

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT CUBBERLEY ELEMENTARY SCHOOL

2020-21

37-68338-6039432

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: Ruvalcaba, Magdalena

Contact Person: Ruvalcaba, Magdalena

Position: Principal

Telephone Number: (858) 496-8075

Address: 3201 Marathon Dr, Cubberley Elementary, San Diego, CA, 92123-2638,

E-mail Address: mruvalcaba@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- 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: **Cubberley Elementary**

DUE: October 5, 2020

SITE CONTACT PERSON: **Magdalena Ruvalcaba**

PHONE: (858) 496-8075

FAX: (858) 496-8325

E-MAIL ADDRESS: **mruvalcaba@sandi.net**

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

- Title 1 Schoolwide Programs (SWP) 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 type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: N/A |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: N/A |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: N/A |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: September 28, 2020 |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: N/A |

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: 10/2/2020

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.

Magdalena Ruvalcaba
Type/Print Name of School Principal

/Magdalena Ruvalcaba/ 10/2/2020
Signature of School Principal / Date

Christina Haller
Type/Print Name of SSC Chairperson

/Christina Haller/ 10/2/2020
Signature of SSC Chairperson / Date

N/A
Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Christina Casillas
Type/Print Name of Area Superintendent

Christina Casillas 10/21/20

Signature of Area Superintendent / Date

Submit Document With Electronic 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 was written with the intention to fulfill the requirements of Title I Schoolwide Program. At Cubberley we are a community of diverse teachers and learners who strive for continuous improvement of instructional practice. The School Site Council at Cubberley, with input from all stakeholders, especially the help of our wonderful teaching staff, has developed our Single Plan for Student Achievement. Our analysis of data has led us to focus on strengthening Tier I Instruction for all learners. In doing so, we will support students that are not meeting grade level standards as well as our students that are meeting and exceeding standards.

Our rapidly changing world and the COVID-19 pandemic has presented us with the opportunity to offer an innovative instructional program within a dynamic online environment to foster curiosity, collaborative learning, and problem solving while cultivating a growth mindset. In addition, we are placing a focused emphasis on our Students with Disabilities as well as our English Learners and Black Youth. In order to support our Students with Disabilities we will implement a co-teaching model. Our teachers will continue to implement designated as well as integrated ELD and will hone their skills in supporting our English Learners so that we continue to reclassify all eligible students within the expected timeframes. Our professional development will also include dedicated time for teachers to receive training in how to build an anti-racist and restorative school community. This will help ensure that we are meeting the needs of our Black youth and all non-White students. In addition, we have set goals to decrease the number of suspensions with a focus on reducing the suspensions for our multiracial students. We will also work to reduce our chronic absentee rate among our Hispanic, social-economically disadvantaged, and White students. We strive to maximize the opportunity that online learning provides us to increase parent/teacher collaboration to strengthen the home/school partnership and ultimately support increased academic achievement. The Cubberley community strives to work together to promote a positive, respectful, safe environment through our Peace Builder program. Our overall goal is that all students at Cubberley are successful academically, behaviorally, socially and emotionally.

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)

The Cubberley Community engaged in a collaborative process in the development of the SPSA.

In 2019-2020, the stakeholders provided input and advice as the SSC developed the 2020-2021 budget. The stakeholders provided advice and input through SGT, PTA, and Staff Meetings.

- September 4, 2019, Annual Title I Meeting

- January 21, 2020 SGT and SSC met to analyze data and provide budget recommendations
- January 30, 2020, PTA Meeting to provide budget input
- February 3, 2020, Staff Meeting to provide budget input
- February 4, 2020, SSC discussed the Evaluation and Assessment Survey
- February 4, 2020, SSC voted on 2020-2021 budget
- September 14, 2020, Staff provided feedback for plan
- September 28, 2020, ILT and Staff provided feedback for plan
- September 28, 2020, SGT and SSC provided feedback for plan
- October 1, 2020, SSC and Teachers provide final feedback for plan
- October 2, 2020 Our SSC met and approved the plan

RESOURCE INEQUITIES

Cubberley Elementary school has been identified as an ATSI school. According to the California Dashboard for 2019, Cubberley's chronic absenteeism was "yellow" and our suspension rate was "red." Although this is the data on the current dashboard, the data reflects the 2018-2019 school year. During the time on-site (August 2019-March 2020) during the 2019-2020 school year, our teachers began to implement restorative practices in their classrooms and our chronic absenteeism as well as a significant decrease in our suspension rate. As we work to adjust restorative practices to an online environment, we will focus on community building and attendance.

Due to the COVID-19 pandemic and the transition of on-site learning to online learning, we do not have CAASPP data for 2019-2020. Because of moving to online learning there may be resource inequities including access to technology, among others. In spite of the district providing laptops to all families that requested one and access to Wi-Fi or hotspots, there are several families, that prefer not to log-on to Zoom on a consistent basis. We have arranged to provide alternate plans for these families; however, not logging on results in an inequity. In addition, there are families that do not have a parent in the home and students are staying with a babysitter who may not be willing/able to provide support during online learning.

The school's overall data for the 2018-2019 school year indicates that 55.1% of 3rd-5th grade students met or exceeded standards in ELA. In the 2017-2018 school year, the data indicates that 56.3% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight decrease of 1.2% in the area of ELA from 2017-2018 to 2018-2019. Based on the data, we need to continue to focus on improving student achievement and closing the achievement gap, specifically for our Hispanic students who scored at 47.8 proficient or advanced in 2018-2019.

To continue to support progress in ELA, professional development will focus on strengthening our Tier 1 Instruction using UDL strategies that are essential for students not meeting grade level expectations, but will also support all students. In addition, teachers will continue to develop their knowledge of the new ELA adoption, Benchmark.

Based on the first Class Summary Assessment, which resulted in 39% proficiency, and the FAST assessment with 66% proficiency, we will set the goal for 55% proficiency on the SBAC for our 3rd graders. By June 2020, the 4th graders will achieve a 55% proficiency or above in mathematics on the SBAC. We are basing our projected 2020 goal based on data from last year's 3rd graders' (current 4th graders) SBAC scores and determining minimum growth. By June 2020, the 5th graders will achieve a 58% proficiency or above in mathematics on the SBAC. We are basing our projected goal based on last year's 4th graders' (current 5th graders) SBAC goals and determining minimum growth.

English Learners make up 8% of our overall population. This is only 13 students school-wide. Because we had fewer than 10 3rd-5th grade students assessed with SBAC, there is no data on the CA Dashboard for our English Learners. According to our initial FAST results in aReading, 18% (2) of our students are either on the College Pathway or at Low Risk of not meeting grade level standards in ELA. Our goal is to increase that percentage to 55%. In math, 10% of our students (3) are either on the College Pathway or at Low Risk of not meeting grade level standards. Our goal is increase that to 80%.

Last year 6 of our students were eligible for reclassification and all were reclassified. This year, our goal is to maintain our 100% reclassification rate for all students eligible.

Our CA Dashboard does not show data for Students with Disabilities (we have fewer than 10 students that were assessed for CAASPP). In 2018-2019, we had 9 students that were assessed. Based on our current enrollment we have looked at data for individual students (SBAC scores, FAST aReading and aMath, DRA, Math Assessments, and IEPs) to determine goals for growth.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Magdalena Ruvalcaba	Principal
Christina Haller	Classroom Teacher
Amy Davis	Classroom Teacher
Christy Tomkinson	Classroom Teacher
Carmela RaRang	Other School Personnel
Kristen Hyler	Community Member
Lorraine Fonseca	Parent
Chad Williams	Parent
Richard Martinez	Parent
Kathy Ambers	Community Member

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.

The data used for our goals is the California Dashboard data for 2018-2019. We have modified our goals to decrease the overall rate of suspensions and rate of chronic absenteeism by 10% each.

*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 was minimal impact to the estimated cost of implementing these strategies/activities since instructional supplies needed to purchased Second Step material and other supplies had already been encumbered.

*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.

This year, we will work to hire a guidance assistant due the position becoming vacant last year. This position is part of the district allocation so no LCFF or Title I funds will be used for the position. The guidance assistant will support the counselor with direct delivery of services to students. In addition, the counselor will schedule lessons based on SEL competencies, every other week with every class. In addition, she will support teachers and other staff in monitoring attendance and providing resources to families that may have special circumstances preventing them from participating in online learning consistently.

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All teachers participated in district-led learning modules on Social Emotional Learning & Restorative Justice Practices and Culturally Responsive Practices and Ethnic Studies. However, we will continue by having all teachers participate in the full two-day RJP training which they were unable to complete last year (2019-2020) due to the transition to online learning.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the overall school-wide chronic absenteeism rate.	17.1%	7.1%	Attendance	Trimester
June 2021	TK-5	Decrease the overall school-wide suspension rate.	14%	4%	Suspension	Trimester

*Identified Need

California Dashboard reflects data from 2018-2019.

Absenteeism

- Our overall schoolwide chronic absentee rate is 16.2%
- Hispanic student chronic absentee rate was 22.2%
- Socioeconomically disadvantaged chronic absentee rate was 22%
- White student chronic absentee rate was 5.9%

Suspensions

- Our overall suspension rate was 14%
- 25.8% of students of two or more races were suspended at least once
- 7.1% of Hispanic students were suspended at least once
- 16.1% of Socioeconomically disadvantaged students were suspended at least once
- 11.5 of White students were suspended at least once

Our district-identified groups were not called out on our dashboard (red or orange). These three groups of students (Black Youth, English Learners, and Students with Disabilities) are small groups of students and for confidentiality, baseline numbers were not called out. Our goal is to reduce suspension and absenteeism in all three groups by 50%.

*Online Learning Implications

Social Emotional Learning

- Our school's 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.
- Our teachers have already participated in a district-led online training module on social emotional learning and culturally responsive teaching. In addition, we will continue to this study throughout the year in on online format and when appropriate onsite.
- Social and Emotional Learning will be embedded into the instructional core during online and onsite learning.

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Attendance/Chronic Absenteeism

- Tier I - Classroom Teachers will be required to take attendance and follow-up (during teacher-initiated office hours) to determine how to support students daily participation in class.
- Tier 2 - School support staff and counselors will monitor attendance and participation on a weekly basis and contact parents and families of students who are chronically absent.
- Tier 3 - The district's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Two or More Races	Decrease Suspension Rate	25%	3%	Suspension	yearly
June 2021	TK-5	Hispanic or Latino	Decrease Suspension Rate	7.1%	3%	Suspension	yearly
June 2021	TK-5	White	Decrease Suspension Rate	11.5%	3%	Suspension	yearly
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease Suspension Rate	16.1%	3%	Suspension	yearly
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism	22.2%	12.2%	Attendance	yearly
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	22.2%	12.2%	Attendance	yearly
June 2021	TK-5	White	Decrease chronic absenteeism	5.9%	2%	Attendance	yearly
June 2021	TK-5	Black or African American	Decrease Suspension Rate	Baseline Data from 18-19	0%	Suspension	yearly
June 2021	TK-5	Students with Disabilities	Decrease Suspension Rate	Baseline Data from 18-19	0%	Suspension	yearly
June 2021	TK-5	English Learner	Decrease Suspension Rate	Baseline Data from 18-19	0%	Suspension	yearly
June 2021	TK-5	Black or African American	Decrease Chronic Absenteeism	Baseline Data from 18-19	0%	Attendance	yearly
June 2021	TK-5	Students with Disabilities	Decrease Chronic Absenteeism	Baseline Data from 18-19	0%	Attendance	yearly
June 2021	TK-5	English Learner	Decrease Chronic Absenteeism	Baseline Data from 18-19	0%	Attendance	yearly

Strategy/Activity 1 Restorative Justice Community Circles

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

- All Students Grades TK-5
- Two or more races
- Hispanic Students
- White Students
- Socioeconomically disadvantaged students
- Black Youth
- English Learners
- Students with Disabilities

***Strategy/Activity - Description**

- All teachers will participate in Restorative Justice Practices training
- All staff will implement Restorative Justice Practices
- All teachers will begin the day with Community Circles
- Teachers will participate in PD on building anti-racist and culturally sensitive communities

Strategy/Activity 2 Social-Emotional Attendance Support

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

- All Students TK-5
- African American Students
- Hispanic Students
- White Students
- Black Youth
- English Learners
- Students with Disabilities

***Strategy/Activity - Description**

Social-Emotional Support

- continue to develop a comprehensive counseling program within the constraints of online learning until we can return to onsite learning.
- devote 70% of their time in direct delivery of services to students.
- operate within a school culture in which every student receives benefits of the program.
- support students in personal and social development to address peer conflicts, coping with stress, and grief/loss/death.
- meet with individual and small groups to counsel as needed based on student needed topics.
- support with referrals to community agencies.
- provide lessons to every class, every other week on social and emotional competencies to enhance students' capacity to integrate skills, attitudes and behaviors to deal effectively and ethically with daily tasks and challenges.

- self-awareness
- self-management
- responsible decision-making
- relationship skills
- social awareness

Teachers will incorporate social emotional learning in order to support the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.

Attendance

- counselor to meet with students and parents of children at-risk of becoming chronically absent to provide support
- continue to recognize students for perfect attendance (monthly certificates and other incentives)
- Nurse to contact families and offer resources for students frequently out due to illness

Enrichment Opportunities

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

- All students to be served by this strategy.
- Black Youth to be served by this strategy.
- English Learners to be served by this strategy.
- Students with Disabilities to be served by this strategy.

***Strategy/Activity - Description**

Many students thrive when given the opportunity and access to enrichment activities. When district, county, and state guidelines allow, we will resume the following programs:

- Robotics Club
- Art Corps
- TK-4 Music Program
- Bible Church Club

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.

Due to the COVID-19 pandemic and the transition from on-site learning to online learning, we do not have CAASPP data for 2019-2020. However, using our site-based assessments that were completed at the end of the 2nd trimester. We were able to determine that our Tier 2 support for students that were not reading at or near grade level, benefited greatly from the additional support. Approximately 13% of our students received support at this level. Tier 2 supports were provided to students in addition to what they receive in Tier 1.

Resources were allocated to fund the following:

- Retired Resource Specialist to support Tier 2 Instruction for students not meeting grade level expectations.
- Visiting teachers to release classroom teachers from the classroom for Professional Learning Communities in order to design lessons, analyze student work/data, and improve instructional strategies.
- Supplemental instructional supplies.
- Paraprofessional Hourly for supplemental classroom support for all students including Students with Disabilities and English Learners.
- Professional & Curriculum Development Hourly Classroom Teacher for teacher time to design lessons, analyze student work/data and improve instructional strategies.

*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 major difference from the intended implementation to the actual implementation was the amount of time that students received the supplemental

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instruction provided in Tier 2. Identified students were to receive 30 minutes of supplemental-targeted instruction 2 times a week. This was decreased by a few weeks (from the RTI teacher) and approximately 10-12 weeks from Tier 2 instruction in the classroom with either teacher or paraprofessional support.

*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.

