

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **CABRILLO ELEMENTARY SCHOOL**

2022-23

37-68338-6039291
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Vogel, Rebecca

Contact Person: Vogel, Rebecca

Position: Principal

Telephone Number: 619/362-4000;

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

E-mail Address: rvogel@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *January 24, 2023*

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Cabrillo Elementary PHONE: 619-302-4000 FAX: 619-255-9263
 SITE CONTACT PERSON: Rebecca Vogel E-MAIL ADDRESS: rvogele sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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:

- English Learner Advisory Committee (ELAC) Date of presentation: 10/5/2022
 Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
 Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
 Site Governance Team (SGT) Date of presentation: _____
 Other (list): _____ Date of presentation: _____

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10-5-2022

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Rebecca Vogel
Type/Print Name of School Principal

Rebecca Vogel 10/5/2022
Signature of School Principal / Date

Mandy Buss
Type/Print Name of SSC Chairperson

Mandy Buss 10/5/2022
Signature of SSC Chairperson / Date

Tatiana Farias
Type/Print Name of ELAC Representative

Tatiana Farias 10/5/2022
Signature of ELAC Representative / Date

Juce Silva
Type/Print Name of Area Superintendent

Juce Silva 10/11/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

me October 7th 2022

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

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

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

At Cabrillo Elementary, our school community engaged in a collaborative process in the development of the SPSA. All community members were involved in the 2022-2023 budget development process via multiple meeting opportunities to analyze data and review pertinent information in order to dialogue, solicit input, and adjust based on the needs of our students. The principal met with staff in professional learning communities (PLCs), with our School Site Council monthly, and with our ELAC during the school year. In January and February of 2022 a focus on school site needs based on data and budget development was the focus of the meetings with various community member groups. The SSC approved this budget in February. In September and October of 2021, principal met with staff, our SSC, and ELAC to review our data in order to determine our needs and create goals for our students' success as outlined in our 2022-2023 SPSA. The School Plan for Student Achievement was approved by the School Site Council on October 5, 2022.

RESOURCE INEQUITIES

Cabrillo's root cause analysis involved analyzing data from results of the 2021-2022 CAASPP, 2021-2022 3rd grade Fast aReading, California Parent Survey, and various site data.

ELA: The 2021-2022 third grade student group met or exceeded grade level standards at 45% on CAASPP and 61.9% for low to no risk on the Fast aReading. The 2021-2022 fourth grade student group met or exceeded grade level standards at 23.1% on CAASPP and were at 28.6% for low to no risk on Fast aReading. Our K-2nd met or exceeded standards on F&P (to measure ELA) at 66.6%.

Math: The 2021-2022 third grade student group met or exceeded grade level standards at 50.1 %. The 2021-2022 fourth grade student group met or exceeded grade level standards at 15.4%. (CAASPP)

EL: During the 2021-2022 school year, none of our English Learners were reclassified.

Graduation/Promotion Rate: The 2021-2022 third grade student group achieved at 62% when combining Advanced and at Low Risk on the Fast aReading.

Parent Involvement: During the beginning of the school year, parent involvement was significantly decreased as families were not allowed on campus and they were not attending opportunities via zoom. We did see an increase at the end of the year as COVID restrictions eased up with 72% of our parents attending Open House night for the 2021-2022 school year.

The most current data collected was during the COVID-19 pandemic of 2021-2022 in which attendance and engagement was sporadic due to COVID-19 health guidelines for school attendance and a closed campus to volunteers and visitors.

DEMI (District Essential Mathematics Indicators) for 3rd and 4th graders

Evidence of Strength indicates that a student showed proficiency across most of all of the skills required to solve the items they were assessed on.

Evidence of Proficiency indicates that a student showed proficiency across many of the skills required to solve the items they were assessed on.

Incomplete Evidence means that we did not get a lot of evidence that they were proficient or strong in the topic and we'd like to look elsewhere or on a more personal level to better understand their strengths.

3rd grade students:

Strong: Knowledge 18.2%, Application 13.6%, Communication 4.5%

Proficient: Knowledge 59.1%, Application 54.5%, Communication 27.3%

Incomplete Evidence: Knowledge 22.7%, Application 31.8%, Communication 68.2%

4th grade students:

Strong: Knowledge 0%, Application 7.1%, Communication 0%

Proficient: Knowledge 28.6%, Application 42.9%, Communication 28.6%

Incomplete Evidence: Knowledge 71.4%, Application 50%, Communication 71.4%

Attendance Data

Due to COVID-19 health guidelines for school attendance, we saw a decrease compared with prior years. There is no attendance data for 2019-2020 and 2020-2021 school year due to the COVID-19 pandemic.

- 2021-2022: Overall attendance at 91.2%

- 2018-2019: Overall attendance at 96.54%

- 2017-2018: Overall attendance at 96.39%

- 2016-2017: Overall attendance at 95.071%

After a review of data, resource inequities existed which were a barrier to our students full success and are as follows:

- Inconsistency with students attending school due to COVID-19 health guidelines for attendance

- Due to lack of staffing (COVID-19)- inconsistency with structured, targeted professional learning communities focused on student data via multiple measures

- Due to lack of staffing and pause on staff meetings (COVID-19) - Lack of systems and structures to analyze student data to discuss and implement targeted interventions

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- Lack of a viable curriculum for phonemic awareness and phonics instruction and essential elements of writing
- Lack of training in supplemental supports and programs targeting reading and math
- Lack of our English Language Assistance due to lack of staffing
- Inconsistency in RTI/MTSS due to lack of counseling support for part of the school year

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Sandra Ruvalcaba	Classroom Teacher
Mandy Buss	Classroom Teacher
Andrea Russell	Classroom Teacher
Natasha Benally	Other School Personnel
Rebecca Vogel	Principal
Ashley Harper	Parent (DAC Alt)
Laura Brown	Parent (DAC)
Teresa Wilson	Parent (DAC Alt)
Patricia Calizaya	Parent (DAC Alt)
Brandon Schow	Parent (DAC- Alt)

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

We had a decrease in student attendance by 4.88% from 2021-2022 with a total of 91.2% and were 7th out of the 9 area cluster schools in attendance. To support students with attendance, school-wide positive support strategies and outreach were utilized by all staff.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We hoped attendance would improve in the 2020-2021 school year as we thought the COVID-19 pandemic was behind us. We saw a decline in our attendance due to the COVID-19 pandemic and an uptick in COVID cases along with health protocols for attending school when sick or exposed to COVID-19. These factors contributed a lower than expected attendance rate.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will implement and support positive behavior strategies, school-wide expectations, restorative and anti-racist practices, a school-wide morning meeting, and build classroom communities through daily meetings focused on SEL. We will meet students where they are academically and socially-emotionally in order to support their growth and development. These will increase school connectedness and support students wanting to be in school. We also are working in collaboration with our Family Services Assistant who is providing another layer of outreach to promote a positive attendance trend.

