

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT CUBBERLEY ELEMENTARY SCHOOL

2022-23

37-68338-6039432

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

Principal: Ruvalcaba, Magdalena

Contact Person: Ruvalcaba, Magdalena

Position: Principal

Telephone Number: 619.605.3900;

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

E-mail Address: mruvalcaba@sandi.net

The following items are included:

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

Board Approval: *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: Cubberley PHONE: (619) 605-3900 FAX: _____

SITE CONTACT PERSON: Magdalena Ruvalcaba E-MAIL ADDRESS: mruvalcaba@sandi.net

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

- Title 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:

- | | |
|--|---|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>N/A</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>N/A</u> |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>N/A</u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>9/19/22, 10/5/22</u> |
| <input checked="" type="checkbox"/> Other (list): <u>Staff</u> | Date of presentation: <u>8/26/22, 9/16/22</u> |

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: 10/5/22

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

Magdalena Ruvalcaba
Type/Print Name of School Principal

Magdalena Ruvalcaba 10/5/22
Signature of School Principal / Date

Amy Davis
Type/Print Name of SSC Chairperson

Amy Davis 10/5/22
Signature of SSC Chairperson / Date

N/A
Type/Print Name of ELAC Representative

N/A
Signature of ELAC Representative / Date

Christina Castles
Type/Print Name of Area Superintendent

Christina Castles 10/5/22
Signature of Area Superintendent / Date

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

Due October 7th 2022

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2021-22 SPSA Assessment and Evaluation

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

This School Plan for Student Achievement was written with the intention to fulfill the requirements of Title I Schoolwide and Additional Target Support and Improvement Program. At Cubberley we are a community of diverse teachers and learners who strive for continuous improvement of instructional practice. The School Site Council at Cubberley, with input from all educational partners, has developed our School Plan for Student Achievement. Our analysis of data has led us to focus on strengthening Tier I Instruction for all learners. In doing so, we will support students that are not meeting grade level standards as well as our students that are meeting and exceeding standards. In addition, we are placing a focused emphasis on our Students with Disabilities as well as our English Learners and Black Youth.

In order to support our Students with Disabilities we will implement a co-teaching model in 5th grade where our SWDs, ELs, and Black Youth can all benefit from the support of having a second teacher. Our teachers continue to implement designated as well as integrated ELD and will hone their skills in supporting our English Learners so that we continue to reclassify all eligible students within the expected timeframes. Our professional development will also include dedicated time for teachers to receive training in how to implement Restorative Justice Practices as this is an area of need for our school as we continue to rebuild a strong community and work on decreasing both our suspension rate and chronic absenteeism. Last year, stringent COVID guidelines presented a challenge when attempting to decrease the chronic absentee rate. We are confident that this year as the response to COVID by the CDC continues to change, we will be able to improve attendance. We will continue to rebuild and increase parent/teacher collaboration and to strengthen the home/school partnership and ultimately support increased academic achievement. The Cubberley community strives to work together to promote a positive, respectful, safe environment through our newly adopted Leader in Me character education and SEL program. Our overall goal is that all students at Cubberley are successful academically, behaviorally, socially and emotionally.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

LCAP GOAL 1: *Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child*

LCAP GOAL 2: *Access to Broad and Challenging Curriculum*

LCAP GOAL 3: *Accelerating Student Learning With High Expectations for All*

LCAP GOAL 4: *Quality Leadership, Teaching and Learning*

LCAP GOAL 5: *Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

ENGAGING EDUCATIONAL PARTNERS

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

In 2021-2022, our educational partners provided input and advice as the SSC developed the 2022-2023 budget. Our educational partners provided advice and input through SGT, PTA, Parent/Principal Coffee and Staff Meetings.