In addition to our current strategies/activities, we will add a focus on teacher professional development and implementation of rigorous Tier I instruction (online) and specific instructional practices based on the needs of Students with Disabilities, English Learners, and Black Youth. We will also modify the supplemental small group instruction so that the retired resource specialist providing the additional support will monitor and assess students one-on-one more frequently. In addition, time will be scheduled so that classroom teachers and RTI teacher can collaborate in order to support continuity of strategies as well as problem solving among colleagues.

Given the resources that we have, we will also plan for Phase I re-opening which will allow us to have appointment-based learning for our students that are identified as needing additional support. We will prioritize based on need (Students with Disabilities, English Learners and Black Youth who are not meeting grade level expectations).

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase the percentage of students meeting or exceeding grade level standards	50%	60%	CAASPP ELA	Annually
June 2021	4th	Increase the percentage of students meeting and exceeding grade level standards	47.6	57%	CAASPP ELA	Annually
June 2021	5th	Increase the percentage of students meeting or exceeding grade level standards	46.7	57%	CAASPP ELA	Annually
June 2021	3rd-5th	Increase the percentage of students meeting or	55.1	60%	CAASPP ELA	Annually

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		exceeding grade level standards				
June 2021	3rd	Increase the percentage of students in the College Pathway and Low Risk bands of the FAST assessment	Baseline will be results from Fall 2020 (yet to be administered)	+10%	FAST aReading	Annually
June 2021	4th	Increase the percentage of students in the College Pathway and Low Risk bands of the FAST assessment	Baseline will be results from Fall 2020 (yet to be administered)	+10%	FAST aReading	Annually
June 2021	5th	Increase the percentage of students in the College Pathway and Low Risk bands of the FAST assessment	Baseline will be results from Fall 2020 (yet to be administered)	+10%	FAST aReading	Annually

***Identified Need**

The school's overall data for the 2018-2019 school year indicates that 55.1% of 3rd-5th grade students met or exceeded standards in ELA. In the 2017-2018 school year, the data indicates that 56.3% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight decrease of 1.2% in the area of ELA from 2017-2018 to 2018-2019. Based on the data, we need to continue to focus on improving student achievement and closing the achievement gap, specifically for our Hispanic students who scored at 47.8 proficient or advanced in 2018-2019.

Due to the nature of online learning, at the writing of the SPSA, teachers are still in the process of administering formal assessments. We will use the Fall assessment as a baseline and our goal will be increase every students' reading level by a minimum of one year. Specific numbers were not called out for AMOs because of the small size for each of the groups.

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, we will refine our comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Assessment strategies will include DRA, student discussions, self-assessments, conferring with students, guided reading group notes, benchmark assessments, FAST reading.

-We will use structures (whole group, small group, individual instruction) and digital tools to support student participation

-We will create multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they

move toward mastery
 -We will continue to use 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	TK-5	Black or African American	All Students will make a minimum of 1 year's growth in reading..	Baseline data from Fall 2020	100%	Fountas and Pinnel	Annually
June 2021	TK-5	English Learner	All students will make a minimum of 1 year's growth in reading.	Baseline data from Fall 2020	100%	Fountas and Pinnel	Annually
June 2021	TK-5	Students with Disabilities	All students will make a minimum of 1 year's growth in reading.	Baseline data from Fall 2020	100%	Fountas and Pinnel	Annually

Supplemental Small Group Instruction

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

- All students in grades 1-5 that are currently not meeting grade level expectations in reading will be served by this strategy.
- All English Learners will be served by this strategy.
- All Students with Disabilities will be served by this strategy.
- All Black You will be served by this strategy.
- This will include all Hispanic students that are not meeting grade level expectations in reading.
- In English Language Arts, Cubberley's overall percentage of students scoring proficient or advanced was 55% in 2018-2019.
- Our Hispanic students scored 47.8 proficient or advanced.
- This is 7.2 percent lower than overall school.

***Strategy/Activity - Description**

- In order to ensure we are closing the achievement gap with high expectations for all, we will provide support to our students by:
- Hiring a retired resource specialist who will provide small group instruction to identified students that are in need of additional reading support.
 - Providing differentiated instruction based on identified needs, during the small group instruction.
 - Identifying student needs using FAST, DRA, Running Records, and anecdotal notes.
 - The duration and frequency will depend on student ability to come onsite for appointment based learning until we move out of Phase 1.
 - Administering ongoing assessments and will share with the classroom teacher.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00755Z	Retired NonClstrm Tchr Hrly		\$8,500.00	\$10,394.65	0075-30100-00-1986-2700-0000-01000-0000	Title I Basic Program			To provide supplemental Tier 2 Instruction to our target students.
*Additional Supports for this Strategy/Activity									
Strengthening Tier I Instruction for All Students									
*Students to be served by this Strategy/Activity									
<ul style="list-style-type: none"> - All students at Cubberley will be served by this strategy/activity. - All English Learners will be served by this strategy/activity. - All Students with Disabilities will be served by this strategy/activity. - All Black Youth will be served by this strategy. - All students in grades 3-5 that are currently not meeting grade level expectations in reading will be served by this strategy. - This will include all Hispanic students that are not meeting grade level expectations in reading. - In 2018-2019, the number of Hispanic students that took the CAASPP were 23 in grades 3rd-5th. - In English Language Arts, Cubberley's overall percentage of students scoring proficient or advanced was 55%. - Our Hispanic students scored 47.8 proficient or advanced. - This is 7.2 percent lower than overall school. - Our school's overall goal for 2020-2021 in ELA is 60%. - We have also set a goal of 60% for our Hispanic students. 									
*Strategy/Activity - Description									
<p>In order to provide rigorous Tier I Instruction, teachers will:</p> <ul style="list-style-type: none"> - implement a balanced literacy program using the newly adopted Benchmark ELA program - use the Lucy Calkins units of Study in Reading and Writing as a resource to support implementation of rigorous instruction in ELA. - use Fountas and Pinnell, Continuum of Literacy Learning, as a resource to support implementation of a balanced literacy framework. - use RELY modules as a resource to support implementation of a rigorous balanced literacy program. - use strategies acquired from school and district-level trainings (i.e. reading strategies from the ELLA Dept., Lucy Calkins Writer's Workshop PD, ELD strategies from our English Language Instructional Resource Teacher, IMTSS Department - "All Hands Learning: Creating Equity for All"). - use Universal Design for Learning Guidelines to provide multiple means of engagement, representation, as well as actions and expression. - continue to refine their instruction using the California Standards for the Teaching Profession (CSTP) - use supplemental instructional supplies to be purchased for Tier 1 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
N007513	Supplies		\$1,233.00	\$1,233.00	0075-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Supplemental supplies for Tier 2 Instruction for students in need of additional support (ELs, socioeconomically disadvantaged)
N007580	Other Support Prsnl PARAS Hrly		\$3,750.00	\$4,979.64	0075-09800-00-2281-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Para hourly to assist certificated staff with EL assessment and small group support

Professional Learning Communities

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

- All students will be served by this strategy.
- All English Learners will be served by this strategy.
- All Students with Disabilities will be served by this strategy.
- All Black Youth will be served by this strategy.
- All students in grades 3-5 that are currently not meeting grade level expectations in reading will be served by this strategy.
- This will include all Hispanic students that are not meeting grade level expectations in reading.
- In 2018-2019, the number of Hispanic students that took the CAASPP were 23 in grades 3rd-5th.
- In English Language Arts, Cubberley's overall percentage of students scoring proficient or advanced was 55%.
- Our Hispanic students scored 47.8 proficient or advanced.
- This is 7.2 percent lower than overall school.
- Our school's overall goal for 2020-2021 in ELA is 60%.
- We have also set a goal of 60% for our Hispanic students.

***Strategy/Activity - Description**

Once we return to onsite learning, teachers will be released from their classrooms during the year to participate in Professional Learning Communities. Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in Professional Learning Communities. Teachers will:

- design lessons using strategies and supports for Students with Disabilities, English Learners, Black Youth and students not meeting grade level expectations.
- analyze student data to determine next steps for instruction.
- use exit slips, writing samples, running records, works samples, guided reading, conferring, and other observation/anecdotal notes to determine next steps for instruction.
- collaborate with colleagues to plan curriculum, which includes scaffolding instruction to help students achieve grade level standards.
- set individual reading goals with all students that are not meeting grade level standards including Students with Disabilities English Learners, and Black

Youth.
- Teachers will set monthly instructional reading level goals for students and will compare with actual reading levels to determine appropriate next steps for each student.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N007510	Prof&Curriclm Dev Vist Tchr		\$8,000.00	\$9,783.20	0075-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Funding for VT for teacher PLCs

Developing Lifelong Readers

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

- All students will be served by this strategy.
- All English Learners will be served by this strategy/activity.
- All Students with Disabilities will be served by this strategy/activity.
- All Black Youth will be served by this strategy.
- All students in grades 3-5 that are currently not meeting grade level expectations in reading will be served by this strategy.
- This will include all Hispanic students that are not meeting grade level expectations in reading.
- Last year, the number of Hispanic students that took the CAASPP were 23 in grades 3rd-5th.
- In English Language Arts, Cubberley's overall percentage of students scoring proficient or advanced was 55%.
- In 2018-2019, our Hispanic students scored 47.8 proficient or advanced.
- This is 7.2 percent lower than overall school.
- Our school's overall goal for 2020-2021 in ELA is 60%.
- We have also set a goal of 60% for our Hispanic students.

***Strategy/Activity - Description**

Since we believe that literacy serves as a gateway to social justice, Developing lifelong readers and a love of reading is essential. We believe that providing students with the opportunity to visit the school library will support to nurture a love of reading. Once we return to onsite learning, our students will have opportunities to:

- visit the school library at least once a week.
- listen to engaging read aloud.
- learn book selection skills.
- engage in independent and buddy reading.
- check-out books from the school library to take home.
- engage in hands-on creative activities using makerspace tools.
- learn how a library works from the library assistant.

Professional Development

*Students to be served by this Strategy/Activity

- All students will be served by this strategy.
- All English Learners will be served by this strategy.
- All Students with Disabilities will be served by this strategy.
- All Black Youth will be served by this strategy.
- All students in grades 3-5 that are currently not meeting grade level expectations in reading will be served by this strategy.
- This will include all Hispanic students that are not meeting grade level expectations in reading.
- In 2018-2019, the number of Hispanic students that took the CAASPP were 23 in grades 3rd-5th.
- In English Language Arts, Cubberley's overall percentage of students scoring proficient or advanced was 55%.
- Our Hispanic students scored 47.8 proficient or advanced.
- This is 7.2 percent lower than overall school.
- Our school's overall goal for 2020-2021 in ELA is 60%.
- We have also set a goal of 60% for our Hispanic students.

*Strategy/Activity - Description

We will use professional development opportunities to study the following topics:

- delivering quality online teaching and learning through QLI and QTPs
- teaching designated as well as integrated ELD
- quality online teaching and learning through technology strategies
- implementation of Integrated Model
- standards-based grading and feedback
- implementation of IEP services online
- implementation of co-teaching
- developing our comprehensive assessment system.
- implementing a Guaranteed and Viable Curriculum (GVC).
- developing our understanding of the the Benchmark ELA adoption.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00754G	Prof&Curriclm DevHrlyClstrmTchr		\$600.00	\$733.74	0075-30106-00-1170-2140- 0000-01000-0000	Title I Supplmnt Prog Imprvmnt			Teacher PD planning and curriculum writing

Goal-Setting with Individual Students

*Students to be served by this Strategy/Activity

- All students will be served by this strategy.
- All English Learners will be served by this strategy.
- All Black Youth will be served by this strategy.
- All Students with Disabilities will be served by this strategy.
- All students in grades 3-5 that are currently not meeting grade level expectations in reading will be served by this strategy.
- This will include all Hispanic students that are not meeting grade level expectations in reading.
- In 2018-2019, the number of Hispanic students that took the CAASPP were 23 in grades 3rd-5th.
- In English Language Arts, Cubberley's overall percentage of students scoring proficient or advanced was 55%.
- Our Hispanic students scored 47.8 proficient or advanced.
- This is 7.2 percent lower than overall school.

*Strategy/Activity - Description

With teacher support, all students will set literacy and math goals. The purpose of goal setting for individual students is to support the development of student agency.

- Active involvement: As the students, with teacher guidance, set the goals and action plan, they work actively towards achieving it. Active participation is beneficial, as it equals increased learning.
- Decision making and Problem solving, setting goals and attaining them are like pieces of a puzzle. Students need to fit the pieces together to form the whole picture. The activity improves their cognitive skills and students are equipped to make the right choices and problem-solve through any difficulties.
- Accomplishment: Creating the goals, action plan and working towards it strengthens the student's sense of accomplishment. This in turn improves their self-confidence and motivates them to perform better in class.
- Self-esteem: Goal setting has the potential to improve a student's self-esteem. Goal setting encourages them to believe in themselves; thus, students are persuaded to aim higher, explore their immense potential and advance their learning.

Individual goal setting can move a student from restricted thinking to a broadened view of education and open up numerous possibilities of them excelling.

RTI Plans Implemented with Fidelity by Classroom Teacher***Students to be served by this Strategy/Activity**

All students not meeting grade level expectations will benefit from this strategy/activity.

***Strategy/Activity - Description**

- Teachers will develop Response to Intervention plans for students at risk of not meeting grade level standards in literacy
- Teachers will describe the intervention including the baseline and the goal
- Teachers will describe the teacher actions that will result in students achieving their goals (specific teaching strategies to be used to achieve that goal)
- Teachers will use running records to diagnose reading needs and to plan next steps
- Teachers will include start and end dates for interventions
- Teachers will select interventions that range from 1-4 weeks
- Teachers will include frequency of intervention
- Teachers will document results of intervention
- Teachers will determine and document next steps
- Teachers will implement RTI Reading plans with fidelity

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.

Due to the COVID-19 pandemic and the transition from on-site learning to online learning, we do not have CAASPP data for 2019-2020. In addition, we were not able to administer end-of-year FAST math assessments. However, our teachers used teacher-developed scoring guides for end-of-unit assessments. These proved to be of value as teachers could use these to assist with both pre and post-assessment. In addition, the task-specific indicators for each score helped to set success criteria for each task. Teachers completed a Class Summary of Assessment for each unit, which helped them identify which students needed additional support, which in turn informed their instruction.

*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.

This year we will refocus and continue to dedicate time to planning quality tier 1 instruction in math. Given the online learning schedule, teachers have 2 hours of flex time daily. Also, our education specialist will co-teach in our 3rd, 4th, and 5th-grade classes. Teachers may use their flex time for planning their co-taught lessons every week. All teachers will follow the SDUSD Math Lesson Map structure and the newly revised units which have been condensed to about half of the lessons from previous years.

*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.