***Identified Need**

We need to focus on attendance in order for all students have access to learning. Cabrillo saw a decline in attendance down 4.88% from the 2020-2021 school year. Out of the nine Point Loma cluster schools, Cabrillo ranked 7th in 2021-2022.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
February 2023	UTK - 4	Increase school attendance	91.2%	96.0%	Attendance	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-4	Students with Disabilities	Increase school attendance	no baseline data	96.0%	Attendance	Annually
June 2023	UTK-4	English Learner	Increase school attendance	no baseline data	96.0%	Attendance	Annually
June 2023	UTK-4	Black or African American	Increase school attendance	no baseline data	96.0%	Attendance	Annually

Supporting Black Youth - Additional Goals

- ✓ 1. Cabrillo's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Cabrillo is to maintain or increase the percentage of diverse educators and staff from the current year to the following

year, including analysis of classified vs. certificated staff. Cabrillo's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

- ✓ 3. In the 2022-23 school year, Cabrillo will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Cabrillo will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Cabrillo's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Cabrillo will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Cabrillo will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1 - Family Services Assistant

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

All students will benefit from this strategy in the area of attendance, specifically the following subgroups: Students with Disabilities, English Learners, and Black Youth.

***Strategy/Activity - Description**

Cabrillo's school clerk will work in real time with our Family Services Assistant to monitor student attendance. Students who are showing chronic tardies and/or absences are contacted by our school clerk and then our FSA. Our FSA offers the families supports and relays back to the school support we can also provide. The school attendance team will then meet on students who may still be struggling with chronic tardies and/or absences to offer another layer of support before utilizing the SARB process.

Strategy/Activity 2 - PD for school connectedness

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

All students will benefit from this strategy in the area of school connectedness to support positive attendance, specifically the following subgroups: Students with Disabilities, English Learners, and Black Youth.

***Strategy/Activity - Description**

Professional development in the area of social-emotional well-being, connectedness, anti-racist practices, and restorative practices will support school connectedness to increase school attendance.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0041A0	Conference Local		\$2,000.00	\$2,000.00	0041-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Equity Conference to learn more about meeting our students needs aligned with SEL, anti-racist practices, and restorative practices to promote school connectedness

Strategy/Activity 3 - Counseling Services

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

All students will benefit from this strategy in the area of school counseling to support positive attendance, specifically the following subgroups: Students with Disabilities, English Learners, and Black Youth.

***Strategy/Activity - Description**

The school counselor will meet with students who are chronically tardy and/or chronically absent to address needs and offer supports to the student and the family.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Cabrillo's ELA instruction was implemented by credentialed teachers. As a literacy focus school our UTK -2nd grade teachers participated in professional development, however our 3rd and 4th grade teachers did not participate in the same professional development. Due to a lack of substitute teachers, professional learning communities were limited and did not yield the time needed to collaboratively work on school goals and needs. Benchmark, our guaranteed viable curriculum, lacks in crucial early learning skills such as phonemic awareness and had limitations in phonics lessons. After school tutoring was limited and only available to a few students as it was funded by the afterschool program Primetime for student's in their program only. Cabrillo supplemented ELA instruction with Learning A-Z and classroom magazine subscriptions. The district has invested in reading at grade level using Benchmark as a resource for balanced literacy and Okapi leveled readers.

Cabrillo's math instruction was implemented by credentialed teachers. All students utilized the ST Math program to support critical thinking and problem solving as well as district provided curriculum to guarantee a viable curriculum. Due to a lack of substitute teachers, professional learning communities were limited and did not yield the time needed to collaboratively work on school goals and needs. There was no after school tutoring in the area of mathematics.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

There were differences between the intended implementation and results for the 2021-2022 school year in the area of ELA:

- best literacy practices with phonemic awareness and phonics were limited and inconsistent across grade levels
- there was inconsistent professional development across all grade levels
- inconsistent/no professional learning communities took place to collaborate and review data
- challenges of attendance and thus instructional learning due to COVID-19 health protocols

There were differences between the intended implementation and results for the 2021-2022 school year in the area of mathematics:

- there was inconsistent professional development across all grade levels
- inconsistent/no professional learning communities took place to collaborate and review data
- challenges of attendance and thus instructional learning due to COVID-19 health protocols
- there was inconsistency in the use of number talks for students to communicate their understanding and thinking

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

As a site we will implement the following changes in the 2022-2023 school year in order to meet students' academic needs in ELA:

- Monthly professional development focused on and aligned to ELA standards and Balanced Literacy including all grade levels
- Professional Learning Communities (PLCs) focused on analyzing student work to inform instruction and differentiation in Literacy will meet approximately every 5 weeks
- On-going and timely monitoring of student work by credentialed teachers using multiple measures which are aligned to ELA standards to inform instruction
- Data monitoring meetings specific to ELA
- Daily guided reading - strategic to students specific needs
- Benchmark curriculum - a guaranteed viable curriculum
- Okapi leveled readers - approved supplemental supports
- Implementation of Heggerty phonemic awareness UTK-3rd

As a site we will implement the following changes in the 2022-2023 school year in order to meet students' academic needs in mathematics:

- Monthly professional development focused on and aligned to mathematics standards across all grade levels
- Professional Learning Communities (PLCs) focused on analyzing student work to inform instruction and differentiation in mathematics will meet approximately every 5 weeks
- On-going and timely monitoring of student work by credentialed teachers using multiple measures which are aligned to mathematics standards to inform instruction
- Daily number talks- more student talk
- Data monitoring meetings specific to mathematics

Identified Need - English Language Arts*2021-2022 CAASPP ELA:**

- 45.0% of third grade students met or exceeded standards in ELA
- 23.1% of fourth grade students met or exceeded standards in ELA
- 9.1% of 3rd and 4th grade English language learners met or exceeded standards

Fountas & Pinnell:

- 61% of our Universal Transitional Kindergarten students were at or above standards in ELA
- 75.6% of our Kindergarten students were at or above standards in ELA

- 62.5% of our First grade students were at or above standards in ELA
- 61.1% of our Second grade students were at or above standards in ELA

Fast aReading:

- 61.9% of our third grade students were advanced or low risk in ELA standards
- 28.6% of our fourth grade students were advanced or low risk in ELA standards

Based on the data, we need to focus on improving student achievement and closing the opportunity gap in ELA for all students, English Learners, Students with Disabilities and our Black Youth. We need to ensure each and every one of our students are meeting or exceeding standards as measured by formative and summative data.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-2	Will be at or above grade level standards	64.6%	75%	Fountas and Pinnel	3 times a year
June 2023	3-4	Will meet or exceed grade level standards	36.4%	75%	CAASPP ELA	Annually
June 2023	3-4	Increase students achieving low risk/advanced	48.6 %	75%	FAST aReading	3 times a year
June 2023	UTK	Will meet grade level phonemic awareness expectations	Baseline being established	75%	Other (Describe in Objective)	3 times a year

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-4	English Learner	Increase meeting or exceeding standards.	9.1%	50%	CAASPP ELA	Annually
June 2023	3-4	Students with Disabilities	Increase meeting or exceeding grade level standards	Small student subgroup	50%	CAASPP ELA	Annually
June 2023	3-4	Black or African American	Increase students achieving low risk/advanced	small student subgroup	50%	FAST aReading	Annually

