-the-year volunteer appreciation awards.

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) by:

- Parent Teacher Conferences
- Communication with teacher
- Report Cards 3 times a year

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Offers Positive Parenting Classes
- Materials provided by child's teacher
- On-line programs available

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in the following ways:

- Opportunities for parents and teachers to work together
- Staff Meeting topics
- Professional development meetings and learning opportunities

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in the following ways:

- Monthly assemblies
- Weekly call outs and newsletters from the principal
- Morning Expedition
- Parent Resource Center

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in the following ways:

- School Messenger messages go out in English and Spanish
- Flyers, bulletins, notices are sent out in English and Spanish
- Translation provided at individualized meetings as necessary

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in the following ways:

- Family friendly activities and meetings
- Monthly school wide picnic and plays
- Information and support is provided in a multitude of ways so our parents can learn about all the opportunities we provide for our families and students. If parents request or require more information, we are able to provide them with any necessary information.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Information and school reports are provided in English and Spanish

This Compact was adopted by the Cabrillo Elementary on 10/1/19, and will be in effect for a period of one year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 2, 2019.

/Rebecca Vogel/

10/1/19

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

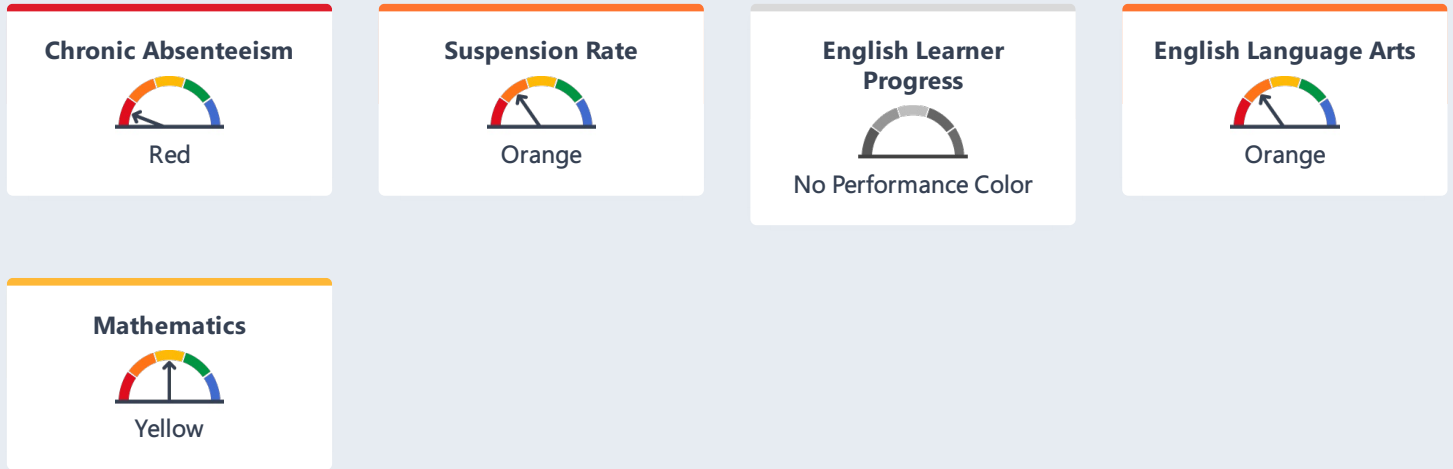
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above

Cabrillo Elementary

Explore the performance of Cabrillo Elementary under California's Accountability System.