This year we have identified our Hispanic students, Students with Disabilities, and Black Youth as three groups of students that we will monitor

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

frequently. In addition, as part of our School Assessment Plan, we have developed a scoring guide/rubric that every teacher will use at the end of every unit to assess levels of accomplishment. However, we will also focus heavily on ongoing formative assessment within lessons and daily to ensure that instruction is continuously adapted to meet the immediate needs of our students.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase the percentage of students meeting and exceeding grade level standards	39%	55%	CAASPP Math	Annual
June 2021	4th	Increase the percentage of students meeting and exceeding grade level standards	42.9%	55%	CAASPP Math	Annual
June 2021	5th	Increase the percentage of students meeting and exceeding grade level standards	47%	58%	CAASPP Math	Annual
June 2021	3rd-5th	Increase the percentage of students meeting grade level standards.	47.1%	58%	CAASPP Math	Annual
June 2021	TK-5	Increase of one performance level or maintain meets/exceeds standards on end of unit/site developed assessment	Baseline first unit assessment	100%	Site Developed Common Assessments	Annual

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Identified Need							
<p>Our goals are based on analysis of verifiable state data, specifically the state indicator data from the California School Dashboard.</p> <ul style="list-style-type: none"> - During the 2018-2019 school year, 43.5% of our Hispanic students met or exceeded grade level expectations in math this is 3.6% lower than the overall school percentage. - We expect that by the end of 2020-2021, 55% of our Hispanic students meet or exceed grade level expectations. 							
*Online Learning Implications							
<p>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.</p> <p>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.</p>							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level expectations.	43.5%	55%	CAASPP Math	Annual
June 2021	3rd-5th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	20%	60%	CAASPP Math	Annual
June 2021	TK-5	Black or African American	Increase of one performance level or maintain meets/exceeds standards on end of unit/site developed assessment	Baseline: First Unit Assessment	100%	Site Developed Common Assessments	Annual
June 2021	TK-5	English Learner	Increase of one	Baseline: First	100%	Site Developed	Annual

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			performance level or maintain meets/exceeds standards on end of unit/site developed assessment	Unit Assessment		Common Assessments	
June 2021	TK-5	Students with Disabilities	Increase of one performance level or maintain meets/exceeds standards on end of unit/site developed assessment	Baseline: First Unit Assessment	100%	Site Developed Common Assessments	Annual

Co-Teaching

*Students to be served by this Strategy/Activity

- All students' grades 3-5 will benefit from this strategy.
- All Black Youth grades 3-5 will benefit from this strategy.
- All English Learners grades 3-5 will benefit from this strategy.
- All Students with Disabilities grades 3-5 will benefit from this strategy.

*Strategy/Activity - Description

Due to the small nature of our school, we only have one Education Specialist; however, she has worked with teachers to align her schedule so that she can co-teach in three of the classes. Co-teaching in math will occur in two of the classes. Co-Teachers will support students by providing differentiated instruction. Teachers will identify:

- what is being taught in each instructional block
- student learning differences and differentiation needs
- ways to differentiate materials and expectations
- ways to vary assessment
- ways to vary instructional interaction
- appropriate co-teaching approaches and actions/roles to be taken by each teacher
- UDL principles to guide planning for each lesson
 - gather facts about the students
 - Who are our students? How do they learn?

- What are our students' various strengths, languages, cultural backgrounds, learning styles, interests?
- What are our students' multiple intelligences (verbal, logical, visual, musical, bodily kinesthetic, interpersonal, intrapersonal, naturalist)?
- What forms of communication do our students use?

differentiate content

- In what order will concepts and content be taught?
- What multi-level and/or multi-sensory materials do the co-teachers need to facilitate access to the content?
- What multi-level goals are needed for all students to meaningfully access content?

differentiate products

- What are multiple ways students can demonstrate their understandings (e.g. multiple intelligences, multi-level or multi-sensory performances)?
- What authentic products do students create?
- What are the criteria teachers use to evaluate the product?

potential solutions to student and class/lesson mismatches

- facts about the student
- facts about the class/lesson
- mismatches between student facts and class/lesson facts

Tier I Implementation of Evidence-Based Mathematical Learning Experiences

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

- All students will benefit from this strategy.
- All Black Youth will benefit from this strategy.
- All English Learners will benefit from this strategy.
- All Students with Disabilities will benefit from this strategy.

***Strategy/Activity - Description**

Our teachers will design instruction that emphasizes engaging students consistently in evidence-based learning experiences that involve:

- cognitively demanding mathematical tasks
- productive disequilibrium about mathematical ideas and relationships
- mathematical discourse that focuses on students' mathematical reasoning, sense-making, representations, justifications, and generalizations
- reflection and metacognition about their own and each other's mathematical thinking

Teachers will engage students consistently and effectively in the following practices:

- providing explanations: students will explain how they think about the meanings of ideas and the mathematical reasoning they use to make sense of calculations, problems, and/or ideas
- making justifications: students will use mathematical reasoning to justify why their own or others' ideas are or are not valid or accurate; they will identify relevant and age-appropriate mathematical definitions and processes
- formulating conjectures and generalizations: students will make and test conjectures and generalizations about the application of their own and others'

mathematical ideas and processes

- using multiple representations: students will make, use, and connect multiple mathematical representations (equations, verbal descriptions, graphs, concrete models, charts, tables, everyday life situations, and diagrams) to make sense of, solve, and/or communicate about the questions, quantities, and relationships in problems and ideas
- engaging in metacognition: students will practice mathematical cognition by reflecting about:
 - what/how they think about a mathematical idea or problem
 - disequilibrium, breakthroughs, and "stuck points" in their thinking
 - ways their mathematical understanding is developing

Making connections: students will make and discuss connections between their prior understandings and the new mathematical concepts and skills they are learning, between their thinking and other's ideas.

Teachers will use the SDUSD Math Lesson Map to structure their math lessons.

- The structure of the math lessons will follow the Launch, Explore, Summarize, and Practice/Reflect/Apply Format.
- This structure allows students to explore mathematical concepts with rigor (fluency, concept development, and application) to develop understanding in ways that make sense.

K/1/2 Teachers will continue to implement STEAM program to support 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
N00756S	Supplies		\$7,039.00	\$7,039.00	0075-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies to support tier 1 and tier 2 instruction

Professional Learning Communities (PLCs)

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

- All students will benefit from this strategy.
- All Black Youth will benefit from this strategy.
- All English Learners will benefit from this strategy.
- All Students with Disabilities will benefit from this strategy.

***Strategy/Activity - Description**

Due to the uncertainty of when school will resume onsite, we are unable to determine how many days teachers will spend in a Professional Learning Community (PLCs) with at least one other teacher. However, when we do resume, our PLCs will evolve from a shared planning time to an ongoing process in which teachers work collaboratively in recursive cycles of collective inquiry and action research in order to problem-solve and achieve better results for their students. Specifically, their students who are not meeting grade level expectations including Students with Disabilities and English Learners. During their PLCs teachers will:

- Review recent student work samples/formative assessments

- Determine next steps for students not meeting grade level expectations including Students with Disabilities and English Learners
- Identify a lesson to be taught to support students not meeting grade level expectations including Students with Disabilities and English Learners
- Determine if lesson to be taught will be whole class (Tier I) or small group (Tier I or Tier 2)
- Co-plan the lesson using the critical concepts
- Use Universal Design for Learning Guidelines to provide multiple means of engagement, representation, as well as actions and expression
- Incorporate the use of the California Standards for the Teaching Profession (CSTP)

***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				0075-30106-00-1192- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : N007510	Visiting teachers will provide releaser time for teachers to meet in Professional Learning Communities

Goal-Setting with Individual Students

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

- All students will benefit from this strategy.
- All Black Youth will benefit from this strategy.
- All English Learners will benefit from this strategy.
- All Students with Disabilities will benefit from this strategy.

***Strategy/Activity - Description**

With teacher support, all students will set literacy and math goals. The purpose of goal setting for individual students is to support the development of student agency.

- Active involvement: As the students, with teacher guidance, set the goals and action plan, they work actively towards achieving it. Active participation is beneficial, as it equals increased learning.
- Decision making and Problem solving setting goals and attaining them are like pieces of a puzzle. Students need to fit the pieces together to form the whole picture. The activity improves their cognitive skills and students are equipped to make the right choices and problem-solve through any difficulties.
- Accomplishment: Creating the goals, action plan and working towards it strengthens the student's sense of accomplishment. This in turn improves their self-confidence and motivates them to perform better in class.
- Self-esteem: Goal setting has the potential to improve a student's self-esteem. Goal setting encourages them to believe in themselves; thus, students are persuaded to aim higher, explore their immense potential and advance their learning.

Individual goal setting can move a student from restricted thinking to a broadened view of education and open up numerous possibilities of them excelling.

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.

During the 2018-2019 school year, there was inconsistent implementation of both Designated English Language Development as well as Integrated English Language Development in our classrooms. One of the reasons for this inconsistency was the lack of district-provided material. However, all teachers attended SDUSD's English Language Development Bundles trainings. These trainings were attended at different times throughout the 2018-2019 school year including beginning, middle, and end of year. Therefore, teachers were able to implement strategies from September 2018 through June 2019.

*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 major difference in implementing strategies to meet these goals is that the district has provided schools with a comprehensive language arts adoption, which includes both designated as well as integrated ELD.

*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.

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The 2019-2020 goal for reclassification was 80%; however, we exceeded that and reclassified 100% of our potential candidates. This year, our goal is once again to reclassify 100% of the candidates.

*Integrated English Language Development

- At this point, we have 14 identified English Learners and 4 assessments pending.
- All English Learners are receiving integrated ELD instruction.
- Classroom walkthroughs will be conducted throughout the day in order to support teachers and English Learners in teaching and learning.
- Teachers will integrate ELD in STEAM lessons and provide opportunities for students to practice language in all content areas.
- Teachers will have the opportunity to collaborate with a district ELD resource teacher to plan and implement integrated ELD lesson during two two-week cycles.

*Designated English Language Development

- At this point, we have 14 identified English Learners and 4 assessments pending.
- All English Learners are receiving designated ELD instruction.
- Classroom walkthroughs will be conducted throughout the day in order to support teachers and English Learners in teaching and learning.
- Teachers will integrate ELD in STEAM lessons and provide opportunities for students to practice language in all content areas.
- Teachers will have the opportunity to collaborate with a district ELD resource teacher to plan and implement designated ELD lesson during two two-week cycles.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	All students will make a minimum of 1 year's growth in reading.	Baseline Data: Fall 2020	100%	Other (Describe in Objective)	3 X year
June 2021	TK-5	English Learner	Increase of one performance level or maintain meets/exceeds standards on end of unit/site developed math assessment	Baseline Data: First End of Unit Assessment	100%	Other (Describe in Objective)	3 X year

*Identified Need							
<p>English Learners make up 9% of our overall population. This is only 14 students school-wide pending 4 initial assessments). Because in 2018-2019 we had fewer than 10 3rd-5th grade students assessed with SBAC, there is no data on the CA Dashboard for our English Learners. Last year 6 of our students were eligible for reclassification and all were reclassified. This year, our goal is to maintain our 100% reclassification rate for all students eligible.</p>							
*Online Learning Implications							
<p>-District ELD resource teacher will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner. - Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses. -Formative assessment data will be collected, analyzed and feedback given to students. -The English Language Instructional Resource Teacher will collaborate with the school administrator and classroom educators to analyze student data in order to plan for instruction</p>							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	1st-5th Grade	English Learner	Reclassification	100%	100%	Other (Describe in Objective)	Annual
Collaborate with our English Learner Instructional Resource Teacher							
*Students to be served by this Strategy/Activity							
<p>- All English Learners will be served by this strategy. - Currently we have 14 English Learners school-wide</p>							
*Strategy/Activity - Description							
<p>This year, our school will work with our Area English Language Instructional Resource Teacher to deepen our understanding of designated and integrated English Language Development Instruction. The support will consist of two two-week cycles and may include the following:</p> <ul style="list-style-type: none"> - Gathering and sharing EL data with all staff - Classroom walkthroughs (English Language Instructional Resource Teacher and Principal) using Observations Tool during Designated ELD - Administering a Pre On-Demand Writing Assessment based on ELPAC practice test - Selecting dates and topics for future professional development - Professional Development - Co-teaching and modeling of Designated ELD - Selecting focal students - Analyzing formative assessment data from Designated ELD Units 							

- Planning and co-teaching of Designated ELD Lessons
- Progress check on selected Focal Students (grades, formative assessment, on-demand writing)
- Administer Post on-demand writing assessment based on ELPAC practice test
- Evaluation of data, program implementation

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.

Due to the COVID-19 pandemic and the transition from on-site learning to online learning, we do not have CAASPP data for 2019-2020. However, using our site-based assessments (end of unit assessments) that were completed at the end of the 2nd trimester, 5/10 students had moved up at least one proficiency level in math. Also, 6/10 had increased 2 levels or more based on DRA instructional reading levels.

***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.

We will continue with a focus on Tier I instruction, co-teaching, and an emphasis on access to gen ed curriculum.

***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 keep our 2018-2019 baseline and goals for 2019-2020. In addition, we will add the FAST reading assessment-using baseline scores (to be administered Fall of 2020) and will set goal to increase by 10% by June 2021.

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*Goal 5- Students with Disabilities						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Increase percentage of students meeting or exceeding grade level expectations on SBAC in ELA	20%	60%	Other (Describe in Objective)	Annual
June 2021	3rd-5th	Increase percentage of students meeting or exceeding grade level expectations on SBAC in Math	20%	60%	Other (Describe in Objective)	Annual
June 2021	3rd-5th	Increase the percentage of students in the College Pathway and Low Risk bands of the FAST assessment	Baseline from 2020 Fall Assessment	+10%	Other (Describe in Objective)	3X Year
June 2021	3rd-5th	Increase the percentage of students in the College Pathway and Low Risk bands of the FAST assessment	Baseline from 2020 Fall Assessment	+10%	Other (Describe in Objective)	3X Year

***Identified Need**

Our CA Dashboard does not show data for Students with Disabilities because we have fewer than 10 students that were assessed for CAASPP. This year we have 9 students in grades 3-5. Our FAST baselines will determine our need and we will set a goal to increase by 10%.

***Online Learning Implications**

- Implementation of IEP Services in Online Learning Setting
- 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).
- 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
- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
- All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Students with Disabilities	Increase the percentage of students in College Pathway and Low Risk band on FAST aReading	Baseline Fall 2020 assessment (in progress)	+10%	Other (Describe in Objective)	3X Year
June 2021	3rd-5th	Students with Disabilities	Increase the percentage of students in College Pathway and Low Risk band in FAST aMath	Baseline Fall 2020 assessment (in progress)	+10%	Other (Describe in Objective)	3X Year

Quality Tier 1 Instruction

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

- All TK-5 Students with Disabilities

***Strategy/Activity - Description**

In order to provide rigorous Tier I Instruction, teachers will:

- implement a balanced literacy program using the newly adopted Benchmark ELA program
- use the Lucy Calkins units of Study in Reading and Writing as a resource to support implementation of rigorous instruction in ELA.
- use Fountas and Pinnell, Continuum of Literacy Learning, as a resource to support implementation of a balanced literacy framework.
- use RELY modules as a resource to support implementation of a rigorous balanced literacy program.
- use strategies acquired from school and district-level trainings (i.e. reading strategies from the ELLA Dept., Lucy Calkins Writer's Workshop PD, ELD strategies from our English Language Instructional Resource Teacher, IMTSS Department - "All Hands Learning: Creating Equity for All").
- use Universal Design for Learning Guidelines to provide multiple means of engagement, representation, as well as actions and expression.
- continue to refine their instruction using the California Standards for the Teaching Profession (CSTP)
- use supplemental instructional supplies to be purchased for Tier 1 instruction.