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June 2023	3-4	English Learner	Increase students achieving low risk/advanced	9.1%	50%	FAST aReading	Annually
June 2023	3-4	Students with Disabilities	Increase students achieving low risk/advanced	18.2%	50%	FAST aReading	Annually
June 2023	3-4	Black or African American	Increase meeting or exceeding standards.	small student subgroup	50%	CAASPP ELA	Annually

*Identified Need - Math

2021-2022 CAASPP Math:

- 50% of third grade students met or exceeded standards in mathematics
- 15.4% of fourth grade students met or exceeded standards in mathematics
- 9.1% of 3rd and 4th grade English language learners met or exceeded standards

DEMI:

- 58.3% of third and fourth graders were proficient and strong in knowledge of math standards
- 61.1% of third and fourth graders were proficient and strong in application of math standards
- 30.6% of third and fourth graders were proficient and strong in communication of math standards

Based on the data, we need to focus on improving student achievement and closing the opportunity gap in mathematics for all students, English Learners, Students with Disabilities and our Black Youth. We need to ensure each and every one of our students are meeting or exceeding standards as measured by formative and summative data.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase students who meet or exceed standards	50%	75%	CAASPP Math	Annually
June 2023	4	Increase students meeting or exceeding grade level standards	15.4%	75%	CAASPP Math	Annually
June 2023	3	Increase students in proficient and strong in Communication	31.8%	64%	DEMI	Annually
June 2023	4	Increase students in proficient and strong in Communication	28.6%	58%	DEMI	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-4	English Learner	Meet or exceed standards	9.1%	50%	CAASPP Math	Annually
June 2023	3-4	Students with Disabilities	Meet or exceed standards	small student subgroup	50%	CAASPP Math	Annually
June 2023	3-4	Black or African American	Meet or exceed standards	small student subgroup	50%	CAASPP Math	Annually
June 2023	3-4	English Learner	Increase students in proficient and strong in Communication	16.5%	35%	DEMI	Annually
June 2023	3-4	Students with Disabilities	Increase students in proficient and strong in Communication	4.15%	10%	DEMI	Annually
June 2023	3-4	Black or African American	Increase students in proficient and strong in Communication	small student subgroup	baseline	DEMI	Annually

***Identified Need - English Learners**

CAASPP ELA:

- 9/1% of third and fourth grade English language learners met or exceeded grade level standards

Fast aReading:

- 9.1% of third and fourth grade English language learners were advanced and low risk in reading

Fountas and Pinnell:

- 53.3% of UTK - second grade English language learners were at or above reading standards

CAASP Math:

- 9.1% of third and fourth grade English language learners met or exceeded grade level standards

?DEMI:

- 33.3% of third and fourth grade English language learners were proficient and strong in mathematical communication

Reclassification:

- None for our English language learners were reclassified

This data tells us our EL students need consistent and intentional targeted support and designated ELD instruction in order to increase their academic achievement and language development.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-4	English Learner	be reclassified	0%	100%	Reclassification Rates	Annually

***Identified Need - Graduation/Promotion Rate**

Attendance:

- 91.2% overall attendance in 2021-2022
- A drop of 4.88% in attendance

All students can graduate and promote when they have consistent attendance to have access to their learning. Classroom learning cannot be replicated and therefore it is necessary for students to be at school each and every day on time.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase students achieving low risk/advanced	61.9%	80%	FAST aReading	Annually
June 2023	3rd	Increase meeting or exceeding grade level standards	45%	80%	CAASPP ELA	Annually

***Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	Increase meeting or exceeding standards	small student subgroup	baseline	CAASPP ELA	Annually
June 2023	3	Students with Disabilities	Increase meeting or exceeding grade level standards	small student subgroup	baseline	CAASPP ELA	Annually

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June 2023	3	Black or African American	Increase students achieving low risk/advanced	small student subgroup	baseline	FAST aReading	Annually
June 2023	3	Black or African American	Increase meeting or exceeding grade level standards	small student subgroup	baseline	CAASPP ELA	Annually
June 2023	3	English Learner	Increase students achieving low risk/advanced	9.1%	25%	FAST aReading	Annually
June 2023	3	Students with Disabilities	Increase students achieving low risk/advanced	18.2%	40%	FAST aReading	Annually

Strategy/Activity 1 - Professional Learning Communities, planning and collaboration

*Students to be served by this Strategy/Activity

During professional learning communities, teachers will plan, analyze data, and collaborate in order to raise achievement for all students. Teachers will also ensure our English learners, students with disabilities and black youth access materials that are relevant to them and supports their learning needs. We will identify students, monitor, and implement effective strategies to support and promote their academic growth in English Language Arts and Mathematics.

*Strategy/Activity - Description

- Monthly Professional Development will focus on ELA researched best practices in balanced literacy and monitoring of focus students
- Bi-Monthly PLCs will focus on ELA researched best practices in balanced literacy and monitoring of focus students

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00416P	Prof&Curriclm Dev Vist Tchr		\$5,600.00	\$6,933.36	0041-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Release time for teachers for professional development and professional learning communities to

									conduct activities such as plan lessons, lesson studies, and review student data.
N0041A3	Prof&Curriclm DevHrlyClstrmTchr		\$4,746.00	\$5,876.03	0041-30100-00- 1170-2140- 0000-01000- 0000	Title I Basic Program	[no data]		Hourly time for teachers for activities such as Heggerty training and ILTs.

Strategy/Activity 2 - Supplemental Online ELA program and materials

*Students to be served by this Strategy/Activity

All students in UTK-2nd grade will benefit from this strategy. We will ensure our English learners, students with disabilities and black youth access materials that are relevant to them and supports their learning needs.

*Strategy/Activity - Description

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

Strategy/Activity 3 - Library Assistant

*Students to be served by this Strategy/Activity

All students to be served by this strategy. We will ensure our English learners, students with disabilities and black youth access materials that are relevant to them and supports their learning needs.

*Strategy/Activity - Description

Purchase Library Assistant time to support ELA through access to literacy and literacy supports. The library assistant will incorporate books on religious holidays and cultural celebrations.

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

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00411I	Library Asst	0.17501	\$5,272.53	\$7,236.97	0041-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]		Library Assistant will provide literacy supports to students and teachers to meet ELA goals.
Strategy/Activity 4 - Supplemental Classroom Supplies and Duplicating									
*Students to be served by this Strategy/Activity									
All students to be served by this strategy. We will ensure our English learners, students with disabilities and black youth access materials that are relevant to them and supports their learning needs.									
*Strategy/Activity - Description									
Classroom supplies to support instruction.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N004158	Supplies		\$5,195.00	\$5,195.00	0041-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies and materials such as pencils, journals, manipulatives, etc to support instruction for all students.
N00416L	Supplies		\$5,000.00	\$5,000.00	0041-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies and materials such as pencils, journals, manipulatives, etc to support instruction for all students.

Strategy 5 - Social Emotional Learning / Connectedness

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

All students to be served by this strategy. We will ensure our English learners, students with disabilities and black youth access materials that are relevant to them and supports their learning needs.

***Strategy/Activity - Description**

Buying of supplemental supplies, to support SEL and connectedness in order for students to access instruction in the classroom and help close the opportunity gap.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00416N	Supplies		\$2,289.00	\$2,289.00	0041-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental supplies such as sensory, calming corners, etc to support classroom instruction to close the achievement gap.