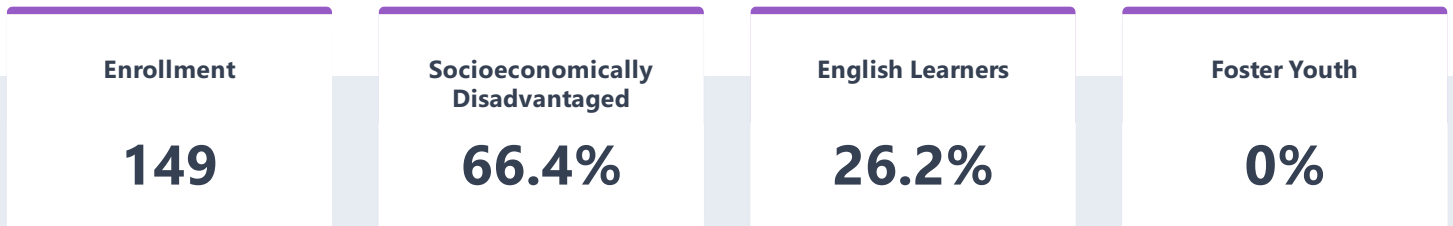


School Details

NAME Cabrillo Elementary	ADDRESS 3120 Talbot Street San Diego, CA 92106-2447	WEBSITE http://new.sandi.net/sch...	GRADES SERVED K-4
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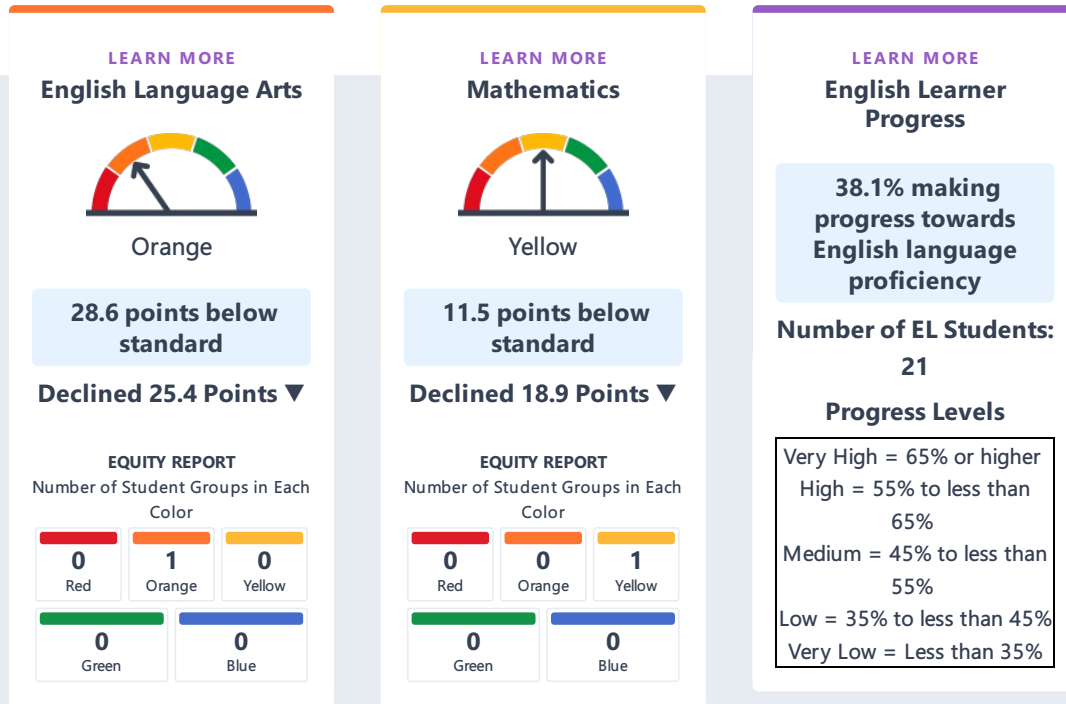
Student Population

Explore information about this school's student population.



Academic Performance

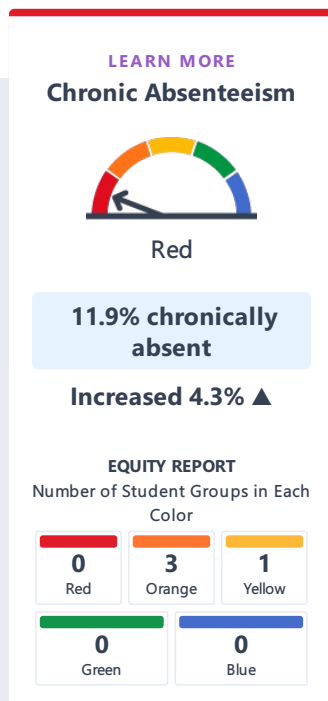
View Student Assessment Results and other aspects of school performance.