Co-Teaching

*Students to be served by this Strategy/Activity

All TK-5 Students with Disabilities

*Strategy/Activity - Description

Due to the small nature of our school, we only have one Education Specialist; however, she has worked with teachers to align her schedule so that she can co-teach in three of the classes. Co-teaching in math will occur in two of the classes. Co-Teachers will support students by providing differentiated instruction. Teachers will identify:

- what is being taught in each instructional block
- student learning differences and differentiation needs
- ways to differentiate materials and expectations
- ways to vary assessment
- ways to vary instructional interaction
- appropriate co-teaching approaches and actions/roles to be taken by each teacher
- UDL principles to guide planning for each lesson
 - gather facts about the students
 - Who are our students? How do they learn?
 - What are our students' various strengths, languages, cultural backgrounds, learning styles, interests?
 - What are our students' multiple intelligences (verbal, logical, visual, musical, bodily kinesthetic, interpersonal, intrapersonal, naturalist)
 - What forms of communication do our students use?
- differentiate content
 - In what order will concepts and content be taught?
 - What multi-level and/or multi-sensory materials do the co-teachers need to facilitate access to the content?
 - What multi-level goals are needed for all students to meaningfully access content?
- differentiate products
 - What are multiple ways students can demonstrate their understandings (e.g. multiple intelligences, multi-level or multi-sensory performances)?
 - What authentic products do students create?
 - What are the criteria teachers use to evaluate the product?
- potential solutions to student and class/lesson mismatches
 - facts about the student
 - facts about the class/lesson
 - mismatches between student facts and class/lesson facts

Special Education Staff to Provide Strategies for Students to Access to Gen Ed Curriculum

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

All TK-5 Students with Disabilities

***Strategy/Activity - Description**

- SpEd staff will support teachers in gathering data about students from multiple sources (e.g. record review, interview, survey, interest inventories, observations, learning styles inventory, formative and summative assessment) in order to differentiate instruction in response to their students' varying background knowledge, interests, strengths, culture, language, learning preferences, and means of communication.
- SpEd staff will support teachers in gathering tools/material needed to differentiate content. Students will be offered multiple options for taking in information (e.g. texts with varying readability levels, text-to-speech/text reader software, auditory and visual input, word walls, graphic organizers, manipulatives, etc.)
- SpEd staff will support teachers in determining differentiation in product and assessment, with students being offered multiple ways to express what they have learned (e.g. written products, power point presentations, audio recordings, interviews, oral presentations, etc.) and being graded in a variety of ways (e.g. IEP goal attainment, portfolios, exit slips, work samples)
- SpEd staff will support teachers in determining appropriate process differentiation in order to help students make sense of the ideas, concepts, procedures, and principles being taught through the use of multi-instructional formats (e.g. hands on, computer and web-based, role play, service learning, self-directed, etc.)
- SpEd staff will support teachers in determining appropriate process differentiation in order to help students make sense of ideas concepts, procedures, and principles being taught using multi-instructional arrangements (e.g. cooperative learning structures, same or cross-age peer tutors, independent study, etc.)
- SpEd staff will support teachers in determining appropriate process differentiation in order to help students make sense of ideas concepts, procedures, and principles being taught using multi-instructional arrangements (e.g. cooperative learning structures, same or cross-age peer tutors, independent study, etc.)

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	K-5th	Black	Make a minimum of one year's growth in instructional reading level	Baseline to be determined in Fall of 2020 using Benchmark or DRA	100%	Grades	yearly

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, Cubberley Elementary School site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In the 2020-21 school year, Cubberley will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Cubberley will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Cubberley 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 goals.
- ✓ 5. In the 2020-21 school year, Cubberley will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Cubberley is to maintain or increase the percentage of diverse educators from the 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.

This is the first year that we will be specifically monitoring our Black Youth as a group for progress in reading. Black Youth has historically been a small group for Cubberley.

***Online Learning Implications**

Our teachers have participated in Trauma Informed Care & Resilience Education as well as Culturally Responsive-Sustaining Practices 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.

Strategic Tier 1 Instruction in Reading

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

Black Youth in grades K-5 will be served by this strategy.

***Strategy/Activity - Description**

In order to provide rigorous Tier I Instruction, teachers will:

- implement a balanced literacy program using the newly adopted Benchmark ELA program
- use the Lucy Calkins units of Study in Reading and Writing as a resource to support implementation of rigorous instruction in ELA.
- use Fountas and Pinnell, Continuum of Literacy Learning, as a resource to support implementation of a balanced literacy framework.
- use RELY modules as a resource to support implementation of a rigorous balanced literacy program.
- use strategies acquired from school and district-level trainings (i.e. reading strategies from the ELLA Dept., Lucy Calkins Writer's Workshop PD, ELD strategies from our English Language Instructional Resource Teacher, IMTSS Department - "All Hands Learning: Creating Equity for All").
- use Universal Design for Learning Guidelines to provide multiple means of engagement, representation, as well as actions and expression.
- continue to refine their instruction using the California Standards for the Teaching Profession (CSTP)
- use supplemental instructional supplies to be purchased for Tier 1 instruction.

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.

Our goal was to have 100% of families receive information regarding academic and citizenship progress of their children. This goal was met. We also set a goal that 90% of Cubberley families would attend a family involvement event at school such as parent/teacher conferences, volunteer events, or PTA-sponsored activity. Accurate data (sign-in sheets) was not kept and we were unable to measure the success of this goal.

*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 are no differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goals other than a shortened onsite school year (we transitioned to online learning in March).

*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.

This year, we will keep detailed accurate records of parent involvement. Last year we scheduled Parent Coffees and Family Fridays, which were very successful, and we had about 50% of our parents present at every meeting.

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*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree or Agree" in the area of Parental Involvement	80%	90%	CAL - SCHLS (CSPS)
*Identified Need					
<p>The latest data that we have is for the 2018-2019 school year. The results of this survey show that 80% or more of parents who took the survey marked "agree" or "strongly agree" in response to the following statements:</p> <ul style="list-style-type: none"> - School allows input and welcomes parents' contributions - School encourages me to be an active partner with the school in educating my child - School actively seeks the input of parents before making important decisions - Parents feel welcome to participate at this school - School staff treat parents with respect - School staff take parent concerns seriously - School staff are helpful to parents - School keeps me well-informed about school activities - Teachers communicate with parents about what students are expected to learn in class - Letting you know how your child is doing in school between report cards - Providing information about how to help your child with homework <p>The latest data that we have is for the 2018-2019 school year. The results of this survey show that 60% parents who took the survey marked "agree" or "strongly agree" in response to the following statements:</p> <ul style="list-style-type: none"> - School promptly responds to my phone calls, messages, or emails - Providing information about why your child is placed in particular groups or classes <p>Area of growth is in the recruitment of parent volunteers. Only 40% of parents said they served as a volunteer in their child's classroom or elsewhere in the school. However, volunteerism will be contingent on district, county, and state health and safety guidelines.</p>					
*Online Learning Implications					
<ul style="list-style-type: none"> -A Welcome Week will be hosted for students and families in which virtual lessons and training will be offered for all. -All Students will receive a district issued device to ensure access to curriculum while in a distance learning format (families may also use their own device). -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.

*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Volunteers	Increase the percentage of parents serving as volunteers in their child's classroom or elsewhere in the school as measured by CAL-SCHLS Survey or Sign-Ins	40%	60%	Other - Describe in Objective

Promote Online Family Participation

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

All families will be served by this strategy/activity.

***Strategy/Activity - Description**

In order to encourage volunteerism and when district, county and state guidelines allow, we will:

- promote a safe and welcoming environment to parents (online and, when safe, onsite)
- continue once a month coffee with the principal
- provide coffee and refreshments (when we return to onsite learning)
- provide multiple opportunities for volunteering (once it is safe to have visitors on site)
- communicate opportunities for volunteering using multiples mediums (ClassDojo, SchoolMessenger, Email, Instagram, Facebook, Marquee, Flyers, PeachJar)
- schedule a an art night for families online (Art Corps)
- encourage family participation in spirit days (online and when safe, onsite)
- use teacher-initiated office hours to provide preview to parents regarding new online tools
- teachers continue to provide parents with a weekly schedule for both online and onsite learning
- online office hours to be used to check in with students regarding social-emotional well-being (in addition to teacher determined needs)
- reinstate virtual running club using a group app
- buddy classroom online activities
- virtual family celebrations until it is safe to do so onsite (i.e. Halloween, Holiday Program)

- Parent Conferences in November and March
- Recorded Zoom lessons for parents to access at more convenient times during their day (due to work schedules)
- Monthly student recognition during Family Fridays

Increase Frequency of School/Home Communication

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

All families will be served by this strategy/activity.

***Strategy/Activity - Description**

In order to increase home/school communication we will:

- use multiple mediums of communication including Class Dojo, SchoolMessenger, Email, Instagram, Facebook, Marquee, Flyers, PeachJar, Posters, Bulletin Board
- increase the frequency of communication with parents
- promptly responds to my phone calls, messages, or emails
- provide information about why students are placed in particular groups or classes
- provide opportunities for families who speak the same primary language to connect
- teachers to make phone calls and personalized invitations to families of Black Youth in order to foster relationships

Seek Parent Input to Determine Ongoing Needs

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

All families will be served by this strategy.

***Strategy/Activity - Description**

In order to ensure that parents have opportunities to provide input regarding their needs, the school will:

- work with the PTA to administer ongoing surveys via Survey Monkey
- hold monthly Parent Coffees
- parent members of SSC

Provide a Wide Variety of Parent Involvement Opportunities

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

All families.

***Strategy/Activity - Description**

The following parent involvement opportunities will be contingent on district, county, and state guidelines for health and safety or they will be done virtually to the extent possible.

- PTA Member
- SSC Member
- Parent/Principal Coffee
- Family Friday

- Classroom Volunteer
- Field Trip Chaperone
- 5th Grade Parent Committee
- New student/parent orientation
- Back-to-School Night
- Family Camp-out
- Trunk-or-Treat
- Parent/Teacher Conferences
- Holiday Program
- Movie Nights
- Math, Literacy, and Art Night
- Art Corps
- Robotics Volunteer
- Running Club Volunteer
- Western BBQ Volunteer
- National Parental Involvement Day
- Volunteer Appreciation Event
- Open House

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00754Y	Inservice supplies		\$150.00	\$150.00	0075-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			To provide coffee and water for parent involvement events (trainings, meetings, etc.)
N00755X	Supplies		\$380.00	\$380.00	0075-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			To purchase paper and other supplies for parent involvement

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.

The goals for the 2019-2020 SPSA were:

- 80% of our 3rd graders would meet or exceed level 38 DRA
- 90% of our 5th graders would meet or exceed level 44 DRA

Our end of year results were:

- 75% of our 3rd graders met or exceeded level 38 DRA
- 78% of our 5th graders met or exceeded level 44 DRA

*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 major difference between the intended and actual implementation of the goal was that we did not have the opportunity to do formal assessment at the end of the year due to the COVID-19 pandemic. Goal metrics are from February 2020 rather than end of 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.

Changes will include:

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- monthly goal-setting by teachers
- monthly goal-setting by students
- RTI reading plan progress monitoring will be done more frequently
- Teachers will collaborate with colleagues when developing and determining next steps for RTI reading plans during grade level meetings.
- Consistent use and analysis of running records for 3rd grade students not making adequate progress in order to diagnose area of need.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase the percentage of student reading at or above grade level as measured by F&P	Baseline: Fall 2020 Instructional Reading Assessment	85%	Grade 3 ELA Reading	monthly
June 2021	5th	Increase the percentage of students reading at or above grade level expectations as measured by F&P	Baseline: Fall 2020 Instructional Reading Assessment	85%	Grade 5 ELA Reading	monthly

*Identified Need

Due to the COVID-19 pandemic end of year, assessment was not completed. Teachers are currently in the process of administering reading assessments for baseline data.

*Online Learning Implications

Our counselor will ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and promotion.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd and 5th	Black or African American	Increase the percentage of students reading at or above grade level as measured by F&P	Baseline: Fall 2020 Reading Assessment	85%	Other (Describe in Objective)	monthly
June 2021	3rd and 5th	Students with Disabilities	Increase the percentage of	Baseline: Fall 2020 Reading	85%	Other (Describe in Objective)	monthly

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			students reading at or above grade level as measured by F&P	Assessment			
June 2021	3rd and 5th	English Learner	Increase the percentage of students reading at or above grade level as measured by F&P	Baseline: Fall 2020 Reading Assessment	85%	Other (Describe in Objective)	monthly

Supplemental Small Group Instruction

*Students to be served by this Strategy/Activity

- All students (including grades 3 and 5) in need of supplemental reading instruction will receive Tier 2 supports.
- All students (including grades 3 and 5) in need of supplemental reading instruction will have an Response to Intervention Plan.
- All Students with Disabilities in grades 3 and 5, in need of additionally support, will be served by this strategy.
- All Black Youth in grades 3 and 5, in need of additional support will be served by this strategy.
- All English Learners in grades 3 and 5, in need of additional support will be served by this strategy.

*Strategy/Activity - Description

- Hiring a retired resource specialist who provide small group instruction to our students that are not reading at grade level.
- Providing differentiated instruction based on identified needs, during the small group instruction.
- Developing, implementing, and monitoring a Response to Intervention plan for all students in need of additional support.
- Administering ongoing assessments and will share with the classroom teacher.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Retired NonClstrm Tchr Hrly				0075-30100-00-1986-2700-0000-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N00755Z	To provide supplemental reading support to students not meeting grade level expectations

Strengthening Tier 1 Instruction in ELA

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

- All students (including grades 3 and 5) in need of supplemental reading instruction will receive Tier 2 supports.
- All students (including grades 3 and 5) in need of supplemental reading instruction will have an Response to Intervention Plan.
- All Students with Disabilities in grades 3 and 5, in need of additionally support, will be served by this strategy.
- All Black Youth in grades 3 and 5, in need of additional support will be served by this strategy.
- All English Learners in grades 3 and 5, in need of additional support will be served by this strategy.

***Strategy/Activity - Description**

In order to provide rigorous Tier I Instruction, teachers will:

- implement a balanced literacy program using the newly adopted Benchmark ELA program
- use the Lucy Calkins units of Study in Reading and Writing as a resource to support implementation of rigorous instruction in ELA.
- use Fountas and Pinnell, Continuum of Literacy Learning, as a resource to support implementation of a balanced literacy framework.
- use RELY modules as a resource to support implementation of a rigorous balanced literacy program.
- use strategies acquired from school and district-level trainings (i.e. reading strategies from the ELLA Dept., Lucy Calkins Writer's Workshop PD, ELD strategies from our English Language Instructional Resource Teacher, IMTSS Department - "All Hands Learning: Creating Equity for All").
- use Universal Design for Learning Guidelines to provide multiple means of engagement, representation, as well as actions and expression.
- continue to refine their instruction using the California Standards for the Teaching Profession (CSTP)
- use supplemental instructional supplies to be purchased for Tier 1 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
N00752P	Supplies		\$978.00	\$978.00	0075-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			To provide supplemental instructional supplies for reading instruction

RTI Plans Implemented with Fidelity***Students to be served by this Strategy/Activity**

- All students (including grades 3 and 5) in need of supplemental reading instruction will receive Tier 2 supports.
- All students (including grades 3 and 5) in need of supplemental reading instruction will have a Response to Intervention Plan.
- All Students with Disabilities in grades 3 and 5, in need of additional support, will be served by this strategy.
- All Black Youth in grades 3 and 5, in need of additional support will be served by this strategy.
- All English Learners in grades 3 and 5, in need of additional support will be served by this strategy.