Strategy/Activity 6 - Extension of Learning

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

All students at Cabrillo will benefit from the extension activities. We will ensure our English learners, students with disabilities and black youth access materials that are relevant to them and supports their learning needs.

***Strategy/Activity - Description**

Certificated teachers will extend the learning of their students through real life experiences in the community as aligned to their grade level standards.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0041A4	Interprogram Svcs/Field Trip		\$1,800.00	\$1,800.00	0041-30106-00-5735-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Extend learning to all students including unduplicated students through real world experiences in the community.
Strategy/Activity 7 - Co-Teach/Inclusion									
*Students to be served by this Strategy/Activity									
All students with disabilities and English learners will be served by this strategy.									
*Strategy/Activity - Description									
Education Specialist will co-teach and push-in versus pull-out as a main means of supporting students with disabilities and meeting IEP goals. Related service providers will also find opportunities to push-in and pull-out during non-core instructional time. Our English language assistant will strategically push-in to classrooms as a co-teacher to support learning during non-designated ELD time.									
Strategy/Activity 8 - Professional Development									
*Students to be served by this Strategy/Activity									
Student with Disabilities will benefit from this strategy, By proxy, English language learners, and black youth will be supported with this strategy as educators implement best teaching practices.									
*Strategy/Activity - Description									
Education specialists, general education teachers, and para educators will participate in collaborative professional development to promote understanding, best practices and inclusion for all students with disabilities.									

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00413	Classroom PARAS Hrly		\$584.00	\$800.14	0041-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		To support student access to curriculum and instruction para educators will be paid to push-in to classroom around non work hours.
N0041A2	Inservice supplies		\$500.00	\$500.00	0041-30100-00-4304-2495-0000-01000-0000	Title I Basic Program	[no data]		Supplemental supplies and materials such as chart paper, markers, and folders to support professional development to increase student achievement.

Strategy/Activity 9 - Social Justice Practices

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

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

***Strategy/Activity - Description**

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

Strategy/Activity 10 - English Language Assistant

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

All English learners will benefit from this strategy.

***Strategy/Activity - Description**

English Language Assistant will complete state compliance needs of our multilingual learners. As well, EL assistant will push into classrooms as a support for multilingual learners to increase their learning.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00411J	ESL Asst	0.17501	\$5,197.62	\$7,134.15	0041-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		English Language Assistant complete state compliance and push in to support students in classroom.
F00411K	ESL Asst	0.19999	\$5,939.50	\$8,152.44	0041-30100-00-2101-1000-1110-01000-0000	Title I Basic Program	[no data]		English Language Assistant will push in to support students in classroom.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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

Cabrillo Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

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

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will increase family engagement at Cabrillo through these changes:

- Weekly Smore Newsletter
- Parent-driven and school collaborative community activities for free or very minimal cost
- Updating website to be current and inviting
- Updating social media
- Branding our school - Exceptional Explorers, STEAM,
- Periodic Family Curriculum events
- Periodic meetings with Principal around mutually agreed upon topics

*Identified Need

Increase parent participation and community involvement

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Increase participation	70%	90%	Other - Describe in objective
June 2023	ELAC	Create and maintain committee	0%	90%	Other - Describe in objective

Cabrillo Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	Other (Describe in Objective)	Parent Involvement	76.2%	90%	CAL - SCHLS (CSPS)
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***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
February 2023	SSC	80% of parents on SSC will attend at least 6 meetings	baseline being establish	90%	Committee Attendance

Strategy/Activity 1 - Increasing Participation

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

All families will benefit from this strategy

***Strategy/Activity - Description**

Studies show an increase in attendance, academics and social-emotional well-being when there is a high home to school connection. Principal and a parent group will plan activities to engage families, giving multiple opportunities for increased involvement. Principal will hold weekly online office hours and monthly meetings.
Other: Families at our school.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00414K	Inservice supplies		\$183.00	\$183.00	0041-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments such as coffee, doughnuts, etc for parent events and meetings.
N00418X	Other Support Prsnl PARAS Hrly		\$200.00	\$274.02	0041-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Childcare and/or oral translation for parent events and meetings.

Strategy/Activity 2 - Communication

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

All families will benefit from this strategy

***Strategy/Activity - Description**

Increase communication and provide ample opportunities to attend meetings and events including using SMORE.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0041A1	Software License		\$149.00	\$149.00	0041-30103-00-5841-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Online software such as SMORE for 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

Cabrillo Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 28,172
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 53,523

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 13,928
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 13,928

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)	\$ 11,423
[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): \$ 11,423

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 53,523

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Cabrillo Elementary	09800 LCFF Intervention Support	ESL Asst	2101 Classroom PARAS	Classroom PARAS	0.175	\$5,197.62
Cabrillo Elementary			3000 Benefits		0	\$1,936.53
Cabrillo Elementary		ESL Asst Total			0.175	\$7,134.15
Cabrillo Elementary		(blank)	4301 Supplies	Supplies	0	\$2,289.00
Cabrillo Elementary			5209 Conference Local	Conference Local	0	\$2,000.00
Cabrillo Elementary		(blank) Total			0	\$4,289.00
Cabrillo Elementary	09800 LCFF Intervention Support Total				0.175	\$11,423.15
Cabrillo Elementary	30100 Title I Basic Program	ESL Asst	2101 Classroom PARAS	Classroom PARAS	0.2	\$5,939.50
Cabrillo Elementary			3000 Benefits		0	\$2,212.94
Cabrillo Elementary		ESL Asst Total			0.2	\$8,152.44
Cabrillo Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	0.175	\$5,272.53
Cabrillo Elementary			3000 Benefits		0	\$1,964.44
Cabrillo Elementary		Library Asst Total			0.175	\$7,236.97
Cabrillo Elementary		(blank)	1170 Prof&Curricim DevHrlyClsmTchr	Prof&Curricim DevHrlyClsmTchr	0	\$4,746.00
Cabrillo Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$584.00
Cabrillo Elementary			3000 Benefits		0	\$1,346.17
Cabrillo Elementary			4301 Supplies	Supplies	0	\$5,000.00
Cabrillo Elementary			4304 Inservice supplies	Inservice supplies	0	\$500.00
Cabrillo Elementary		(blank) Total			0	\$12,176.17
Cabrillo Elementary	30100 Title I Basic Program Total				0.375	\$27,565.58
Cabrillo Elementary	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	\$200.00
Cabrillo Elementary			3000 Benefits		0	\$74.02
Cabrillo Elementary			4304 Inservice supplies	Inservice supplies	0	\$183.00
Cabrillo Elementary			5841 Software License	Software License	0	\$149.00
Cabrillo Elementary		(blank) Total			0	\$606.02
Cabrillo Elementary	30103 Title I Parent Involvement Total				0	\$606.02
Cabrillo Elementary	30106 Title I Supplmnt Prog Imprvmt	(blank)	1192 Prof&Curricim Dev Vist Tchr	Prof&Curricim Dev Vist Tchr	0	\$5,600.00
Cabrillo Elementary			3000 Benefits		0	\$1,333.36
Cabrillo Elementary			4301 Supplies	Supplies	0	\$5,195.00
Cabrillo Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$1,800.00
Cabrillo Elementary		(blank) Total			0	\$13,928.36
Cabrillo Elementary	30106 Title I Supplmnt Prog Imprvmt Total				0	\$13,928.36