CABRILLO ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Orange

4.2% suspended at least once

Increased 0.7% ▲

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	2 Orange	0 Yellow
1 Green	0 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

28.6 points below standard

Declined 25.4 Points ▼

Number of Students: 40

Student Group Details

All Student Groups by Performance Level

1 Total Student Group



Red

No Students



Orange

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

English Learners

Hispanic

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



No Performance Color

74.1 points below standard

Declined 35.8 Points ▼

Number of Students: 19

Hispanic



No Performance Color

47.8 points below standard

Declined 23.3 Points ▼

Number of Students: 23

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities



No Performance Color

71.3 points below standard

Declined 21.8 Points ▼

Number of Students: 11

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Socioeconomically Disadvantaged



Orange

32.2 points below standard

Declined 15.8 Points ▼

Number of Students: 34

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	10.8 points above standard	3.2 points below standard	28.6 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

87.1 points below standard

Declined 16.7 Points ▼

Number of Students: 11

Reclassified English Learners

No Data

No Data

Number of Students: 8

English Only

7.1 points above standard

Declined 9.1 Points ▼

Number of Students: 18

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

11.5 points below standard

Declined 18.9 Points ▼

Number of Students: 40

Student Group Details

All Student Groups by Performance Level

1 Total Student Group



Red

No Students



Orange

No Students



Yellow

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

English Learners

Hispanic

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



No Performance Color

49.1 points below standard

Declined 25.1 Points ▼

Number of Students: 19

Hispanic



No Performance Color

28.2 points below standard

Declined 23.4 Points ▼

Number of Students: 23

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities



No Performance Color

71.8 points below standard

Declined 39.1 Points ▼

Number of Students: 11

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Socioeconomically Disadvantaged



Yellow

15.6 points below standard

Declined 3.1 Points ▼

Number of Students: 34

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	13.6 points above standard	7.4 points above standard	11.5 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