- January 31 - February 4, Staff and parents encouraged to complete a budget survey
- February 7, 2022 Staff Meeting to provide budget input
- February 9, 2022, PTA Meeting to provide budget input
- February 17, 2022 SSC met to review staff and parent budget surveys and to vote on the 2022-2023 budget
- June 6, 2022, staff met to review data
- August 26, 2022 Staff met to review data
- August 26, 2022 Annual Title I Meeting
- September 16, 2022 PLC meeting to review data and set PLC learning goals
- September 19, SSC Meeting to review data and goals
- October 5, 2022 SSC Meeting to review data, goals, and vote to approve SPSA plan

RESOURCE INEQUITIES

Cubberley Elementary school has been identified as an ATSI school. According to the California Dashboard for 2018-2019, Cubberley's chronic absenteeism was "yellow" and our suspension rate was "red." Although this is the data on the current dashboard, the data reflects the 2018-2019 school year. Since then, we have made strides in the area of suspensions; however, we slid back in the area of chronic absenteeism.

Our root cause analysis when considering suspension rate leads us to consider that our staff was not trained in restorative practices during the 2018-2019 school year. This quite possibly lead to the high number of suspension rates. In addition, when our staff has developed common expectations, PBIS, and community-building activities, we have seen improvement in the overall school culture. However, our staff has a high turnover rate and because we are a small school, even 3-4 new teachers make up a high percentage of our overall staff. This leads to inconsistencies with implementation of PBIS, expectations, and community-building activities. Since returning from online learning, our teachers began to implement restorative practices in their classrooms. We saw a significant decrease in our suspension rate. We will continue to focus on establishing and maintaining environments that respond to the physical, intellectual, and emotional needs of our students. We will do this through focused professional development in collaboration with the Restorative Justice Practices department.

Our root cause analysis when considering our chronic absentee rate leads us to consider that our high absence rate is due to absences resulting from COVID restrictions, our chronic absentee rate increased from 17% in 2018-2019 to 38% in 2021-2022. For the 2022-23 school year our goal is to decrease to 20% which is near our 2018-2019 rate. This takes into consideration the fact that COVID is still a factor, yet it is a goal that will take us back to a rate that was closer to the 2018-2019 school year.

The school's CAASPP data for the 2021-2022 school year indicates that we have decreased the percentage of students scoring proficient or advanced on SBAC math and language arts scores. We have decreased in language arts from 55% to 49% percent proficient or advanced. This is a decrease of 6%. We have also decreased in math from 47% to 36% proficient or advanced, this is a decrease of 11%. Again, we recognize that a high number of student absences contributed to a decrease in student achievement and our goal to get back to 2018-2019 levels, at minimum.

In order to work strategically on these areas, we have aligned our focus, resources, and strategic plan to match the needs of our school community.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Magdalena Ruvalcaba	Principal
Amy Davis	Classroom Teacher
Donna Vaughan	Classroom Teacher
Lara Alvar	Classroom Teacher
Carmela RaRang	Other School Personnel
Kristen Hyler	Community Member
Paulette Fillion	Community Member
Chad Williams	Parent
Mariah Foster	Parent
Samantha Hembree	Parent

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).

The data used for our attendance goals is the California Dashboard data for 2018-2019. Our Chronic absentee rate during that year was 17%. However, during the 2021-2022 school year, our chronic absentee rate rose to 38%. As a result, although our baseline and goals will appear to be the same on the goals section of the plan due to having to use 2018-2019 data, we will actually be striving to decrease overall from 38% to 20% in order to get back down to near pre-COVID levels. This is a lofty goal as there are still some COVID attendance restrictions in place.

The data used for our suspension goals is the California Dashboard data for 2018-2019. Our overall suspension rate went from 14% in 2018-2019 to 1.5% in 2021-2022. This was a great success and it was due in part to teachers focusing on building relationships and community with our students. As we plan for the 2022-2023 school year, we will strive to maintain our suspension rate at no more than 1.5%.