***Strategy/Activity - Description**

- Teachers will develop Response to Intervention plans for students at risk of not meeting grade level standards in reading
- Teachers will describe the intervention including the baseline and the goal
- Teachers will describe the teacher actions that will result in students achieving their goals (specific teaching strategies to be used to achieve that goal)
- Teachers will use running records to diagnose reading needs and to plan next steps
- Teachers will include start and end dates for interventions
- Teachers will select interventions that range from 1-4 weeks
- Teachers will include frequency of intervention
- Teachers will document results of intervention
- Teachers will determine and document next steps
- Teachers will implement RTI Reading plans with fidelity

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 affect their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Teachers will foster a culture of STEAM by enthusiastically teaching and engaging students in their STEAM lessons. Teachers will allow students time to explore and discover during STEAM. Teachers will communicate frequently with parents in order to keep them informed and involved in the STEAM community.

Teachers will build capacity to ensure fidelity and sustainability of STEAM by following up with STEAM trainings. Teachers will collaborate with their colleagues and planning STEAM lessons. They will also model creativity by being willing to "try things out," making mistakes, and reiterating.

Teachers will support one another in implementing STEAM by collaborating with other STEAM teachers on site or other schools (planning, sharing, problem solving).

Teachers will use the district-developed units and, if necessary, will modify for their class.

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

In reviewing current data and root cause analysis, the following strategies and leadership actions will be implemented in order to meet or exceed our SPSA goals:

The principal will work with certificated staff to implement Quality Online and Onsite Teaching & Learning. This will include:

- professional development and implementation of Quality Learning Interactions and Quality Teaching Practices
- integrated and designated ELD, technology strategies, and instructional strategies

The principal will work with certificated staff to close the achievement gap for **all** students.

- Principal will support teachers in taking ownership for all of their students including students with disabilities, English Learners, and Black Youth
- Principal will support teachers in ensuring students with disabilities have receive quality tier 1 instruction and have access to a meaningful course of study.

- Principal will support teachers in designing instruction and creating learning environments that meet students' individualized learning need.

- Principal will support teachers in fostering language acquisition and literacy development for our English Learners.

The principal will work with certificated staff to further develop our School Based Assessment Plan (SBAP). To include:

- Universal Screener
- Diagnostic Assessments
- Formative Assessments
- Interim Assessments
- Summative Assessments

The principal will work with certificated staff to provide ongoing professional development.

- Professional development will be provided in the areas of:

- Building Academics and Agency - IMTSS
- Universal Design for Learning
- Designated ELD
- Integrated ELD
- Assessment

- Individual Student Goal-Setting
- Co-Teaching
- Building anti-racist and restorative communities

The principal will work with the School Site Council, PTA, and Community to collaborate with parents in the education of their children in order to improve student-learning outcomes.

- Continue to support opportunities for parents to participate in community-building events.
- Provide opportunities for parents to participate in workshops (i.e. reading night, math night, art night).
- Continue to meet once a month with parents for "Coffee with the Principal."
- Continue to provide once a month Family Fridays.
- Continued and more frequent communication with parents via ClassDojo, SchoolMessenger, and email.
- Continue to be available, highly visible and have an open door policy for parents/community.
- Work with teachers to improve communication with parents.

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

Cubberley Budget Summary

DESCRIPTION

AMOUNT

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

\$ 12,157.65

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

\$ 0.00

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

\$ 35,671.23

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)	\$11,494.94
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$11,494.94

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)	\$12,018.64
[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): \$ 12,018.64

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$35,671.23

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Cubberley Elementary	09800 LCFF Intervention Support		2281	Other Support Prsnl PARAS Hrly		\$ 3,750.00
			3000			\$ 1,229.64
			4301	Supplies		\$ 7,039.00
	09800 LCFF Intervention Support Total					\$ 12,018.64
	30100 Title I Basic Program		1986	Retired NonClsm Tchr Hrly		\$ 8,500.00
			3000			\$ 1,894.65
			4301	Supplies		\$ 1,233.00
			5853	Contracted Svcs Less Than \$25K		\$ -
	30100 Title I Basic Program Total					\$ 11,627.65
	30103 Title I Parent Involvement		4301	Supplies		\$ 380.00
			4304	Inservice supplies		\$ 150.00
	30103 Title I Parent Involvement Total					\$ 530.00
	30106 Title I Supplmnt Prog Imprvmnt		1170	Prof&Curriclm DevHrlyClsmTchr		\$ 600.00
			1192	Prof&Curriclm Dev Vist Tchr		\$ 8,000.00
			3000			\$ 1,916.94
			4301	Supplies		\$ 978.00
	30106 Title I Supplmnt Prog Imprvmnt Total					\$ 11,494.94
Grand Total						\$ 35,671.23

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



Cubberley Elementary

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2020-2021

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

Cubberley has developed a written Title I parent and family engagement policy with input from Title I parents. ***The policy was developed at our School Site Council meeting on September 28, 2020.***

It has distributed to parents of Title I students during the week of Parent/Teacher Conferences in November 2020. 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). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The policy will be distributed to parents during Parent/Teacher Conferences
- The policy will be updated as needed by the SSC

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

- Parents are informed of Title I program during a Family Friday/Coffee with the Principal
- SSC parent representation

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]). Add details about the annual meetings in the box below:

- Family Friday/Coffee with the Principal, October 2020

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]). Add details about the meetings in the box below:

- Meetings are held the first Friday of the month at 7:45 a.m.

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]). How does the school involve parents?

- The school involves parents via parent representation at SSC 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]). How does the school provide the information?

- ClassDojo
- SchoolMessenger
- Email
- Flyers
- Instagram
- Facebook
- School Announcements
- Marquee

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]). How does the school provide the information?

- Back-to-School Night
- Parent/Teacher Conferences
- Parent/Principal Coffees
- One-on-one meetings

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 participation in SSC
- Parent/Teacher Conferences
- One-on-one meetings with the principal
- One-on-one meetings with teachers
- IEP 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]).

- Back-to-School Night
- Parent/Teacher Conferences
- Parent/Principal Coffees
- One-on-one meetings with teachers
- One-on-one meetings with staff

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]).

- Parent trainings/workshops to be scheduled
- Parent/Teacher conferences
- Parent/Principal Coffees

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]).

- Ongoing professional Development

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]).

- Coordination with parent resource centers and other programs have not been planned
- Counselor provides referrals to parents as needed
- Nurse provides referrals to parents as needed

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]).

- ClassDojo
- SchoolMessenger
- Email
- Flyers
- Instagram
- Facebook
- School Announcements
- Marquee

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

- The school provides support to our PTA for parental involvement 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]).

- Back-to-School Night
- Parent/Teacher Conferences
- Parent/Principal Coffees
- One-on-one meetings with teachers
- One-on-one meetings with staff

If the school-wide 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.

- Parents provide input via representation on SSC
- Parents provide input via PTA

This policy was adopted by Cubberley Elementary on September 28, 2020 and will be in effect for the period of 2020-2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before November 20, 2020.

Magdalena Ruvalcaba

September 28, 2020

APPENDIX C**SCHOOL PARENT COMPACT**



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

CUBBERLEY ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect for the 2020-21 school year.

Cubberley Elementary distributes to parents and family members of Title I, Part A 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, Part A 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]).

How does the school address this?

Parent/Teacher Conferences held during the week of November 16, 2020

Parent/Teacher Conferences held during the week of March 15, 2020

Report Cards for all students are provided 3 times per year

Students with IEPs receive reports at every reporting period

Students with IEPs receive reports at every IEP meeting

Teachers communicate frequently with parents via Class Dojo and email

Teachers are available to meet with parents before and after school (and during office hours while doing online learning)

Principal has an “open door” policy and is available to meet with parents upon request

Principal/Parent coffee 1 X month

Parents are encouraged to volunteer in the classroom, on field trips, during lunch, and other special events (once district, county, and state guidelines permit volunteers)

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:

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]) in which ways?

Parent /Principal Coffee Presentations

Parent/Teacher Conferences

One-on-One Conversations

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?

Parent/Principal Coffee Presentations

Parent/Teacher Conferences

Parent Trainings/Classes to be scheduled

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 which ways?

Parent/Principal Coffee Presentations

Parent/Teacher Conferences

Parent Trainings/Classes to be scheduled

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 which ways?

Parent/Principal Coffee Presentations
Parent/Teacher Conferences
Parent Trainings/Classes to be scheduled

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 which ways?

ClassDojo
PeachJar
SchoolMessenger
Emails

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 which ways?

Counselor provides referrals as needed
Nurse provides referrals as needed

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?

One-on-One interpreters
ClassDojo translations

This Compact was adopted by the (type name of the school) on (insert date), and will be in effect for the period of (enter time period the Compact is in effect here).

The school will distribute the Compact to all parents and family members of students participating on, or before November 20, 2020.

/Magdalena Ruvalcaba/
Principal, Cubberley Elementary

Signature of authorized Official here

Enter date approved.

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
- CSPS 2018-2019

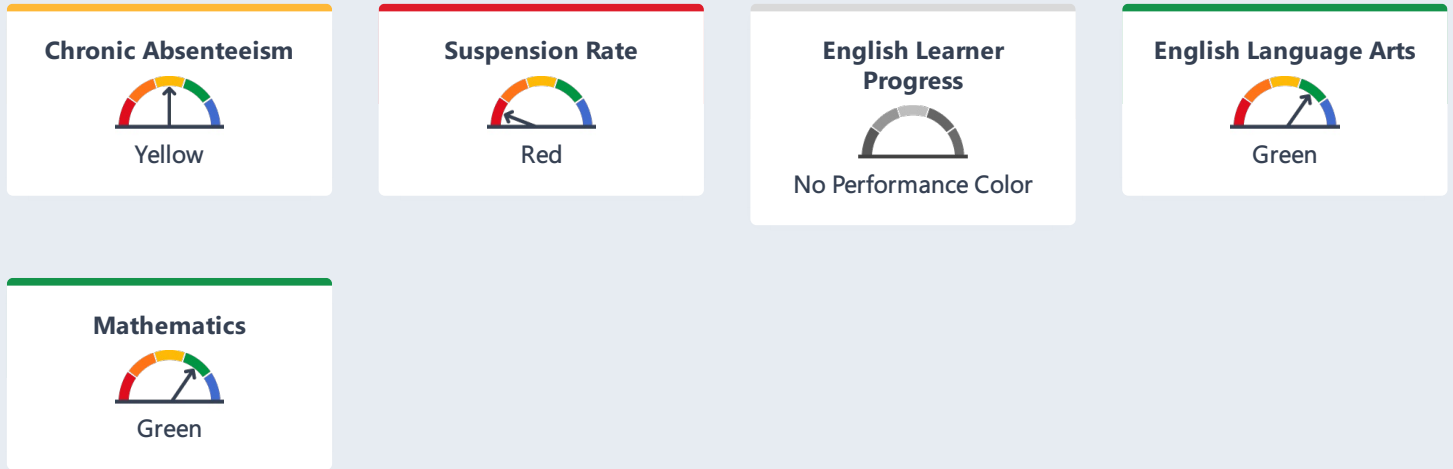
Reclassification data results can be requested from the school site.

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.

Cubberley Elementary

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

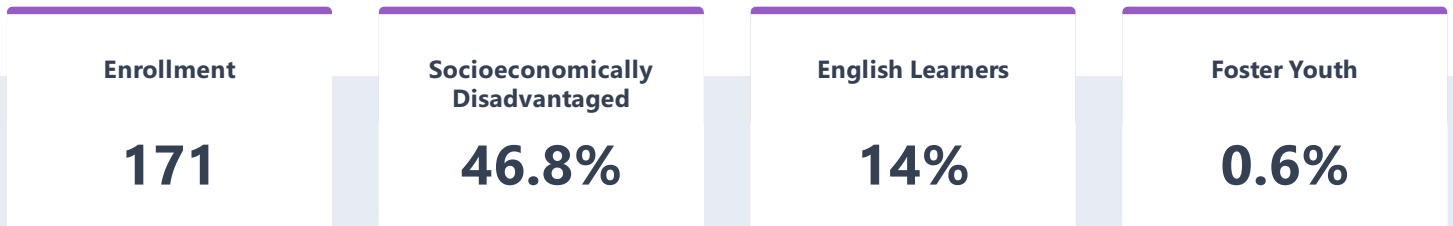


School Details

NAME Cubberley Elementary	ADDRESS 3201 Marathon Drive San Diego, CA 92123-2638	WEBSITE http://www.sandi.net/cu...	GRADES SERVED K-5
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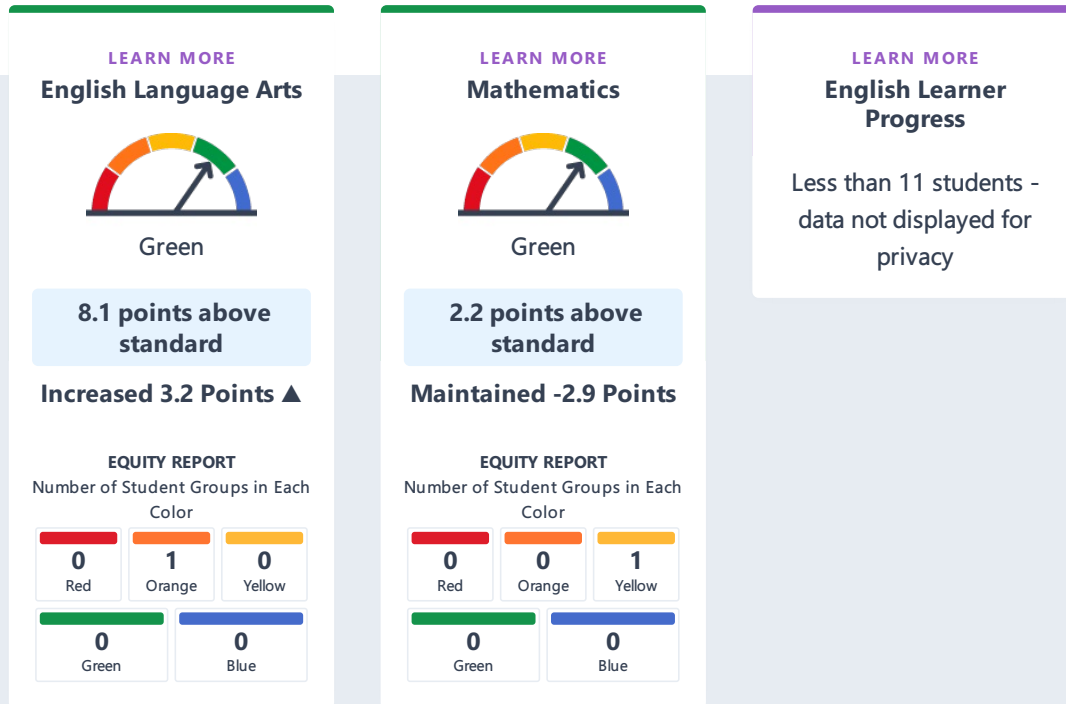
Student Population

Explore information about this school's student population.