75.1 points below standard

Declined 27.2 Points ▼

Number of Students: 11

Reclassified English Learners

No Data

No Data

Number of Students: 8

English Only

24.8 points above standard

Maintained 0 Points

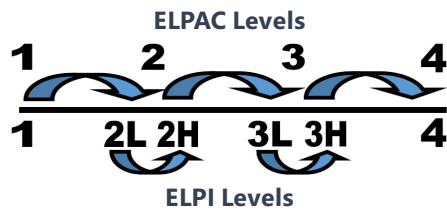
Number of Students: 18

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

38.1% making progress towards English language proficiency

Number of EL Students: 21

Performance Level

Low

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Red

11.9% chronically absent

Increased 4.3% ▲

Number of Students: 159

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

White



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Students with Disabilities

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

African American



No Performance Color

18.2% chronically absent

Increased 12.6% ▲

Number of Students: 11

Students with Disabilities



No Performance Color

9.5% chronically absent

Increased 2.9% ▲

Number of Students: 21

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

8.3% chronically absent

Increased 8.3% ▲

Number of Students: 24

English Learners



Orange

5.3% chronically absent

Increased 3.2% ▲

Number of Students: 38

Hispanic



Orange

10.3% chronically absent

Increased 6.4% ▲

Number of Students: 78

Socioeconomically Disadvantaged



Orange

15.7% chronically absent

Increased 6.9% ▲

Number of Students: 108

White



Yellow

15.4% chronically absent

Declined 1.3% ▼

Number of Students: 39

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Orange

4.2% suspended at least once

Increased 0.7% ▲

Number of Students: 167

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

English Learners



Orange

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

White



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

African American



No Performance Color

16.7% suspended at least once

Increased 11.1% ▲

Number of Students: 12

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Two or More Races



No Performance Color

0% suspended at least once

Declined 5.3% ▼

Number of Students: 26

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

4.5% suspended at least once

Declined 2.1% ▼

Number of Students: 22

English Learners



Red

7.9% suspended at least once

Increased 3.7% ▲

Number of Students: 38

Hispanic



Orange

3.8% suspended at least once

Increased 2.5% ▲

Number of Students: 78

Socioeconomically Disadvantaged



Orange

5.2% suspended at least once

Increased 0.8% ▲

Number of Students: 115

White



Green

2.3% suspended at least once

Declined 3.8% ▼

Number of Students: 44



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	59	44.1	46	54.3	47	66.0	57	50.9	46	32.6	-11.5	-18.3	59	45.8	46	54.3	47	55.3	57	52.6	46	41.3	-4.5	-11.3
Female	35	45.7	24	54.2	20	65.0	20	35.0	22	31.8	-13.9	-3.2	35	42.9	24	54.2	20	60.0	20	30.0	22	22.7	-20.2	-7.3
Male	24	41.7	22	54.5	27	66.7	37	59.5	24	33.3	-8.4	-26.2	24	50.0	22	54.5	27	51.9	37	64.9	24	58.3	8.3	-6.6
African American	4	-	5	23.1	6	-	5	-	3	-	-	-	4	-	5	-	6	-	5	-	3	-	-	-
Asian**	0	-	1	89.5	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Filipino	2	-	1	65.4	1	-	1	-	0	-	-	-	2	-	1	-	1	-	1	-	0	-	-	-
Hispanic	35	34.3	27	48.1	21	57.1	34	38.2	27	22.2	-12.1	-16.0	35	40.0	27	48.1	21	47.6	34	38.2	27	33.3	-6.7	-4.9
Indochinese**	1	-	0	80.3	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	47.6	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
White	12	58.3	10	80.0	17	82.4	14	64.3	7	-	-	-	12	66.7	10	70.0	17	70.6	14	78.6	7	-	-	-
Multiracial	5	-	1	50.0	1	-	2	-	9	-	-	-	5	-	1	-	1	-	2	-	9	-	-	-
English Learner	24	16.7	12	16.7	8	-	15	13.3	12	8.3	-8.4	-5.0	24	37.5	12	8.3	8	-	15	13.3	12	8.3	-29.2	-5.0
English-Speaking	35	62.9	34	67.6	39	71.8	42	64.3	34	41.2	-21.7	-23.1	35	51.4	34	70.6	39	59.0	42	66.7	34	52.9	1.5	-13.8
Reclassified†	2	-	8	47.4	6	-	5	-	8	-	-	-	2	-	8	-	6	-	5	-	8	-	-	-
Initially Eng. Speaking	33	60.6	26	61.5	33	69.7	37	62.2	26	50.0	-10.6	-12.2	33	48.5	26	65.4	33	54.5	37	62.2	26	57.7	9.2	-4.5
Econ. Disadv.*	46	39.1	32	53.1	30	56.7	42	42.9	36	27.8	-11.3	-15.1	46	41.3	32	43.8	30	46.7	42	40.5	36	38.9	-2.4	-1.6
Non-Econ. Disadv.	13	61.5	14	57.1	17	82.4	15	73.3	10	50.0	-11.5	-23.3	13	61.5	14	78.6	17	70.6	15	86.7	10	50.0	-11.5	-36.7
Gifted	24	58.3	16	62.5	13	84.6	9	-	5	-	-	-	24	58.3	16	68.8	13	61.5	9	-	5	-	-	-
Not Gifted	35	34.3	30	50.0	34	58.8	48	45.8	41	29.3	-5.0	-16.5	35	37.1	30	46.7	34	52.9	48	50.0	41	39.0	1.9	-11.0
With Disabilities	7	-	10	30.0	13	38.5	12	41.7	11	18.2	-	-23.5	7	-	10	20.0	13	30.8	12	33.3	0	-	-	-
WO Disabilities	52	48.1	36	61.1	34	76.5	45	53.3	35	37.1	-11.0	-16.2	52	46.2	36	63.9	34	64.7	45	57.8	35	54.3	8.1	-3.5
Homeless	2	-	1	33.3	0	-	0	-	0	-	-	-	2	-	1	-	2	-	0	-	0	-	-	-
Foster	1	-	1	50.0	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Military	16	50.0	12	50.0	19	73.7	21	61.9	13	53.8	3.8	-8.1	16	31.3	12	58.3	19	57.9	21	57.1	13	69.2	37.9	12.1