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Cabrillo Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Cabrillo Elementary has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) and is distributed annually in the parent handbook and weekly bulletin in English and Spanish, posted on the jparent communication board, and reviewed and revised annually at the first School Site Council (SSC) meeting.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Cabrillo Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]) To involve families in the Title 1, part A programs, the following opportunities for collaboration have been established: monthly SSC meetings, Annual Title 1 meeting, monthly site governance meetings (SGT), English Language Advisory Committee (ELAC), family meetings, and monthly school-wide assemblies.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2]) The importance of communication between teachers and families on an ongoing basis is achieved through:
 - A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
 - (B) frequent reports to parents on their children's progress;

(C)reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D)ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) The following opportunities for collaboration have been established: monthly SSC meetings, annual Title 1 meeting, monthly SGT meetings, ELAC meetings, family meetings, and monthly assemblies.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

We review data throughout the school year at SSC meetings to ensure Title 1 funds are resulting in increased student achievement for students.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Cabrillo elementary implements a Guaranteed Viable Curriculum by using the state adopted math and ELA curriculum, alongwith Benchmark for English Language Development instruction.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

We hold various parent education events both on site and through the Point Loma Cluster. We will be offering monthly family meetings, monthly SSC meetings and SGT meetings.

e) If the schoolwide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5]) We will do this by sharing parent comments in the appropriate manner required as per district procedures.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

We will do this by holding parent-teacher conferences focused on the above topics, including individual student achievement progress.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

We will do this by accessing district resources as well as resources from our Military Family Life Counselor to offer parent education opportunities. We also will coordinate with teh Point loma Cluster Schools Foundation to offer cluster wide parent educational opportunities.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

We will do this by including the ways to leverage parent partnerships to increase student achievement in professional developments, bulletins, and staff meetings.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

We will coordinate with the Point Loma Cluster Schools Foundation to offer cluster wide parent educational opportunities. We will do this by accessing district resources as well as resources from our Military Family Life Counselor to offer parent education opportunities.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

We accomplish this by publishing a multilingual Weekly Principal's Update to all families using the S'more platform.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

We have a bilingual clerk (Spanish) and a Military Family Life Counselor to assist families if they need help.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Cabrillo Elementary to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

We will provide information in English and Spanish as those are the dominant languages at our school.

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
Cabrillo Elementary School

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

At Cabrillo Elementary, we empower our students to own and grow in their learning. We support them by meeting them where they are in their learning and tailoring a school experience that will motivate and excite them to learn now and in their future with lessons that are engaging and promote student achievement. We do this by:

- Creating engaging and meaningful lessons
- Motivate students to learn
- Have high expectations and help every child to develop a love of learning
- Communicate regularly with families about student progress
- Provide a warm, safe and caring learning environment
- Provide meaningful homework assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community
- Actively participate in collaborative decision making

- Consistently work with families and school colleagues to make our school a welcoming place for families which help each student achieve the school's high academic standards
- Respect the school, students, staff, and families

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

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

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Our teachers are available to parents by class dojo, email, or phone to discuss student progress whenever the need arises. You may contact your child's teacher at any time during the school year to set up a conference. In addition for the 2022-23 school year, we have scheduled Parent-Teacher Conferences for November 2022 and March 2023.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