Academic Performance

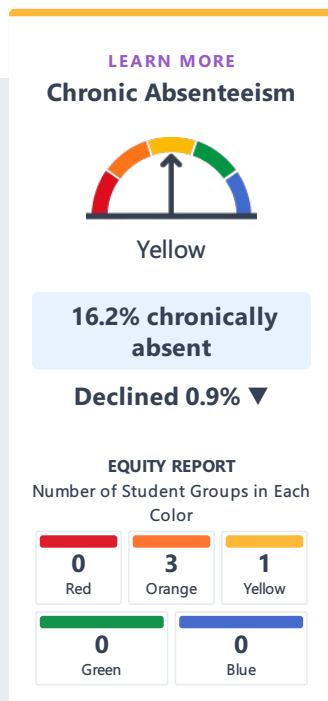
View Student Assessment Results and other aspects of school performance.



CUBBERLEY 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



Red

14% suspended at least once

Increased 11.6% ▲

EQUITY REPORT
Number of Student Groups in Each Color

4 Red	1 Orange	0 Yellow
0 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



Green

8.1 points above standard

Increased 3.2 Points ▲

Number of Students: 65

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

Asian

English Learners

Filipino

Foster Youth

Hispanic

Two or More Races

Pacific Islander

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners

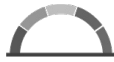


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



No Performance Color

3.4 points above standard

Declined 9.5 Points ▼

Number of Students: 20

Two or More Races



No Performance Color

4.6 points above standard

Increased 42.1 Points ▲

Number of Students: 11

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

White



No Performance Color

19.9 points above standard

Increased 13.6 Points ▲

Number of Students: 17

Socioeconomically Disadvantaged



Orange

10.8 points below standard

Declined 15.4 Points ▼

Number of Students: 38

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	18.2 points above standard	4.9 points above standard	8.1 points above 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	Reclassified English Learners	English Only
No Data	No Data	13 points above standard
No Data	No Data	Increased 10.8 Points ▲
Number of Students: 6	Number of Students: 3	Number of Students: 53

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



Green

2.2 points above standard






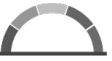
Maintained -2.9 Points

Number of Students: 65

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 Asian English Learners Filipino

Foster Youth
Hispanic
Two or More Races
Pacific Islander
Students with Disabilities
White



<p>African American</p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 6</p>	<p>American Indian</p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 1</p>	<p>Asian</p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 4</p>
<p>English Learners</p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 9</p>	<p>Filipino</p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 5</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 1</p>
<p>Hispanic</p>  <p>No Performance Color</p> <hr/> <p>6.8 points above standard</p> <p>Declined 13.2 Points ▼</p> <p>Number of Students: 20</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <hr/> <p>2.3 points below standard</p> <p>Increased 14.5 Points ▲</p> <p>Number of Students: 11</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 1</p>
<p>Students with Disabilities</p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 9</p>	<p>White</p>  <p>No Performance Color</p> <hr/> <p>6.9 points above standard</p> <p>Maintained 1.9 Points</p> <p>Number of Students: 17</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <hr/> <p>16.6 points below standard</p> <p>Declined 17.6 Points ▼</p> <p>Number of Students: 38</p>

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	9.2 points above standard	5 points above standard	2.2 points above 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	Reclassified English Learners	English Only
No Data	No Data	1.2 points below standard
No Data	No Data	Declined 7.1 Points ▼
Number of Students: 6	Number of Students: 3	Number of Students: 53

English Learner Progress Indicator

All English Learner Students

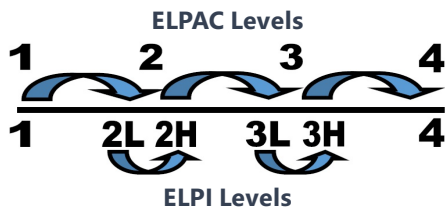
Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress

Less than 11 students - data not displayed for privacy

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.

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



Yellow

16.2% chronically absent

Declined 0.9% ▼

Number of Students: 185

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Hispanic

Socioeconomically Disadvantaged

White



Yellow

Two or More Races



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Students with Disabilities

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

6.3% chronically absent

Declined 8.8% ▼

Number of Students: 16

African American



No Performance Color

21.1% chronically absent

Increased 6.8% ▲

Number of Students: 19

Students with Disabilities



No Performance Color

13% chronically absent

Declined 4.3% ▼

Number of Students: 23

English Learners



No Performance Color

14.3% chronically absent

Declined 11.2% ▼

Number of Students: 28

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



Orange

22.2% chronically absent

Declined 5.8% ▼

Number of Students: 54

Socioeconomically Disadvantaged



Orange

22% chronically absent

Declined 3.4% ▼

Number of Students: 91

White



Orange

5.9% chronically absent

Increased 1.4% ▲

Number of Students: 51

Two or More Races



Yellow

16.1% chronically absent

Declined 4.4% ▼

Number of Students: 31

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



Red

14% suspended at least once

Increased 11.6% ▲

Number of Students: 193

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

Hispanic

Two or More Races

Socioeconomically Disadvantaged

White



Orange

English Learners



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

Students with Disabilities

African American



No Performance Color

26.1% suspended at least once

Increased 19.2% ▲

Number of Students: 23

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

11.8% suspended at least once

Increased 11.8% ▲

Number of Students: 17

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

34.8% suspended at least once

Increased 30.6% ▲

Number of Students: 23

Hispanic



Red

7.1% suspended at least once

Increased 7.1% ▲

Number of Students: 56

Two or More Races



Red

25.8% suspended at least once

Increased 20.8% ▲

Number of Students: 31

Socioeconomically Disadvantaged



Red

16.1% suspended at least once

Increased 13% ▲

Number of Students: 93

White



Red

11.5% suspended at least once

Increased 9.4% ▲

Number of Students: 52

English Learners



Orange

3.3% suspended at least once

Increased 3.3% ▲

Number of Students: 30

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	2.9%	2.4%	14%



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cubberley
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	77	54.5	73	64.4	87	55.2	80	56.3	69	55.1	0.6	-1.2	77	40.3	73	49.3	89	58.4	86	50.0	70	47.1	6.8	-2.9
Female	37	54.1	41	63.4	47	55.3	41	53.7	35	54.3	0.2	0.6	37	32.4	41	46.3	47	61.7	42	52.4	35	40.0	7.6	-12.4
Male	40	55.0	32	65.6	40	55.0	39	59.0	34	55.9	0.9	-3.1	40	47.5	32	53.1	42	54.8	44	47.7	35	54.3	6.8	6.6
African American	8	-	11	54.5	10	30.0	12	50.0	6	-	-	-	8	-	11	45.5	9	-	13	30.8	6	-	-	-
Asian**	2	-	1	-	2	-	5	-	5	-	-	-	2	-	1	-	4	-	6	-	5	-	-	-
Filipino	5	-	5	-	4	-	5	-	5	-	-	-	5	-	5	-	4	-	5	-	5	-	-	-
Hispanic	23	43.5	24	70.8	34	61.8	31	54.8	23	47.8	4.3	-7.0	23	34.8	24	54.2	34	58.8	31	58.1	23	43.5	8.7	-14.6
Indochinese**	5	-	1	-	1	-	0	-	-	-	-	-	5	-	1	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
White	16	68.8	17	64.7	18	55.6	14	64.3	17	58.8	-10.0	-5.5	16	50.0	17	52.9	19	63.2	17	58.8	18	50.0	0.0	-8.8
Multiracial	17	58.8	14	57.1	17	47.1	12	58.3	11	63.6	4.8	5.3	17	35.3	14	28.6	17	52.9	13	38.5	11	36.4	1.1	-2.1
English Learner	8	-	2	-	6	-	7	-	7	-	-	-	8	-	2	-	8	-	13	7.7	8	-	-	-
English-Speaking	69	56.5	71	64.8	81	56.8	73	61.6	62	58.1	1.6	-3.5	69	40.6	71	49.3	81	59.3	73	57.5	62	51.6	11.0	-5.9
Reclassified†	8	-	6	-	3	-	4	-	4	-	-	-	8	-	6	-	3	-	4	-	4	-	-	-
Initially Eng. Speaking	61	54.1	65	64.6	78	55.1	69	59.4	58	58.6	4.5	-0.8	61	36.1	65	50.8	78	60.3	69	56.5	58	48.3	12.2	-8.2
Econ. Disadv.*	40	42.5	46	58.7	57	45.6	49	57.1	39	53.8	11.3	-3.3	40	35.0	46	45.7	59	50.8	55	43.6	39	35.9	0.9	-7.7
Non-Econ. Disadv.	37	67.6	27	74.1	30	73.3	31	54.8	30	56.7	-10.9	1.9	37	45.9	27	55.6	30	73.3	31	61.3	31	61.3	15.4	0.0
Gifted	22	90.9	26	88.5	24	87.5	12	83.3	6	-	-	-	22	68.2	26	69.2	24	87.5	12	83.3	6	-	-	-
Not Gifted	55	40.0	47	51.1	63	42.9	68	51.5	63	50.8	10.8	-0.7	55	29.1	47	38.3	65	47.7	74	44.6	64	42.2	13.1	-2.4
With Disabilities	14	0.0	14	35.7	0	-	11	18.2	8	-	-	-	14	0.0	14	21.4	13	7.7	11	0.0	8	-	-	-
WO Disabilities	63	66.7	59	71.2	73	65.8	69	62.3	61	62.3	-4.4	0.0	63	49.2	59	55.9	76	67.1	75	57.3	62	53.2	4.0	-4.1
Homeless	1	-	3	-	0	-	4	-	0	-	-	-	1	-	3	-	0	-	4	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Military	6	-	4	-	4	-	3	-	3	-	-	-	6	-	4	-	4	-	3	-	3	-	-	-

* 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
Cubberley
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	26	53.8	22	63.6	37	45.9	19	52.6	21	47.6	-6.2	-5.0	26	42.3	22	68.2	38	55.3	20	55.0	21	42.9	0.6	-12.1
Female	11	54.5	14	57.1	21	57.1	8	-	11	54.5	0.0	-	11	36.4	14	71.4	22	68.2	8	-	11	36.4	0.0	-
Male	15	53.3	8	-	16	31.3	11	72.7	10	40.0	-13.3	-32.7	15	46.7	8	-	16	37.5	12	75.0	10	50.0	3.3	-25.0
African American	4	-	3	-	3	-	4	-	1	-	-	-	4	-	3	-	3	-	4	-	1	-	-	-
Asian**	0	-	1	-	1	-	2	-	1	-	-	-	0	-	1	-	2	-	2	-	1	-	-	-
Filipino	3	-	2	-	0	-	1	-	3	-	-	-	3	-	2	-	0	-	1	-	3	-	-	-
Hispanic	6	-	8	-	14	64.3	6	-	5	-	-	-	6	-	8	-	14	64.3	6	-	5	-	-	-
Indochinese**	1	-	0	-	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	4	-	4	-	11	36.4	5	-	5	-	-	-	4	-	4	-	11	54.5	6	-	5	-	-	-
Multiracial	8	-	4	-	7	-	1	-	5	-	-	-	8	-	4	-	7	-	1	-	5	-	-	-
English Learner	4	-	2	-	4	-	3	-	1	-	-	-	4	-	2	-	5	-	4	-	1	-	-	-
English-Speaking	22	54.5	20	65.0	33	48.5	16	62.5	20	50.0	-4.5	-12.5	22	45.5	20	70.0	33	54.5	16	62.5	20	45.0	-0.5	-17.5
Reclassified†	0	-	1	-	0	-	0	-	2	-	-	-	0	-	1	-	0	-	0	-	2	-	-	-
Initially Eng. Speaking	22	54.5	19	63.2	33	48.5	16	62.5	18	55.6	1.1	-6.9	22	45.5	19	68.4	33	54.5	16	62.5	18	38.9	-6.6	-23.6
Econ. Disadv.*	14	42.9	19	63.2	22	36.4	14	50.0	16	50.0	7.1	0.0	14	28.6	19	68.4	23	47.8	15	53.3	16	25.0	-3.6	-28.3
Non-Econ. Disadv.	12	66.7	3	-	15	60.0	5	-	5	-	-	-	12	58.3	3	-	15	66.7	5	-	5	-	-	-
Gifted	7	-	9	-	6	-	12	83.3	6	-	-	-	7	-	9	-	6	-	12	83.3	6	-	-	-
Not Gifted	19	36.8	13	53.8	31	38.7	19	52.6	21	47.6	10.8	-5.0	19	31.6	13	61.5	32	46.9	20	55.0	21	42.9	11.3	-12.1
With Disabilities	3	-	4	-	0	-	2	-	2	-	-	-	3	-	4	-	7	-	2	-	2	-	-	-
WO Disabilities	23	60.9	18	72.2	30	56.7	17	58.8	19	52.6	-8.3	-6.2	23	47.8	18	72.2	31	64.5	18	61.1	19	47.4	-0.4	-13.7
Homeless	1	-	3	-	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	0	-	2	-	1	-	-	-	3	-	1	-	0	-	2	-	1	-	-	-