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	35	51.4	19	63.2	30	56.7	28	39.3	23	30.4	-21.0	-8.9	35	54.3	19	68.4	30	43.3	28	57.1	23	26.1	-28.2	-31.0
Female	18	50.0	10	80.0	11	45.5	10	30.0	13	23.1	-26.9	-6.9	18	55.6	10	80.0	11	45.5	10	30.0	13	7.7	-47.9	-22.3
Male	17	52.9	9	54.5	19	63.2	18	44.4	10	40.0	-12.9	-4.4	17	52.9	9	-	19	42.1	18	72.2	10	50.0	-2.9	-22.2
African American	1	-	3	23.1	5	-	2	-	2	-	-	-	1	-	3	-	5	-	2	-	2	-	-	-
Asian**	0	-	1	89.5	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	65.4	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Hispanic	22	45.5	7	48.1	14	50.0	19	21.1	9	-	-	-	22	45.5	7	-	14	35.7	19	36.8	9	-	-	-
Indochinese**	1	-	0	80.3	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	47.6	0	-	1	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
White	8	-	6	80.0	10	70.0	5	-	4	-	-	-	8	-	6	-	10	50.0	5	-	4	-	-	-
Multiracial	2	-	1	50.0	0	-	1	-	8	-	-	-	2	-	1	-	0	-	1	-	8	-	-	-
English Learner	14	28.6	2	16.7	7	-	9	-	4	-	-	-	14	42.9	2	-	7	-	9	-	4	-	-	-
English-Speaking	21	66.7	17	64.7	23	60.9	19	57.9	19	31.6	-35.1	-26.3	21	61.9	17	76.5	23	47.8	19	78.9	19	26.3	-35.6	-52.6
Reclassified†	2	-	2	47.4	3	-	0	-	6	-	-	-	2	-	2	-	3	-	1	-	6	-	-	-
Initially Eng. Speaking	19	63.2	15	60.0	20	55.0	18	61.1	13	38.5	-24.7	-22.6	19	57.9	15	73.3	20	40.0	18	77.8	13	30.8	-27.1	-47.0
Econ. Disadv.*	26	50.0	12	66.7	21	47.6	21	33.3	17	29.4	-20.6	-3.9	26	53.8	12	66.7	21	38.1	21	47.6	17	23.5	-30.3	-24.1
Non-Econ. Disadv.	9	-	7	57.1	9	-	7	-	6	-	-	-	9	-	7	-	9	-	7	-	6	-	-	-
Gifted	16	56.3	6	62.5	8	-	3	-	2	-	-	-	16	56.3	6	-	8	-	3	-	2	-	-	-
Not Gifted	19	47.4	13	53.8	22	50.0	25	36.0	21	28.6	-18.8	-7.4	19	52.6	13	53.8	22	45.5	25	52.0	21	23.8	-28.8	-28.2
With Disabilities	2	-	6	30.0	9	-	3	-	5	-	-	-	2	-	6	-	9	-	3	-	0	-	-	-
WO Disabilities	33	51.5	13	76.9	21	66.7	25	36.0	18	33.3	-18.2	-2.7	33	54.5	13	92.3	21	52.4	25	60.0	18	33.3	-21.2	-26.7
Homeless	1	-	1	33.3	0	-	0	-	0	-	-	-	1	-	0	-	2	-	0	-	0	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	10	40.0	9	50.0	11	54.5	9	-	7	-	-	-	10	30.0	9	-	11	36.4	9	-	7	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	24	33.3	27	48.1	17	82.4	29	62.1	23	34.8	1.5	-27.3	24	33.3	27	44.4	17	76.5	29	48.3	23	56.5	23.2	8.2
Female	17	41.2	14	35.7	9	-	10	40.0	9	-	-	-	17	29.4	14	35.7	9	-	10	30.0	9	-	-	-
Male	7	-	13	61.5	8	-	19	73.7	14	28.6	-	-45.1	7	-	13	53.8	8	-	19	57.9	14	64.3	-	6.4
African American	3	-	2	23.1	1	-	3	-	1	-	-	-	3	-	2	-	1	-	3	-	1	-	-	-
Asian**	0	-	0	89.5	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	1	-	1	65.4	0	-	1	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
Hispanic	13	15.4	20	40.0	7	-	15	60.0	18	22.2	6.8	-37.8	13	30.8	20	45.0	7	-	15	40.0	18	44.4	13.6	4.4
Indochinese**	0	-	0	80.3	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	4	-	4	80.0	7	-	9	-	3	-	-	-	4	-	4	-	7	-	9	-	3	-	-	-
Multiracial	3	-	0	50.0	1	-	1	-	1	-	-	-	3	-	0	-	1	-	1	-	1	-	-	-
English Learner	10	0.0	10	10.0	1	-	6	-	8	-	-	-	10	30.0	10	10.0	1	-	6	-	8	-	-	-
English-Speaking	14	57.1	17	70.6	16	87.5	23	69.6	15	53.3	-3.8	-16.3	14	35.7	17	64.7	16	75.0	23	56.5	15	86.7	51.0	30.2
Reclassified†	0	-	6	47.4	3	-	4	-	0	-	-	-	0	-	6	-	3	-	4	-	2	-	-	-
Initially Eng. Speaking	14	57.1	11	63.6	13	92.3	19	63.2	13	61.5	4.4	-1.7	14	35.7	11	54.5	13	76.9	19	47.4	13	84.6	48.9	37.2
Econ. Disadv.*	20	25.0	20	45.0	9	-	21	52.4	19	26.3	1.3	-26.1	20	25.0	20	30.0	9	-	21	33.3	19	52.6	27.6	19.3
Non-Econ. Disadv.	4	-	7	57.1	8	-	8	-	4	-	-	-	4	-	7	-	8	-	8	-	4	-	-	-
Gifted	8	-	10	50.0	5	-	6	-	3	-	-	-	8	-	10	50.0	5	-	6	-	3	-	-	-
Not Gifted	16	18.8	17	47.1	12	75.0	23	56.5	20	30.0	11.2	-26.5	16	18.8	17	41.2	12	66.7	23	47.8	20	55.0	36.2	7.2
With Disabilities	5	-	4	30.0	4	-	9	-	6	-	-	-	5	-	4	-	4	-	9	-	0	-	-	-
WO Disabilities	19	42.1	23	52.2	13	92.3	20	75.0	17	41.2	-0.9	-33.8	19	31.6	23	47.8	13	84.6	20	55.0	17	76.5	44.9	21.5
Homeless	1	-	1	33.3	0	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	3	50.0	8	-	12	58.3	6	-	-	-	6	-	3	-	8	-	12	50.0	6	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS
AND ACTIVITIES**