***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 201-2022 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals. As per our 2021-2022 plan, our students participated in Restorative Justice Community Circles; they received social-

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

emotional support in the form of lessons, referrals, counseling and guidance, and participation in our Leader in Me program. As described in our plan, students also had the opportunity for enrichment which included Running Club, Chess Club, Music, and Bible Church Club. During the 2021-2022 school year we also increased our guidance assistant's time from 10 hours per week to 17.5. The 10 hours are part of our district allocation and we are added 7.5 hours using Title I funds. The guidance assistant supported the counselor with direct delivery of services to students. In addition, the counselor scheduled lessons based on SEL competencies, every other week with every class. The counselor and guidance assistant were both part of our school's Lighthouse team which is leading the work of planning and implementing the Leader in Me character education/SEL program.

***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.

This year, we will continue to allocate additional hours to our guidance assistant going from 10 hours per week to 17.5. The 10 hours are part of our district allocation. The additional hours will be funded using Title I. The guidance assistant will support the counselor with direct delivery of services to students. The counselor and guidance assistant will schedule lessons based on SEL competencies, every other week with every class. The counselor and guidance assistant are both part of our school's Lighthouse team which is leading the work of planning and implementing the Leader in Me character education/SEL program.

All teachers will receive training from our Lighthouse Team made up of 4 teachers, the counselor, the guidance assistant, and the principal. This year all teachers attended Leader in Me CORE 1 Training. The training will help prepare teachers to build communities in their classrooms where students are prepared to become leaders and to develop agency.

One of the changes we will make in order to improve our student attendance is to form an attendance team, comprised of the school counselor, school clerk, family services assistant and principal. We will discuss monthly attendance reports, we will meet with students and their parents to discuss their chronic absenteeism, the impacts this has on their learning. The Attendance Team will also provide resources and supports to the students' parents to help improve their children's chronic absenteeism. The attendance team will work with families to encourage more regular attendance by identifying causes for absences, incentives for attendance, and additional family supports.

In order to continue to reduce our suspension rate, our staff will engage in learning around restorative practices and building community. We will be part of a Cluster Collaborative with 5 other schools to engage in the practice of building and sustaining restorative communities. We will engage in continuing the shift in mindset from a traditional to a restorative approach to discipline. We will work towards building strong and inclusive communities which show respect for all students. This will include learning how to implement community and restorative circles and how to address harm in our communities and classrooms (tier 1 behaviors).

***Identified Need**

California Dashboard reflects data from 2018-2019.

Absenteeism

- Our overall schoolwide chronic absentee rate was 17% in 2018-2019.
- Hispanic student chronic absentee rate was 22.2% in 2018-2019.

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Socioeconomically disadvantaged chronic absentee rate was 22% in 2018-2019.
 - White student chronic absentee rate was 5.9% in 2018-2019.

Suspensions

- Our overall suspension rate was 14% in 2018-2019
 - 25.8% of students of two or more races were suspended at least once in 2018-2019
 - 7.1% of Hispanic students were suspended at least once in 2018-2019
 - 16.1% of Socioeconomically disadvantaged students were suspended at least once in 2018-2019
 - 11.5 of White students were suspended at least once in 2018-2019.

Our district-identified groups were not called out on our dashboard (red or orange).

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the overall school-wide chronic absenteeism rate.	17.0%	15%	Attendance	Trimester
June 2023	TK-5	Decrease the overall school-wide suspension rate.	14%	1.5%	Suspension	Trimester

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Two or More Races	Decrease Suspension Rate	25%	12.5	Suspension	yearly
June 2023	TK-5	Hispanic or Latino	Decrease Suspension Rate	7%	3.5	Suspension	yearly
June 2023	TK-5	White	Decrease Suspension Rate	12%	6%	Suspension	yearly
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease Suspension Rate	16%	8%	Suspension	yearly
June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism	22%	11%	Attendance	yearly
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	22%	11%	Attendance	yearly
June 2023	TK-5	White	Decrease chronic absenteeism	6%	3%	Attendance	yearly
June 2023	TK-5	Black or African	Decrease	28%	14%	Suspension	yearly