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

** 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
Cubberley
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	28	60.7	24	50.0	22	63.6	33	45.5	15	46.7	-14.0	1.2	28	35.7	24	37.5	23	73.9	35	45.7	15	46.7	11.0	1.0
Female	14	57.1	13	53.8	11	45.5	18	61.1	7	-	-	-	14	14.3	13	38.5	11	72.7	19	63.2	7	-	-	-
Male	14	64.3	11	45.5	11	81.8	15	26.7	8	-	-	-	14	57.1	11	36.4	12	75.0	16	25.0	8	-	-	-
African American	4	-	5	-	3	-	3	-	3	-	-	-	4	-	5	-	3	-	3	-	3	-	-	-
Asian**	0	-	0	-	1	-	1	-	2	-	-	-	0	-	0	-	2	-	1	-	2	-	-	-
Filipino	1	-	2	-	2	-	1	-	1	-	-	-	1	-	2	-	2	-	1	-	1	-	-	-
Hispanic	8	-	7	-	10	60.0	14	57.1	3	-	-	-	8	-	7	-	10	70.0	14	57.1	3	-	-	-
Indochinese**	2	-	1	-	0	-	0	-	-	-	-	-	2	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	9	-	3	-	2	-	6	-	5	-	-	-	9	-	3	-	2	-	7	-	5	-	-	-
Multiracial	4	-	6	-	4	-	7	-	1	-	-	-	4	-	6	-	4	-	8	-	1	-	-	-
English Learner	4	-	0	-	2	-	3	-	3	-	-	-	4	-	0	-	2	-	5	-	3	-	-	-
English-Speaking	24	66.7	24	50.0	20	65.0	30	50.0	12	50.0	-16.7	0.0	24	33.3	24	37.5	21	76.2	30	53.3	12	50.0	16.7	-3.3
Reclassified†	0	-	3	-	1	-	1	-	0	-	-	-	0	-	3	-	1	-	1	-	0	-	-	-
Initially Eng. Speaking	24	66.7	21	47.6	19	63.2	29	48.3	12	50.0	-16.7	1.7	24	33.3	21	42.9	20	75.0	29	51.7	12	50.0	16.7	-1.7
Econ. Disadv.*	12	41.7	14	42.9	19	57.9	14	42.9	9	-	-	-	12	41.7	14	21.4	20	70.0	16	37.5	9	-	-	-
Non-Econ. Disadv.	16	75.0	10	60.0	3	-	19	47.4	6	-	-	-	16	31.3	10	60.0	3	-	19	52.6	6	-	-	-
Gifted	7	-	6	-	9	-	5	-	6	-	-	-	7	-	6	-	9	-	5	-	6	-	-	-
Not Gifted	21	52.4	18	33.3	13	53.8	28	35.7	15	46.7	-5.7	11.0	21	33.3	18	27.8	14	71.4	30	36.7	15	46.7	13.4	10.0
With Disabilities	5	-	14	35.7	0	-	6	-	2	-	-	-	5	-	4	-	13	7.7	6	-	2	-	-	-
WO Disabilities	23	73.9	20	60.0	20	70.0	27	55.6	13	53.8	-20.1	-1.8	23	43.5	20	45.0	21	81.0	29	55.2	13	53.8	10.3	-1.4
Homeless	0	-	3	-	0	-	4	-	0	-	-	-	0	-	2	-	0	-	4	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	1	-	1	-	-	-	2	-	1	-	0	-	1	-	1	-	-	-

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2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cubberley
Grade 5

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	23	47.8	27	77.8	28	60.7	28	71.4	33	63.6	15.8	-7.8	23	43.5	27	44.4	28	50.0	31	51.6	34	50.0	6.5	-1.6
Female	12	50.0	14	78.6	15	60.0	15	60.0	17	70.6	20.6	10.6	12	50.0	14	28.6	14	42.9	15	53.3	17	58.8	8.8	5.5
Male	11	45.5	13	76.9	13	61.5	13	84.6	16	56.3	10.8	-28.3	11	36.4	13	61.5	14	57.1	16	50.0	17	41.2	4.8	-8.8
African American	0	-	3	-	4	-	5	-	2	-	-	-	0	-	3	-	3	-	6	-	2	-	-	-
Asian**	2	-	0	-	0	-	2	-	2	-	-	-	2	-	0	-	0	-	3	-	2	-	-	-
Filipino	1	-	1	-	2	-	3	-	1	-	-	-	1	-	1	-	2	-	3	-	1	-	-	-
Hispanic	9	-	9	-	10	60.0	11	54.5	15	53.3	-	-1.2	9	-	9	-	10	40.0	11	63.6	15	40.0	-	-23.6
Indochinese**	2	-	0	-	1	-	0	-	-	-	-	-	2	-	0	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	3	-	10	80.0	5	-	3	-	7	-	-	-	3	-	10	50.0	6	-	4	-	8	-	-	-
Multiracial	5	-	4	-	6	-	4	-	5	-	-	-	5	-	4	-	6	-	4	-	5	-	-	-
English Learner	0	-	0	-	0	-	1	-	3	-	-	-	0	-	0	-	1	-	4	-	4	-	-	-
English-Speaking	23	47.8	27	77.8	28	60.7	27	74.1	30	66.7	18.9	-7.4	23	43.5	27	44.4	27	51.9	27	59.3	30	56.7	13.2	-2.6
Reclassified†	8	-	2	-	2	-	3	-	2	-	-	-	8	-	2	-	0	-	3	-	2	-	-	-
Initially Eng. Speaking	15	33.3	25	80.0	26	57.7	24	70.8	28	64.3	31.0	-6.5	15	26.7	25	44.0	25	56.0	24	58.3	28	53.6	26.9	-4.7
Econ. Disadv.*	14	42.9	13	69.2	16	43.8	21	71.4	14	64.3	21.4	-7.1	14	35.7	13	38.5	16	31.3	24	41.7	14	42.9	7.2	1.2
Non-Econ. Disadv.	9	-	14	85.7	12	83.3	7	-	19	63.2	-	-	9	-	14	50.0	12	75.0	7	-	20	55.0	-	-
Gifted	8	-	11	90.9	9	-	7	-	6	-	-	-	8	-	11	63.6	9	-	7	-	6	-	-	-
Not Gifted	15	26.7	16	68.8	19	42.1	21	71.4	27	55.6	28.9	-15.8	15	20.0	16	31.3	19	31.6	24	45.8	28	39.3	19.3	-6.5
With Disabilities	6	-	6	-	0	-	3	-	4	-	-	-	6	-	6	-	13	7.7	3	-	4	-	-	-
WO Disabilities	17	64.7	21	81.0	23	73.9	25	72.0	29	72.4	7.7	0.4	17	58.8	21	52.4	24	58.3	28	57.1	30	56.7	-2.1	-0.4
Homeless	0	-	1	-	0	-	3	-	0	-	-	-	0	-	1	-	0	-	3	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	3	-	0	-	1	-	-	-	1	-	2	-	3	-	0	-	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.

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: CUBBERLEY ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 3 Guidance Counseling

***Strategy/Activity - Description**

Last year, our Guidance Assistant and Counselor established a strong counseling program. This year, we expect that the program will be strengthened even further. Our Guidance Assistant and Counselor will:

- continue to develop a comprehensive counseling program that will improve student learning.
- devote 70% of their time in direct delivery of services to students.
- operate within a school culture in which every student receives benefits of the program.
- support students in academic development focusing on attendance and behavior.
- support students in personal and social development to address peer conflicts, coping with stress, and grief/loss/death.
- meet with individual and small groups to counsel, as needed based on student needed topics.
- Support with referrals to community agencies.
- encourage development of leadership skills through student council.
- provide guidance schoolwide during monthly PeaceBuilder Assembly - topics to include:
 - attendance
 - safety
 - bullying prevention
 - conflict resolution
 - substance awareness
 - feelings/friendship
 - individual differences
 - self-concept, problem-solving

promote the importance of school attendance and promptness:

- Attendance Club
- Incentives for Perfect Attendance
- Weekly and Monthly Attendance Monitoring
- Presentations to students and parents

Cubberley Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

***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	--	--	09800-4301	Instructional supplies to support guidance and counseling for all students.	Supplies support guidance and counseling as well as all academic areas.		None

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1 Supplemental Small Group Instruction

***Strategy/Activity - Description**

- In order to ensure we are closing the achievement gap with high expectations for all, we will provide support to our students by:
- Hiring a retired resource specialist who will provide small group instruction to our students that are not reading at grade level.
 - Providing differentiated instruction based on identified needs, during the small group instruction.
 - Identifying student needs using FAST, DRA, Running Records, SD Quick, anecdotal notes as well as previous year's SBAC scores.
 - Meeting with identified students 2 x per week for 1/2 an hour.
 - Administering ongoing assessments and will share with the classroom teacher.

***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		\$6,312.50	09800-4301	Supplemental Instructional Supplies to support students in achieving grade level expectations.	Supplemental Instructional supplies serve and support core instruction.		None

Note/Reminders (optional):

Strategy/Activity 2 Strengthening Tier I Instruction for All Students

***Strategy/Activity - Description**

- In order to provide rigorous Tier I Instruction, teachers will:
- continue to develop their proficiency in understanding the common core standards, specifically the critical concepts and proficiency scales.
 - implement ELA instruction based on the critical concepts.
 - use the district developed pacing for each trimester.
 - implement a balanced literacy program.
 - use the Lucy Calkins units of Study in Reading and Writing as a resource to support implementation of rigorous instruction in ELA.

Cubberley Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

- use Fountas and Pinnell, Continuum of Literacy Learning, as a resource to support implementation of a balanced literacy framework.
- use RELY modules as a resource to support implementation of a rigorous balanced literacy program.
- use strategies acquired from school and district-level trainings (i.e. reading strategies from the ELLA Dept., Lucy Calkins Writer's Workshop PD, ELD strategies from our English Language Instructional Resource Teacher, IMTSS Department - "All Hands Learning: Creating Equity for All").
- use Universal Design for Learning Guidelines to provide multiple means of engagement, representation, as well as actions and expression.
- continue to refine their instruction using the California Standards for the Teaching Profession (CSTP) as well as the Teaching and Learning Guidelines used in Professional Development during the 2018-2019 school-year (Clarity of Purpose, Safe Collaborative, Inclusive Culture, Checking for Understanding, Noticing & Naming, and Engagement Strategies).
- use supplemental instructional supplies to be purchased for Tier 1 instruction.
- pending further discussion with all stakeholders will determine if PLTW continues to be an area of need.

***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	--	--	09800-4301	To purchase supplemental, instructional supplies for Tier 1 and Tier 2 instruction.	Supplies purchased for Tier 1 and Tier 2 instruction. Use of supplies supports instruction effectively.		None

Note/Reminders (optional):

Strategy/Activity 4 Developing Lifelong Readers

***Strategy/Activity - Description**

Since we believe that literacy serves as a gateway to social justice, Developing lifelong readers and a love of reading is essential. We believe that providing students with the opportunity to visit the school library will support to --- a love of reading. Our students will have opportunities to:

- visit the school library at least once a week.
- listen to engaging read aloud.
- learn book selection skills.
- engage in independent and buddy reading.

Cubberley Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

- check-out books from the school library to take home.
- engage in hands-on creative activities using makerspace tools.
- learn how a library works from the library assistant.
- participate in Six Flags Read to Succeed program that encourages students to read for fun.

***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.
Classroom PARAS Hrly		\$6,539.50	09800-2151	Additional time for paraprofessional support for students, including library assistant to inculcate a love of reading and support students with accessing books.	Para supports students in need of additional supports in reading and math. In addition, para supports ELs.		None

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1: Co-Teaching

*Strategy/Activity - Description

Due to our small school size, our students are in combination classes and are deployed for math. All third graders are in a co-taught class; the co-teachers are a 3rd grade general education teacher and the education specialist. There are currently 34 students enrolled in third grade. There are 7 students with IEPs in that math class (20.5% of the class has IEPs). Co-Teachers will support students by providing differentiated instruction. Teachers will identify:

- what is being taught in each instructional block
- student learning differences and differentiation needs
- ways to differentiate materials and expectations
- ways to vary assessment
- ways to vary instructional interaction
- appropriate co-teaching approaches and actions/roles to be taken by each teacher
- UDL principles to guide planning for each lesson
 - gather facts about the students
 - Who are our students? How do they learn?
 - What are our students' various strengths, languages, cultural backgrounds, learning styles, interests?
 - What are our students' multiple intelligences (verbal, logical, visual, musical, bodily kinesthetic, interpersonal, intrapersonal, naturalist)?
 - What forms of communication do our students use?

differentiate content

- In what order will concepts and content be taught?
- What multi-level and/or multi-sensory materials do the co-teachers need to facilitate access to the content?
- What multi-level goals are needed for all students to meaningfully access content?

differentiate products

- What are multiple ways students can demonstrate their understandings (e.g. multiple intelligences, multi-level or multi-sensory performances)?
- What authentic products do students create?
- What are the criteria teachers use to evaluate the product?

potential solutions to student and class/lesson mismatches

- facts about the student
- facts about the class/lesson
- mismatches between student facts and class/lesson facts

*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.

Cubberley Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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	--	--	09800-4301	Instructional supplies to support co-teaching in math for all students including students with disabilities.	Use of supplies including manipulatives for mathematics instruction.		None

Note/Reminders (optional):

Strategy/Activity 2: Tier I Implementation of Evidence-Based Mathematical Learning Experiences***Strategy/Activity - Description**

Our teachers will design instruction that emphasizes engaging students consistently in evidence-based learning experiences that involve:

- cognitively demanding mathematical tasks
- productive disequilibrium about mathematical ideas and relationships
- mathematical discourse that focuses on students' mathematical reasoning, sense-making, representations, justifications, and generalizations
- reflection and metacognition about their own and each other's mathematical thinking

Teachers will engage students consistently and effectively in the following practices:

- providing explanations: students will explain how they think about the meanings of ideas and the mathematical reasoning they use to make sense of calculations, problems, and/or ideas
- making justifications: students will use mathematical reasoning to justify why their own or others' ideas are or are not valid or accurate; they will identify relevant and age-appropriate mathematical definitions and processes
- formulating conjectures and generalizations: students will make and test conjectures and generalizations about the application of their own and others' mathematical ideas and processes
- using multiple representations: students will make, use, and connect multiple mathematical representations (equations, verbal descriptions, graphs, concrete models, charts, tables, everyday life situations, and diagrams) to make sense of, solve, and/or communicate about the questions, quantities, and relationships in problems and ideas
- engaging in metacognition: students will practice mathematical cognition by reflecting about:
 - what/how they think about a mathematical idea or problem
 - disequilibrium, breakthroughs, and "stuck points" in their thinking
 - ways their mathematical understanding is developing

making connections: students will make and discuss connections between their prior understandings and the new mathematical concepts and skills they are learning, between their thinking and other's ideas.

Teachers will use the SDUSD Math Lesson Map to structure their math lessons.

- The structure of the math lessons will follow the Launch, Explore, Summarize, and Practice/Reflect/Apply Format.
- This structure allows students to explore mathematical concepts with rigor (fluency, concept development, and application) to develop understanding in ways that make sense.