SCHOOL NAME: CABRILLO ELEMENTARY

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

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

- Monthly Professional Development will focus on ELA researched best practices and monitoring of focus students
- PLCs - six times a year for 1/2 a day, will be attended by principal and grade level split teams (TK-1 and 2-4): highlight best practices, share teaching strategies, analyze student work, set and monitor growth goals, adjust instruction
- Strategic groups and targeted instruction for after school tutoring during PrimeTime

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$13,422.20	30106-1192	Release time for teachers to collaborate in PLCs	Effective in that it gave time for teachers to meet and critically share best practices, inform instruction and analyze student work to move them into the sphere of success	COVID-19 school closure may not support Planning to utilize for when we return to site	None at this time Continue to fund

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Online reading program, Learning A-Z, was purchased for all students to use as a supplemental support to increase academic achievement in reading fluency, comprehension, and decoding.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$6,050.00	30100-5841	reading software license purchase to improve reading achievement	Software continues to support reading achievement as students enter at their individual level and work from there as they gain skills. Teachers strategically use the software based on student data.	N/A	License is through 2020-2021 school year. Reallocate funding to another source.

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Achieve 3000 was purchased for all students in grades 2-4 to use as a supplemental support to increase academic achievement in reading and writing. SSC will monitor effectiveness of this program by analyzing data, and make decisions accordingly.