We encourage and welcome volunteering both in and out of classrooms. Our teachers have an "open door" policy when it comes to parent involvement. If you want to volunteer in your child's classroom, please arrange the times with your child's teacher. In addition, please come to the office and fill out a volunteer application. Please ensure that you sign in at the office when you come to volunteer. This serves two purposes, we need to know who is on campus at all times for security reasons and we keep a count of volunteer hours for our end-of-the-year volunteer appreciation awards.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Our teachers are available to parents by class dojo, email, or phone to discuss student progress whenever the need arises.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cabrillo
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	46	54.3	47	66.0	57	50.9	46	32.6	33	36.4	-17.9	3.8	46	54.3	47	55.3	57	52.6	46	41.3	33	36.4	-17.9	-4.9
Female	24	54.2	20	65.0	20	35.0	22	31.8	18	27.8	-26.4	-4.0	24	54.2	20	60.0	20	30.0	22	22.7	18	38.9	-15.3	16.2
Male	22	54.5	27	66.7	37	59.5	24	33.3	15	46.7	-7.8	13.4	22	54.5	27	51.9	37	64.9	24	58.3	15	33.3	-21.2	-25.0
African American	5	-	6	-	5	-	3	-	0	-	-	-	5	-	6	-	5	-	3	-	0	-	-	-
Asian	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Filipino	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	1	-	-	-
Hispanic	27	48.1	21	57.1	34	38.2	27	22.2	25	36.0	-12.1	13.8	27	48.1	21	47.6	34	38.2	27	33.3	25	36.0	-12.1	2.7
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
White	10	80.0	17	82.4	14	64.3	7	-	3	-	-	-	10	70.0	17	70.6	14	78.6	7	-	3	-	-	-
Multiracial	1	-	1	-	2	-	9	-	3	-	-	-	1	-	1	-	2	-	9	-	3	-	-	-
English Learner	12	16.7	8	-	15	13.3	12	8.3	11	9.1	-7.6	0.8	12	8.3	8	-	15	13.3	12	8.3	11	9.1	0.8	0.8
English-Speaking	34	67.6	39	71.8	42	64.3	34	41.2	22	50.0	-17.6	8.8	34	70.6	39	59.0	42	66.7	34	52.9	22	50.0	-20.6	-2.9
Reclassified†	8	-	6	-	5	-	8	-	4	-	-	-	8	-	6	-	5	-	8	-	4	-	-	-
Initially Eng. Speaking	26	61.5	33	69.7	37	62.2	26	50.0	18	44.4	-17.1	-5.6	26	65.4	33	54.5	37	62.2	26	57.7	18	44.4	-21.0	-13.3
Econ. Disadv.*	32	53.1	30	56.7	42	42.9	36	27.8	18	38.9	-14.2	11.1	32	43.8	30	46.7	42	40.5	36	38.9	18	44.4	0.6	5.5
Non-Econ. Disadv.	14	57.1	17	82.4	15	73.3	10	50.0	15	33.3	-23.8	-16.7	14	78.6	17	70.6	15	86.7	10	50.0	15	26.7	-51.9	-23.3
Gifted	16	62.5	13	84.6	9	-	5	-	0	-	-	-	16	68.8	13	61.5	9	-	5	-	0	-	-	-
Not Gifted	30	50.0	34	58.8	48	45.8	41	29.3	33	36.4	-13.6	7.1	30	46.7	34	52.9	48	50.0	41	39.0	33	36.4	-10.3	-2.6
With Disabilities	10	30.0	13	38.5	12	41.7	11	18.2	8	-	-	-	10	20.0	13	30.8	12	33.3	11	0.0	8	-	-	-
WO Disabilities	36	61.1	34	76.5	45	53.3	35	37.1	25	40.0	-21.1	2.9	36	63.9	34	64.7	45	57.8	35	54.3	25	40.0	-23.9	-14.3
Homeless	1	-	2	-	1	-	2	-	1	-	-	-	1	-	2	-	1	-	2	-	0	-	-	-
Foster	1	-	0	-	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Military	12	50.0	19	73.7	21	61.9	13	53.8	12	33.3	-16.7	-20.5	12	58.3	19	57.9	21	57.1	13	69.2	8	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cabrillo
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	19	63.2	30	56.7	28	39.3	0	-	20	45.0	-18.2	-	19	68.4	30	43.3	28	57.1	23	26.1	20	50.0	-18.4	23.9
Female	10	80.0	11	45.5	10	30.0	0	-	13	38.5	-41.5	-	10	80.0	11	45.5	10	30.0	13	7.7	13	53.8	-26.2	46.1
Male	9	-	19	63.2	18	44.4	0	-	7	-	-	-	9	-	19	42.1	18	72.2	10	50.0	7	-	-	-
African American	3	-	5	-	2	-	0	-	0	-	-	-	3	-	5	-	2	-	2	-	0	-	-	-
Asian	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	7	-	14	50.0	19	21.1	0	-	15	46.7	-	-	7	-	14	35.7	19	36.8	9	-	15	46.7	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
White	6	-	10	70.0	5	-	0	-	3	-	-	-	6	-	10	50.0	5	-	4	-	3	-	-	-
Multiracial	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	8	-	1	-	-	-
English Learner	2	-	7	-	9	-	0	-	5	-	-	-	2	-	7	-	9	-	4	-	5	-	-	-
English-Speaking	17	64.7	23	60.9	19	57.9	0	-	15	53.3	-11.4	-	17	76.5	23	47.8	19	78.9	19	26.3	15	60.0	-16.5	33.7
Reclassified†	2	-	3	-	1	-	0	-	4	-	-	-	2	-	3	-	1	-	6	-	4	-	-	-
Initially Eng. Speaking	15	60.0	20	55.0	18	61.1	0	-	11	45.5	-14.5	-	15	73.3	20	40.0	18	77.8	13	30.8	11	54.5	-18.8	23.7
Econ. Disadv.*	12	66.7	21	47.6	21	33.3	0	-	11	45.5	-21.2	-	12	66.7	21	38.1	21	47.6	17	23.5	11	63.6	-3.1	40.1
Non-Econ. Disadv.	7	-	9	-	7	-	0	-	9	-	-	-	7	-	9	-	7	-	6	-	9	-	-	-
Gifted	6	-	8	-	3	-	0	-	0	-	-	-	6	-	8	-	3	-	2	-	0	-	-	-
Not Gifted	13	53.8	22	50.0	25	36.0	0	-	20	45.0	-8.8	-	13	53.8	22	45.5	25	52.0	21	23.8	20	50.0	-3.8	26.2
With Disabilities	6	-	9	-	3	-	0	-	5	-	-	-	6	-	9	-	3	-	5	-	5	-	-	-
WO Disabilities	13	76.9	21	66.7	25	36.0	0	-	15	46.7	-30.2	-	13	92.3	21	52.4	25	60.0	18	33.3	15	53.3	-39.0	20.0
Homeless	1	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	9	-	11	54.5	9	-	0	-	7	-	-	-	9	-	11	36.4	9	-	7	-	5	-	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cabrillo
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	27	48.1	17	82.4	29	62.1	0	-	13	23.1	-25.0	-	27	44.4	17	76.5	29	48.3	23	56.5	13	15.4	-29.0	-41.1
Female	14	35.7	9	-	10	40.0	0	-	5	-	-	-	14	35.7	9	-	10	30.0	9	-	5	-	-	-
Male	13	61.5	8	-	19	73.7	0	-	8	-	-	-	13	53.8	8	-	19	57.9	14	64.3	8	-	-	-
African American	2	-	1	-	3	-	0	-	0	-	-	-	2	-	1	-	3	-	1	-	0	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Hispanic	20	40.0	7	-	15	60.0	0	-	10	20.0	-20.0	-	20	45.0	7	-	15	40.0	18	44.4	10	20.0	-25.0	-24.4
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	4	-	7	-	9	-	0	-	0	-	-	-	4	-	7	-	9	-	3	-	0	-	-	-
Multiracial	0	-	1	-	1	-	0	-	2	-	-	-	0	-	1	-	1	-	1	-	2	-	-	-
English Learner	10	10.0	1	-	6	-	0	-	6	-	-	-	10	10.0	1	-	6	-	8	-	6	-	-	-
English-Speaking	17	70.6	16	87.5	23	69.6	0	-	7	-	-	-	17	64.7	16	75.0	23	56.5	15	86.7	7	-	-	-
Reclassified†	6	-	3	-	4	-	0	-	0	-	-	-	6	-	3	-	4	-	2	-	0	-	-	-
Initially Eng. Speaking	11	63.6	13	92.3	19	63.2	0	-	7	-	-	-	11	54.5	13	76.9	19	47.4	13	84.6	7	-	-	-
Econ. Disadv.*	20	45.0	9	-	21	52.4	0	-	7	-	-	-	20	30.0	9	-	21	33.3	19	52.6	7	-	-	-
Non-Econ. Disadv.	7	-	8	-	8	-	0	-	6	-	-	-	7	-	8	-	8	-	4	-	6	-	-	-
Gifted	10	50.0	5	-	6	-	0	-	0	-	-	-	10	50.0	5	-	6	-	3	-	0	-	-	-
Not Gifted	17	47.1	12	75.0	23	56.5	0	-	13	23.1	-24.0	-	17	41.2	12	66.7	23	47.8	20	55.0	13	15.4	-25.8	-39.6
With Disabilities	4	-	4	-	9	-	0	-	3	-	-	-	4	-	4	-	9	-	6	-	3	-	-	-
WO Disabilities	23	52.2	13	92.3	20	75.0	0	-	10	30.0	-22.2	-	23	47.8	13	84.6	20	55.0	17	76.5	10	20.0	-27.8	-56.5
Homeless	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	8	-	12	58.3	0	-	5	-	-	-	3	-	8	-	12	50.0	6	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: CABRILLO ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 2

***Strategy/Activity - Description**

Professional development in the area of social-emotional well-being, connectedness, anti-racist practices, restorative practices, and MTSS will support school connectedness and a decrease in behaviors which can lead to suspension.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	support teachers and paras in SEL,	Due to COVID 19 during the 21-22	Due to COVID 19 during the 21-22	As we enter the 22-23 school year

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				restorative practices	school year, we were unable to secure visiting teachers and were encouraged by district leadership to hold off on meetings and PDs. Due to the constraints, staff were unable to attend professional development	school year, we were unable to secure visiting teachers and were encouraged by district leadership to hold off on meetings and PDs. Due to the constraints, staff were unable to attend professional development	we are realigning our proposed expenditure in another area to meet the needs of our students as seen in our school data.
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Goal 2 - English Language Arts

Professional Learning Communities, planning and collaboration

*Strategy/Activity - Description

- Monthly Professional Development will focus on ELA researched best practices in balanced literacy and monitoring of focus students
- Bi-Monthly PLCs will focus on ELA researched best practices in balanced literacy and monitoring of focus students