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		American	Suspension Rate				
June 2023	TK-5	Students with Disabilities	Decrease Suspension Rate	18%	9%	Suspension	yearly
June 2023	TK-5	English Learner	Decrease Suspension Rate	0%	0%	Suspension	yearly
June 2023	TK-5	Black or African American	Decrease Chronic Absenteeism	27%	13.5	Attendance	yearly
June 2023	TK-5	Students with Disabilities	Decrease Chronic Absenteeism	15%	7.5%	Attendance	yearly
June 2023	TK-5	English Learner	Decrease Chronic Absenteeism	8%	4%	Attendance	yearly

Supporting Black Youth - Additional Goals

- ✓ 1. Cubberley'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 Cubberley 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. Cubberley'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, Cubberley 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. Cubberley 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. Cubberley'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. Cubberley 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. [School name] will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

1. Restorative Justice Community Circles

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

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

***Strategy/Activity - Description**

- All trained staff will implement Restorative Justice Practices
- All teachers will implement Community Circles

***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

***Additional Supports for this Strategy/Activity**

2. Targeted Guidance and Small Group Support

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

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

***Strategy/Activity - Description**

This year we have placed on emphasis on targeted support for students identified as in need of additional/supplemental support. We will do this by:
 - continuing to develop a comprehensive counseling program supported by the counselor and supplemental guidance assistant time.

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- ensuring our counseling team devotes 70% of their time in direct delivery of services to students.
- supporting students in personal and social development to address peer conflicts, coping with stress, and grief/loss/death.
- meeting with individual and small groups to counsel as needed
- opportunities for student self-referral to counselor and guidance assistant
- supporting with referrals to community agencies.
- providing lessons to every class, every other week on social and emotional competencies to enhance students' capacity to integrate skills, attitudes and behaviors to deal effectively and ethically with daily tasks and challenges
- providing para support in the classroom to ensure all students are monitored and receive an adequate level of support.

Social Emotional Leadership

This year we are participating in the Leader in Me program. All of our teachers and most of our classified staff have attended the Leader in Me CORE 1 training.

*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
N00753B	Other Nonclsrn PARAS Hrly		\$794.00	\$1,087.85	0075-30100-00-2955-2490-0000-01000-0000	Title I Basic Program	[no data]		Paras and Guidance Assistant to provide supplemental support to students.
N007581	Other Nonclsrn PARAS Hrly		\$8,133.00	\$11,143.02	0075-09800-00-2955-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paras and Guidance Assistant to provide supplemental support to students.

*Additional Supports for this Strategy/Activity

3. Enrichment Opportunities

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Many students thrive when given the opportunity and access to enrichment activities. This year we will offer the following enrichment programs:

- Running Club
- Chess Club
- Art Corps

- Bible Church Club
- Music 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

***Additional Supports for this Strategy/Activity**

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).

Due to the COVID-19 pandemic, California's accountability system which is based on a multiple measures system that assess how schools are meeting the needs of their students has not been updated for the 2021-2022 school year and continues to show data for the 2018-2019 school year.

However, using site based assessments we determined that our primary grade students made adequate progress. Based on Spring 2022 Fountas & Pinnel Reading Assessments we determined that 78.3% of our TK-2nd grade students were reading at or above grade level; 83.3 % of our TK students were above grade level; 72.7% of our Kinders were at or above grade level; 93.8% of our 1st graders were at or above grade level; and, 75% of our 2nd graders were at or above grade level. Our site based measure for upper grade was the FAST. In the Spring of 2022 65.7% of our 3rd-5th grade students were Low Risk or Advanced; 75% of 3rd graders were Low Risk or Advanced; 77.8% of 4th graders were Low Risk or Advanced; and 48% of our 5th graders were Low Risk or Advanced.

Resources were allocated to fund the following:

- Retired Resource Specialist to support Tier 2 Instruction for students not meeting grade level expectations.
- Supplemental instructional supplies.
- Paraprofessional Hourly for supplemental classroom support for all students including Students with Disabilities and English Learners.
- Professional & Curriculum Development Hourly Classroom Teacher for teacher time to design lessons, analyze student work/data and improve instructional strategies.
- Purchase and updating of books in our school library.