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

Analysis:

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

Description:

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

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License	--	--	30100-5841	Reading software license purchase to improve reading achievement	N/A	Based on the data, the program did not yield results to support an improvement in reading achievement	We are no longer using the program

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Purchase Library Assistant time to support ELA through access to reading books.

We will restructure the use of the library assistant's time to support ELA more effectively by utilizing a donated computer lab to engage in literacy lessons.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst	0.17500	\$6,082.74	30100-2231	Support literacy	Effective – library assistant shares literacy, best practices, and works with small groups	N/A	Continue to fund

Note/Reminders (optional):

Goal 3 - Mathematics							
Strategy/Activity 1							
*Strategy/Activity - Description							
<ul style="list-style-type: none"> - Monthly Professional Development will focus on mathematics researched best practices and monitoring of focus students - PLCs - six times a year for 1/2 a day, will be attended by principal and grade level split teams (TK-1 and 2-4): highlight best practices, share teaching strategies, analyze student work, set and monitor growth goals, adjust instruction - Strategic groups and targeted instruction for after school tutoring during PrimeTime 							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	release time for collaboration in PLCs	Effective in that it gave time for teachers to meet and critically share best practices, inform instruction and analyze student work to move them into the sphere of success	COVID-19 school closure may not support Planning to utilize for when we return to site	None at this time Continue to fund
Note/Reminders (optional):							

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

ESL push-in to classrooms to support integrated ELD for ELL students.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst	0.20000	\$7,212.75	30100-2101	ELL support for students	Effective, push-in was strategic to student need during core ELA and Math instruction	ESL asst took a leave of absence in February and we were not allowed to hire	Hire a new ESL assistant to push-in during core ELA and Math instruction as well as small group support in the classroom

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Purchase of supplemental ELD materials to support ELL students.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working	Modification based on
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Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						(ineffective) & why?	evaluation results.
Supplies		\$4,399.51	30100-4301	supplemental materials to support ELL students	Used funds to purchase culturally relevant, high impact reading materials and supports	N/A	One time expense Reallocate funding

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Use of supplemental programs to support IEP goals.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License	--	--	30100-5841	supplemental support for students with disabilities	Software supports reading achievement and goals as reading selections are strategically selected, shared and taught by educators	N/A	Continue

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Instructional supplies to support students meeting their IEP goals.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working	Modification based on
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Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						(ineffective) & why?	evaluation results.
Interprogram Svcs/Paper		\$1,000.00	30100-5733	Duplication of instructional and intervention materials.	N/A	Materials being duplicated were not at grade level and took the place of best first instruction	We will utilize funds differently to support push-in for small group work at grade level in the classroom

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Studies show an increase in attendance, academics and social-emotional well-being when there is a high home to school connection. Principal and a parent group will plan monthly activities to engage families, giving multiple opportunities for increased involvement.

Other: Families at our school.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$147.00	30103-4301	supplies for monthly events	Support for family events	N/A	Continue
Interprogram Svcs/Paper		\$300.00	30103-5733	communication materials for and with families	Timely communication that utilizes translation	N/A	Continue

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Increase communication and provide ample opportunities to attend meetings and events.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working	Modification based on
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Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						(ineffective) & why?	evaluation results.
Postage Expense		\$200.00	30103-5920	support communication	Allows us to send out critical information	N/A	Continue
Interprogram Svcs/Paper		\$278.00	30106-5733	support meetings and events	Allows us to promote and share vital information	N/A	Continue

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 2

***Strategy/Activity - Description**

The principal and education specialist will lead in the staff in creating a site process for SSTs and RTi. Systems and structures will be implemented to begin and monitor students who are needing support as determined by data.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	create an SST process and monitor through professional development	Effective – a system was created and is being utilized	N/A	Continue to fund

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

As Cabrillo's principal, I will support all staff in maintaining a positive school culture for each other, our students and our families. I will build the capacity of all staff to support students in increasing their academics, and building relationships and understanding of social-emotional well-being. We at Cabrillo are dedicated to the whole child. I will ensure we meet the needs of our students through professional development, individual coaching and modeling, effective professional learning communities, open communication and transparency.