K/1 Teachers will continue to implement STEAM program to support math

- pending further discussion with all stakeholders, SSC will determine if PLTW continues to be an area of need for STEAM

***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.

Cubberley Elementary

SPSA EVALUATION OF LCFF 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.
Supplies	--	--	09800-4301	Instructional supplies for Tier I instruction in mathematics including manipulatives and other resources.			
Note/Reminders (optional):							

Goal 4- English Learners**Strategy/Activity 1: Collaborate with our English Learner Instructional Resource Teacher*****Strategy/Activity - Description**

This year, our school will work with our Area English Language Instructional Resource Teacher to deepen our understanding of Designated English Language Development Instruction. The support will consist of:

November 4-8

- Gathering and sharing EL data with all staff
- Classroom walkthroughs (English Language Instructional Resource Teacher and Principal) using Observations Tool during Designated ELD
- Administering a Pre On-Demand Writing Assessment based on ELPAC practice test
- Selecting dates and topics for future professional development

January 13-17

- Professional Development
- Co-teaching and modeling of Designated ELD
- Selecting focal students
- Analyzing formative assessment data from Designated ELD Units

March 16-20

- Professional Development
- Classroom walkthroughs (English Language Instructional Resource Teacher and Principal) using Observations Tool during Designated ELD
- Planning and co-teaching of Designated ELD Lessons
- Progress check on selected Focal Students (grades, formative assessment, on-demand writing)

May 11-15

- Professional Development
- Classroom walkthroughs (English Language Instructional Resource Teacher and Principal) using Observations Tool during Designated ELD
- Planning and co-teaching of Designated ELD lessons
- Administer Post on-demand writing assessment based on ELPAC practice test
- Evaluation of data, program implementation

***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.

Cubberley Elementary

SPSA EVALUATION OF LCFF 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.
Supplies	--	--	09800-4301	Instructional supplies/materials to support Designated as well Integrated ELD instruction.	Supplies support designated as well as integrated ELD.		None
Note/Reminders (optional):							

Goal 7- Graduation/Promotion Rate

Strategy/Activity 2 Strengthening Tier 1 Instruction in ELA

***Strategy/Activity - Description**

In order to provide rigorous Tier I Instruction, teachers will

- continue to develop their proficiency in understanding the common core standards, specifically the critical concepts and proficiency scales.
- implement ELA instruction based on the critical concepts.
- use the district developed pacing for each trimester.
- use the Lucy Calkins units of Study in Reading and Writing as a resource to support implementation of rigorous instruction in ELA.
- use Fountas and Pinnell, Continuum of Literacy Learning, as a resource to support implementation of a balanced literacy framework.
- use RELY modules as a resource to support implementation of a rigorous balanced literacy program.
- use strategies acquired from school and district-level trainings (i.e. reading strategies from the ELLA Dept., Lucy Calkins Writer's Workshop PD, ELD strategies from our English Language Instructional Resource Teacher, IMTSS Department - "All Hands Learning: Creating Equity for All").
- use Universal Design for Learning Guidelines to provide multiple means of engagement, representation, as well as actions and expression.
- continue to refine their instruction using the California Standards for the Teaching Profession (CSTP) as well as the Teaching and Learning Guidelines used in Professional Development during the 2018-2019 school-year (Clarity of Purpose, Safe Collaborative, Inclusive Culture, Checking for Understanding, Noticing & Naming, and Engagement Strategies).
- use supplemental instructional supplies to be purchased for Tier 1 instruction.

***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	--	--	09800-4301	Supplies to be used to provide tier 1 instruction to all students including 3rd and 5th graders not	Additional book sets, and magazines have been purchased to support 3 rd and 5 th grade students.		None

meeting reading
expectations.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: CUBBERLEY ELEMENTARY

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

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1 Restorative Justice Community Circles

***Strategy/Activity - Description**

- All staff will implement Restorative Justice Practices
- All teachers will begin the day with Community Circles
- PD by district staff delivered to all teachers on August 23, 2019 "Creating an Efficient, Safe Community" (PD led by trauma-informed and RJP trainer)
- One-on-one support to teachers by district staff on how to create a Safe, Collaborative, and Inclusive Culture (Andrea Frost)

***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		\$136.30	30100-4301	Supplemental instructional supplies as needed for community building (journals).	Several classrooms are using journals to set goals for the day/week. This is working.		No modification.
Prof&Curriclm DevHrlyClstrmTch r	--	--	30106-1170	A Trauma-Informed and Restorative Practices trainer will provide PD and one-on-one support to teachers	Resource Teacher worked with new teachers to create safe, collaborative, and inclusive classroom environments		Resource Teacher will not be available next year. Teacher will attend follow-up RJP training.

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				in order to provide a safe, collaborative, and inclusive culture.			
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Note/Reminders (optional):

Strategy/Activity 2 Second Step Lessons

***Strategy/Activity - Description**

Second Step is a program rooted in Social-Emotional Learning (SEL) that will help further create our school into a supportive, successful learning environment in which our children will thrive.

- All teacher will teach 1/2 hour weekly lessons in the following areas:

- skills for learning
- having empathy
- managing emotions
- solving problems

Through the lesson and on-going follow through (each day), teachers will promote:

- school success
- school connectedness
- safe and respectful school climate

***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		\$1,006.28	30106-4301	Instructional Supplies needed to implement Second Step lessons: chart paper, markers, journals, etc.	Teachers are all using Second Step Curriculum to promote a supportive emotional		Teachers will continue to implement curriculum.

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					environment for students.	
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Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1 Supplemental Small Group Instruction

***Strategy/Activity - Description**

- In order to ensure we are closing the achievement gap with high expectations for all, we will provide support to our students by:
- Hiring a retired resource specialist who will provide small group instruction to our students that are not reading at grade level.
 - Providing differentiated instruction based on identified needs, during the small group instruction.
 - Identifying student needs using FAST, DRA, Running Records, SD Quick, anecdotal notes as well as previous year's SBAC scores.
 - Meeting with identified students 2 x per week for 1/2 an hour.
 - Administering ongoing assessments and will share with the classroom teacher.

***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.
Retired NonClstrm Tchr Hrly		\$10,371.70	30100-1986	Retired resource specialist will provide reading support to students not meeting grade level expectations. The support provided will be supplemental small group guided reading and strategy lessons.	Teacher is meeting with 22 students 2X a week and providing small group instruction. All students have made progress on their DRA Instructional Reading Levels.		If possible, provide collaboration time between the RTI teacher and the classroom teacher.

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Note/Reminders (optional):

Strategy/Activity 3 Professional Learning Communities

***Strategy/Activity - Description**

All teachers will be released from their classrooms 8 times during the year to participate in Professional Learning Communities. Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in Professional Learning Communities. Teachers will:

- design lessons using strategies and supports for Students with Disabilities, English Learners, and students not meeting grade level expectations.
- analyze student data to determine next steps for instruction.
- use exit slips, writing samples, running records, works samples, guided reading, conferring, and other observation/anecdotal notes to determine next steps for instruction.
- collaborate with colleagues to plan curriculum, which includes scaffolder instruction to help students achieve grade level standards.
- set individual reading goals with all students that are not meeting grade level standards including Students with Disabilities and English Learners.
- teachers will set monthly instructional reading level goals for students and will compare with actual reading levels to determine appropriate next steps for each student.

***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		\$9,761.60	30106-1192	Visiting teachers are needed in order for classroom teachers to be released from the classroom in order to participate in Professional Learning Communities.	Teachers have met on a monthly basis to plan lessons as well as formative assessments and an overall site-based assessment plan.		Continue to provide PLC release time.

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Note/Reminders (optional):

Strategy/Activity 5 Professional Development

***Strategy/Activity - Description**

Our teachers are not only lifelong learners; they also have a wealth of knowledge to share with their colleagues. Some of our teachers will plan and deliver professional development to their colleagues. Topics to include:

- Writer's workshop using the Lucy Calkins curriculum (to include mini-lesson, process, structure, craft, conferring, revision, editing)
- Formative Assessment

Our school will also work with the IMTSS Department so that our staff begins to develop an understanding of how the implementation of an Integrated Multi-Tiered System of Support benefits all students and builds on existing structures and practices. We will come to:

- a common understanding of Academics and Agency (IMTSS) and how essential components of the framework are applied across all areas of the school community
- a common understanding of the inclusive solution-seeking implementation process in building resilient and responsive classrooms

We will also work with the IMTSS Department to guide our school team through a process of identifying school-wide practices and systems of support currently in place and to respond to the academic, behavioral, and social-emotional needs of all students. We will look at:

- continued development of our comprehensive assessment system
- continued implementation of a Guaranteed and Viable Curriculum (GVC)
- high quality instruction
- effective interventions

***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 DevHrlyClstrmTch r		\$732.12	30106-1170	Provide teachers with supplemental planning time after PD to plan lessons based on	Teachers have planned PD for colleagues (i.e. writer's workshop) and delivered PD.		Continue with teacher-selected PD planned and delivered by colleagues.

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				strategies learned in PD.		
Note/Reminders (optional):						
Goal 3 - Mathematics						
Strategy/Activity 2: Tier I Implementation of Evidence-Based Mathematical Learning Experiences						
*Strategy/Activity - Description						
<p>Our teachers will design instruction that emphasizes engaging students consistently in evidence-based learning experiences that involve:</p> <ul style="list-style-type: none"> - cognitively demanding mathematical tasks - productive disequilibrium about mathematical ideas and relationships - mathematical discourse that focuses on students' mathematical reasoning, sense-making, representations, justifications, and generalizations - reflection and metacognition about their own and each other's mathematical thinking <p>Teachers will engage students consistently and effectively in the following practices:</p> <ul style="list-style-type: none"> - providing explanations: students will explain how they think about the meanings of ideas and the mathematical reasoning they use to make sense of calculations, problems, and/or ideas - making justifications: students will use mathematical reasoning to justify why their own or others' ideas are or are not valid or accurate; they will identify relevant and age-appropriate mathematical definitions and processes - formulating conjectures and generalizations: students will make and test conjectures and generalizations about the application of their own and others' mathematical ideas and processes - using multiple representations: students will make, use, and connect multiple mathematical representations (equations, verbal descriptions, graphs, concrete models, charts, tables, everyday life situations, and diagrams) to make sense of, solve, and/or communicate about the questions, quantities, and relationships in problems and ideas - engaging in metacognition: students will practice mathematical cognition by reflecting about: <ul style="list-style-type: none"> - what/how they think about a mathematical idea or problem - disequilibrium, breakthroughs, and "stuck points" in their thinking - ways their mathematical understanding is developing <p>making connections: students will make and discuss connections between their prior understandings and the new mathematical concepts and skills they are learning, between their thinking and other's ideas.</p> <p>Teachers will use the SDUSD Math Lesson Map to structure their math lessons.</p> <ul style="list-style-type: none"> - The structure of the math lessons will follow the Launch, Explore, Summarize, and Practice/Reflect/Apply Format. - This structure allows students to explore mathematical concepts with rigor (fluency, concept development, and application) to develop understanding in ways that make sense. <p>K/1 Teachers will continue to implement STEAM program to support math</p> <ul style="list-style-type: none"> - pending further discussion with all stakeholders, SSC will determine if PLTW continues to be an area of need for STEAM 						
*Proposed Expenditures for this Strategy/Activity						

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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.
Contracted Svcs Less Than \$25K		\$750.00	30100-5853	PLTW will support math and our STEAM focus.		The district STEAM program will no longer be using PLTW. Teachers will use district-developed STEAM curriculum	Will no longer use the PLTW; instead we will use the district-developed STEAM curriculum.

Note/Reminders (optional):

Strategy/Activity 3: Professional Learning Communities (PLCs)

***Strategy/Activity - Description**

Teachers will meet 8 times per year in a Professional Learning Community (PLCs) with at least one other teacher. Our PLCs will evolve from a shared planning time to an ongoing process in which teachers work collaboratively in recursive cycles of collective inquiry and action research in order to problem-solve and achieve better results for their students. Specifically, their student's not meeting grade level expectations including Students with Disabilities and English Learners. During their PLCs teachers will:

- Review recent student work samples/formative assessments
- Determine next steps for students not meeting grade level expectations including Students with Disabilities and English Learners
- Identify a lesson to be taught to support students not meeting grade level expectations including Students with Disabilities and English Learners
- Determine if lesson to be taught will be whole class (Tier I) or small group (Tier I or Tier 2)
- Co-plan the lesson using the critical concepts
- Use Universal Design for Learning Guidelines to provide multiple means of engagement, representation, as well as actions and expression
- Incorporate the use of the California Standards for the Teaching Profession (CSTP) as well as the Teaching and Learning Guidelines used in Professional Development during the 2018-2019 school-year (Clarity of Purpose, Safe Collaborative, Inclusive Culture, Checking for Understanding, Noticing & Naming, and Engagement Strategies).

***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.

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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	Visiting teachers are needed in order to release teachers for Professional Learning Communities	Teachers have met on a monthly basis to plan lessons as well as formative assessments and an overall site-based assessment plan.		Continue to provide monthly PLC release time.

Note/Reminders (optional):

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 4- English Learners

Strategy/Activity 1: Collaborate with our English Learner Instructional Resource Teacher

***Strategy/Activity - Description**

This year, our school will work with our Area English Language Instructional Resource Teacher to deepen our understanding of Designated English Language Development Instruction. The support will consist of:

- November 4-8
 - Gathering and sharing EL data with all staff
 - Classroom walkthroughs (English Language Instructional Resource Teacher and Principal) using Observations Tool during Designated ELD
 - Administering a Pre On-Demand Writing Assessment based on ELPAC practice test
 - Selecting dates and topics for future professional development
- January 13-17
 - Professional Development
 - Co-teaching and modeling of Designated ELD
 - Selecting focal students
- March 16-20
 - Analyzing formative assessment data from Designated ELD Units
- Professional Development
 - Classroom walkthroughs (English Language Instructional Resource Teacher and Principal) using Observations Tool during Designated ELD
 - Planning and co-teaching of Designated ELD Lessons
- May 11-15
 - Progress check on selected Focal Students (grades, formative assessment, on-demand writing)
- Professional Development
 - Classroom walkthroughs (English Language Instructional Resource Teacher and Principal) using Observations Tool during Designated ELD
 - Planning and co-teaching of Designated ELD lessons
 - Administer Post on-demand writing assessment based on ELPAC practice test
 - Evaluation of data, program implementation

***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.

Cubberley 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.
Supplies	--	--	30106-4301	Instructional supplies/materials to support Integrated as well Designated English Language Development.	English Learners are receiving Designated English Language Development and we are working on integrated ELD.		Some teachers have not received training in integrated ELD strategies.

Note/Reminders (optional):

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 6 - Family Engagement

Strategy/Activity 1 Promote Volunteer Opportunities

***Strategy/Activity - Description**

In order to encourage volunteerism, we will:

- promote a safe and welcoming environment to parents
- provide coffee and refreshments
- provide multiple opportunities for volunteering
- communicate opportunities for volunteering using multiples mediums (ClassDojo, SchoolMessenger, Email, Instagram, Facebook, Marquee, Flyers, PeachJar)
- provide opportunities for a variety of events (academic, tutoring, preparation of material, activities such as Running Club, Field Day, Carnival, Art Corps, Camp-Out, Movie Night, etc.)

***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		\$371.00	30103-4301	Support parent involvement in the Area of Art Corps	Art Corps program is a successful enrichment program at Cubberley.		None
Inservice supplies		\$150.00	30103-4304	Support parent involvement and participation	Parent Involvement has increased, this year, at Cubberley		None

Note/Reminders (optional):

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1 Supplemental Small Group Instruction

***Strategy/Activity - Description**

- Hiring a retired resource specialist who provide small group instruction to our students that are not reading at grade level
- Providing differentiated instruction based on identified needs, during the small group instruction
- Identifying student needs using FAST, DRA, Running Records, SD Quick, anecdotal notes as well as previous year's SBAC scores.
- Meeting with identified students 2 x per week for 1/2 an hour.
- Administering ongoing assessments and will share with the classroom teacher.

***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.
Retired NonClstrm Tchr Hrly	--	--	30100-1986	Retired Resource Specialist will provide small group instruction to students in grades 3-5 that are currently not at or above expected reading level.	Teacher is meeting with 22 students 2X a week and providing small group instruction. All students have made progress on their DRA Instructional Reading Levels.		If possible, provide collaboration time between RTI teacher and classroom teachers.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?