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		\$8,949.81	30106-1192	PLC release time for teachers	Due to COVID 19 during the 21-22 school year, we were unable to secure visiting teachers and were encouraged by district leadership to hold off on meetings and PDs. Due to the constraints, staff were unable to participate in PLCs with consistency.	Due to COVID 19 during the 21-22 school year, we were unable to secure visiting teachers and were encouraged by district leadership to hold off on meetings and PDs. Due to the constraints, staff were unable to participate in PLCs with consistency.	As we enter the 22-23 school year we are optimistic that we will secure visiting teachers in order to release teachers for professional learning communities and professional development to focus on student needs based on data to inform instruction and meet our goals.
Interprogram Svcs/VAPA		\$8,834.00	30106-5738	PLC release for teachers	Due to COVID 19 during the 21-22 school year, there were shortages of visiting teachers. The VAPA program could not	Due to COVID 19 during the 21-22 school year, there were shortages of visiting teachers. The VAPA program could not	As we enter the 22-23 school year we are realigning our proposed expenditure in another area to meet the needs of our students as

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Fulfill the need we had to have the program this school year.	Fulfill the need we had to have the program this school year.	seen in our school data.
Supplemental Online ELA program and materials							
*Strategy/Activity - Description							
Online reading program, Learning A-Z, will be purchased for all students to use as a supplemental support to increase academic achievement in reading fluency, comprehension, and decoding.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$3,150.00	30100-4301	Materials such as classroom library books, chart paper, markers,	Funding supplies is an effective funding source as they support	Funding supplies is working for our students.	We will continue to support funding for supplies to access learning.

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				whiteboard markers, etc. to support literacy.	access to learning in order to meet goals and grow in academic achievement.		
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Library Assistant

***Strategy/Activity - Description**

Purchase Library Assistant time to support ELA through access to reading books.
We will restructure the use of the library assistant's time to support ELA more effectively by utilizing a donated computer lab to engage in literacy lessons.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Library Asst -	0.17501	\$6,771.81	30100-2231	Additional library support for students.	Due to staffing shortages, our library assistant working out of class on our school site and therefore we were without a library assistant for the majority of the 2022-2023 school year.	Historically, we have used our library assistant to support students and it has been effective.	We will fund our library assistant again based on historical data and needs of our students.
Tutoring							
*Strategy/Activity - Description							
Classroom teachers will tutor small groups of students (4-5) to double dose reading needs.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$4,432.97	30100-1157	support students in literacy skills/needs	This expenditure supported our students with a double dose of literacy skills to support their learning.	This expenditure did work.	As we enter the 22-23 school year we are realigning our proposed expenditure in another area to meet the needs of our students as seen in our school data.

Goal 3 - Mathematics							
Professional Learning Communities							
*Strategy/Activity - Description							
<ul style="list-style-type: none"> - Monthly Professional Development will focus on mathematics researched best practices and monitoring of focus students - PLCs - monthly for 1/2 a day, will be attended by principal and grade level split teams (lower and upper elementary): highlight best practices, share teaching strategies, analyze student work, set and monitor growth goals, adjust instruction - Professional development opportunities for teachers and para educators to strengthen their mathematical practices and increase student achievement 							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	30106-5738	PLC release time for teachers.	Due to COVID 19 during the 21-22 school year, there were shortages of visiting teachers.	Due to COVID 19 during the 21-22 school year, there were shortages of visiting teachers.	As we enter the 22-23 school year we are realigning our proposed expenditure in

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					The VAPA program could not Fulfill the need we had to have the program this school year.	The VAPA program could not Fulfill the need we had to have the program this school year.	another area to meet the needs of our students as seen in our school data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC release time for teachers.	Due to COVID 19 during the 21-22 school year, we were unable to secure visiting teachers and were encouraged by district leadership to hold off on meetings and PDs. Due to the constraints, staff were unable to participate in PLCs with consistency.	Due to COVID 19 during the 21-22 school year, we were unable to secure visiting teachers and were encouraged by district leadership to hold off on meetings and PDs. Due to the constraints, staff were unable to participate in PLCs with consistency.	As we enter the 22-23 school year we are optimistic that we will secure visiting teachers in order to release teachers for professional learning communities and professional development to focus on student needs based on data to inform instruction and meet our goals.

Academic Supports

***Strategy/Activity - Description**

Buying of supplemental supplies, to support math instruction in the classroom and help close the achievement gap.

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

Directions:

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

Guiding Questions:

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) and	What is not working	Modifications based on
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Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Supplies	--	--	30100-4301	Supplemental math supplies such as manipulatives, journals, markers, etc.	Funding supplies is an effective funding source as they support access to learning in order to meet goals and grow in academic achievement.	Funding supplies is working for our students.	We will continue to support funding for supplies to access learning.

Supplemental Supplies

***Strategy/Activity - Description**

Supplemental classroom supplies to support math instruction and enrichment.

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

Directions:

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

Guiding Questions:

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) and	What is not working	Modifications based on
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Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Supplies	--	--	30100-4301	to support mathematical understanding for students via supplies to support understanding and/or enhance (manipulatives, etc.)	Funding supplies is an effective funding source as they support access to learning in order to meet goals and grow in academic achievement.	Funding supplies is working for our students.	We will continue to support funding for supplies to access learning.

Goal 4- Supporting English Learners

Strategy/Activity 1

*Strategy/Activity - Description

Certificated teachers will engage in professional development to support the implementation of the Benchmark designated ELD (dELD) program and will implement daily designated ELD for 30 or 45 minutes. Professional learning opportunities for dELD will be discussed during PLCs (professional learning communities) and monthly professional development. ESL assistant will push-in to classrooms to support integrated ELD for EL students throughout the school day during different content areas with a focus on English language arts and math.

*Proposed Expenditures for this Strategy/Activity

Directions:

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
ESL Asst -	0.19999	\$12,609.87	30100-2101	ELPAC assessments and push in support.	Due to staffing shortages during COVID 19, our ESL assistant job remained open until we were able to hire someone in May of 2022.	Historically, we have used our ESL assistant to support and test students and it has been effective.	We will fund our ESL assistant again based on historical data and needs of our students.

Goal 5 - Supporting Students with Disabilities

Professional Learning Communities

***Strategy/Activity - Description**

- Monthly Professional Development will focus on SwD researched best practices and monitoring of students and their IEP goals

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- PLCs - monthly for 1/2 a day, will be attended by principal, education specialist and grade level split teams (lower and upper elementary): highlight best practices, share teaching strategies, analyze student work, set and monitor growth goals, adjust instruction, review goals and monitor progress

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Collaborate with Gen Ed teachers (co-teach model) to support SWD	Due to COVID 19 during the 21-22 school year, we were unable to secure visiting teachers and were encouraged by district leadership to hold off on meetings and PDs.	Due to COVID 19 during the 21-22 school year, we were unable to secure visiting teachers and were encouraged by district leadership to hold off on meetings and PDs.	As we enter the 22-23 school year we are realigning our proposed expenditure in another area to meet the needs of our students as seen in our school data.