Our monthly professional development meetings will align to our school goals as we learn about targeted best first practices, response to intervention, ongoing formative assessment, checking for understanding, the whole-child, ELD strategies, inclusive practices, and effective professional learning communities. I will facilitate all PDs and model these practices during PD and while working with teachers inside their individual classrooms. We will use a model of continuous improvement (plan, do, check, and act) with our PD and ensure our learning is visible to each other. As I participate alongside teachers, I will be able to determine next steps and tailor individual coaching for teachers around our goals and their needs. Part of our PD time each month will be spent in a whole team PLC. Each teacher and I will select 4 target students to monitor and support with their individual academic needs as based on data. We will utilize DuFour's four questions: what do we want students to learn, how will we know if they learned it, what will we do if they don't learn it, and what will we do if they did learn it. As a team, we will be transparent as we work together and track our students' achievement and progress on a confidential data wall.

I will participate in all PLCs for the 2020-2021 school year. We will have monthly PLCs. Given the nature of our small school community, our PLCs will be grouped by grade level spans of lower and upper elementary teachers and para educators along with the education specialist. Each PLC will follow this format: setting and

monitoring goals for ELA and Math, analyzing student work, sharing best first practices, aligning ongoing formative assessments, tracking student progress, and highlighting our call to action in meeting the needs of our English learners, Students with Disabilities, and Black Youth. As a site, we will monitor all student learning on a shared google spreadsheet which we will look at during each PLC in order to inform our instruction and determine each and every students' need.

As an instructional coach, I will collaborate alongside teachers to look at student data and discuss best first practices. I will regularly be in classrooms and leave strategic feedback for teachers to reflect upon in order to increase their teaching capacity. I will also support teachers by modeling lessons or working with small flex groups; whatever they need.

Online Learning Leadership:

- Teachers accessed a wide variety of training opportunities provided by the district in order to support online learning.
- Teachers were encouraged to participate in a minimum of 10 training sessions that aligned with their individual job assignments/responsibilities.
- Teachers attended professional development presented by Doug Fisher in order to support the continuation of online learning.
- Teachers were also provided with a copy of Dr. Fisher's ebook to facilitate ongoing study and professional development opportunities within their specific grade levels.
- Teachers are supporting each other by meeting regularly to share curriculum, instructional strategies and digital resources with their colleagues..
- Meetings to facilitate ILT, RTI and IEP meetings are being conducted online in order to include all participants and ensure continuing support for teachers and students.

SCHOOL NAME: CABRILLO ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 5

***Strategy/Activity - Description**

Buying supplemental supplies (high-interest, culturally relevant guided and independent reading books) and instructional supports (phonics program for TK-1) to assist with closing the achievement gap. Academic field trips supporting classroom curriculum.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$5,297.99	09800-4301	supplemental instructional supports to assist in closing the achievement gap	N/A	Based on data we elected to use money to support the hiring of a retired teacher to have a greater impact by using small group instruction	Do not fund for 20-21
Interprogram Svcs/Field Trip		\$2,000.00	09800-5735	enrichment of ELA	Assemblies to promote culturally relevant enrichment of ELA	N/A	Continue to fund

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 2

***Strategy/Activity - Description**

Buying of supplemental supplies, to support math instruction in the classroom and help close the achievement gap. Academic field trips supporting classroom curriculum.

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

Analysis:

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Description:

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Supplies	--	--	09800-4301	Academic and intervention supplies	Effective, need instructional supplies for supplemental instructional materials to include interventions	N/A	Continue to fund
Interprogram Svcs/Field Trip	--	--	09800-5735	Academic field trips supporting classroom curriculum.	High interest field trips are effective	N/A	Continue to fund

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 2

***Strategy/Activity - Description**

Monitor achievement of ELL students.

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

Analysis:

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Description:

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Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst	0.17500	\$6,311.17	09800-2101	pay to administer ELPAC initial and summative test for ELL students as required by the state	Effective, necessary expense to test and monitor progress of our ELLs	N/A	Continue to fund
Classroom Teacher Hrly		\$3,050.50	09800-1157	visiting teachers to assist with assessment or tutoring support for English Learners	N/A	Ineffective use of money – Our ESL assistant will complete	No longer fund

Note/Reminders (optional):

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(Edit description)