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Due to the constraints, staff were unable to participate in collaboration to support the co-teach model.	Due to the constraints, staff were unable to participate in collaboration to support the co-teach model.	
Professional Development							
*Strategy/Activity - Description							
Education Specialists, Related Support Providers, General Education Teachers, and Para Educators will participate in collaborative professional development to promote understanding, best practices and inclusion for all students with disabilities.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom PARAS Hrly		\$2,129.44	30100-2151	Collaboration and PD time with SpEd team to support SWD	Due to COVID 19 during the 21-22 school year, we were encouraged by district leadership to hold off on meetings and PDs. We also had to balance the well-being of staff. Due to the constraints, staff were unable to participate in collaboration to support the co- teach model.	Due to COVID 19 during the 21-22 school year, we were encouraged by district leadership to hold off on meetings and PDs. We also had to balance the well-being of staff. Due to the constraints, staff were unable to participate in collaboration to support the co- teach model.	We will continue to support funding for para hourly as we return to a more normal year so our staff can collaborate to support SwD.
Classroom Teacher Hrly		\$2,396.20	30100-1157	Support SWD through staffing PD and collaboration time	Due to COVID 19 during the 21-22 school year, we were encouraged by district leadership to hold off on meetings and PDs. We also had to balance the well-being of staff. Due to the constraints, staff were unable to participate in collaboration to support the co- teach model.	Due to COVID 19 during the 21-22 school year, we were encouraged by district leadership to hold off on meetings and PDs. We also had to balance the well-being of staff. Due to the constraints, staff were unable to participate in collaboration to support the co- teach model.	As we enter the 22-23 school year we are realigning our proposed expenditure in another area to meet the needs of our students as seen in our school data.

Goal 7 - Family Engagement							
Parent Meetings							
*Strategy/Activity - Description							
Increase communication and provide ample opportunities to attend meetings and events.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Support Prsnl PARAS Hrly		\$266.18	30103-2281	Childcare for parent events and meetings.	Due to COVID 19 health and district policies we could not bring families on site.	Historically, we have utilized paras to support families in attending events and providing child care.	As we enter the 2022-2023 school year, we can have families return to campus and therefore will continue to fund.

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Inservice supplies	--	--	30103-4304	Light refreshments such as coffee and juice for parent events and meetings.	Due to COVID 19 health and district policies we could not bring families on site.	Historically, we have utilized light refreshment for our families when attending events,	As we enter the 2022-2023 school year, we can have families return to campus and therefore will continue to fund.
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Ongoing and Timely Communication

***Strategy/Activity - Description**

Weekly Smore Newsletter

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Inservice supplies		\$459.00	30103-4304	Smore newsletter for communication.	Utilizing the smore newsletter is highly effective in communicating with our families. Families have the ability to translate the entire newsletter into their home language and our military families have access while on deployment. There are an average of 300 views per week.	Utilizing the smore newsletter is highly effective in communicating with our families. Families have the ability to translate the entire newsletter into their home language and our military families have access while on deployment. There are an average of 300 views per week.	As we enter the 2022-2023 school year, we will continue to fund the newsletter to continue reaching our families.
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Goal 6 - Supporting Black Youth

Culturally Relevant Teaching Practices

***Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.
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Cabrillo Elementary

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly		\$1,198.10	30100-1157	Culturally relevant practices through current literature	Due to COVID 19 during the 21-22 school year, we were encouraged by district leadership to hold off on meetings and PDs. We also had to balance the well-being of staff. Due to the constraints, staff were unable to participate in collaboration to support work with collaboration and learning as indicated in this goal area.	Due to COVID 19 during the 21-22 school year, we were encouraged by district leadership to hold off on meetings and PDs. We also had to balance the well-being of staff. Due to the constraints, staff were unable to participate in collaboration to support work with collaboration and learning as indicated in this goal area.	As we enter the 22-23 school year we are realigning our proposed expenditure in another area to meet the needs of our students as seen in our school data.
Classroom PARAS Hrly	--	--	30100-2151	Culturally relevant practices through current literature	Due to COVID 19 during the 21-22 school year, we were encouraged by district leadership to hold	Due to COVID 19 during the 21-22 school year, we were encouraged by district leadership to hold	We will continue to support funding for para hourly as we return to a more normal year so our staff can

Cabrillo Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					off on meetings and PDs. We also had to balance the well-being of staff. Due to the constraints, staff were unable to participate in collaboration to support work with collaboration and learning as indicated in this goal area.	off on meetings and PDs. We also had to balance the well-being of staff. Due to the constraints, staff were unable to participate in collaboration to support work with collaboration and learning as indicated in this goal area.	collaborate to support our Black Youth.
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What are my leadership strategies in service of the goals? As Cabrillo's principal, I supported all staff in maintaining a positive school culture for each other, our students and our families during a very challenging year with high COVID19 rates, COVID 19 health protocols, COVID 19 staffing shortages, inconsistent attendance, and mental well-being at a low. I worked with and along all staff to support our students in growing in their learning, building and maintaining positive relationships, and understanding the unique social-emotional well-being. We were dedicated to the whole child during another year of COVID 19 taking care of their emotional wellness first and building upon their learning.

SCHOOL NAME: CABRILLO ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Supplemental Online ELA program and materials

***Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Cabrillo Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies		\$2,776.00	09800-4301	Materials such as classroom library books, chart paper, markers, whiteboard markers, etc. to support literacy.	Funding supplies is an effective funding source as they support access to learning in order to meet goals and grow in academic achievement.	Funding supplies is working for our students.	We will continue to support funding for supplies to access learning.
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Goal 3 - Mathematics

Academic Supports

*Strategy/Activity - Description

Buying of supplemental supplies, to support math instruction in the classroom and help close the achievement gap.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Cabrillo Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Supplies	--	--	09800-4301	Supplemental math supplies such as manipulatives, journals, markers, etc.	Funding supplies is an effective funding source as they support access to learning in order to meet goals and grow in academic achievement.	Funding supplies is working for our students.	We will continue to support funding for supplies to access learning.

Goal 4- Supporting English Learners

Strategy/Activity 1

*Strategy/Activity - Description

Certificated teachers will engage in professional development to support the implementation of the Benchmark designated ELD (dELD) program and will implement daily designated ELD for 30 or 45 minutes. Professional learning opportunities for dELD will be discussed during PLCs (professional learning communities) and monthly professional development. ESL assistant will push-in to classrooms to support integrated ELD for EL students throughout the school day during different content areas with a focus on English language arts and math.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

Cabrillo Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
ESL Asst -	0.17501	\$11,034.83	09800-2101	ELPAC assessments and push in support.	Due to staffing shortages during COVID 19, our ESL assistant job remained open until we were able to hire someone in May of 2022.	Historically, we have used our ESL assistant to support and test students and it has been effective.	We will fund our ESL assistant again based on historical data and needs of our students.

What are my leadership strategies in service of the goals? What are my leadership strategies in service of the goals? As Cabrillo's principal, I supported all staff in maintaining a positive school culture for each other, our students and our families during a very challenging year with high COVID19 rates, COVID 19 health protocols, COVID 19 staffing shortages, inconsistent attendance, and mental well-being at a low. I worked with and along all staff to support our students in growing in their learning, building and maintaining positive relationships, and understanding the unique social-emotional well-being. We were dedicated to the whole child during another year of COVID 19 taking care of their emotional wellness first and building upon their learning.