***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 2021-2022 intended implementation and/or the budgeted expenditures to implement the strategies/activities to mee the articulated goals.

***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 continue with our strategies/activities which will focus on teacher professional development and implementation of rigorous Tier I instruction in reading and specific instructional practices based on the needs of Students with Disabilities, English Learners, and Black Youth. We will also modify the supplemental small group instruction so that the retired resource specialist providing the additional support will monitor and assess students one-on-one more frequently. We have scheduled 6 additional minimum days for teachers due to an overage of instructional minutes. This will allow to teachers to monitor student progress on a monthly basis and it will allow for focused collaboration between the RTI teacher and the classroom. Classroom teachers and RTI teacher will collaborate in order to support continuity of strategies as well as problem-solving among colleagues.

***Identified Need - English Language Arts**

The school's overall data for the 2018-2019 school year indicates that 55.1% of 3rd-5th grade students met or exceeded standards in ELA. In the Spring of 2022 our percentage of students meeting or exceeding standards decreased to 49%. Overall, this was a decrease of 6% 3rd-5th. We are setting a goal of 60% which we believe is achievable.

Based on the data, we need to continue to focus on improving student achievement and closing the achievement gap, specifically for our Hispanic students who scored at 47.8 proficient or advanced in 2018-2019.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase the percentage of students meeting or exceeding grade level standards	46%	55%	CAASPP ELA	Annually
June 2023	4th	Increase the percentage of students meeting and exceeding grade level standards	46%	60%	CAASPP ELA	Annually
June 2023	5th	Increase the percentage of students meeting or exceeding grade level standards	63%	65%	CAASPP ELA	Annually
June 2023	3rd-5th	Increase the percentage of	55%	60%	CAASPP ELA	Annually

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		students meeting or exceeding grade level standards				
June 2023	3rd	Increase the percentage of students in the College Pathway and Low Risk bands of the FAST assessment	75%	80%	FAST aReading	Annually
June 2023	4th	Increase the percentage of students in the College Pathway and Low Risk bands of the FAST assessment	78%	85%	FAST aReading	Annually
June 2023	5th	Increase the percentage of students in the College Pathway and Low Risk bands of the FAST assessment	48%	55%	FAST aReading	Annually

***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	TK-5	Black or African American	All Students will make a minimum of 1 year's growth in reading..	Baseline data from Fall 2022	100%	Other (Describe in Objective)	Annually
June 2023	TK-5	English Learner	All students will make a minimum of 1 year's growth in reading.	Baseline data from Fall 2022	100%	Other (Describe in Objective)	Annually

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	TK-5	Students with Disabilities	All students will make a minimum of 1 year's growth in reading.	Baseline data from Fall 2022	100%	Other (Describe in Objective)	Annually
*Identified Need - Math							
<p>Our goals are based on analysis of verifiable state data, specifically the state indicator data from the California School Dashboard.</p> <p>- During the 2018-2019 school year, 47% of our students in grades 3rd-5th met or exceeded grade level standards in math. 42% of our 3rd graders met or exceeded grade level expectations; 46% of our 4th graders met or exceeded grade level expectations; and, 49% of our 5th grades met or exceeded grade level expectations. We are setting a goal of 50%. During the 2021-2022 school year, our math scores decreased across all grade levels to 36%. in 3rd grade our scores decreased to 36%, in 4th grade to 44%, and in 5th grade to 28%. We have set new goals which in comparison to our 2018-2019 school year may not seem rigorous, in comparison to the 2021-2022 school year, they are rigorous but we believe they are achievable.</p>							
*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd	Increase the percentage of students meeting and exceeding grade level standards	42%	46%	CAASPP Math	Annual	
June 2023	4th	Increase the percentage of students meeting and exceeding grade level standards	46%	50%	CAASPP Math	Annual	
June 2023	5th	Increase the percentage of students meeting and exceeding grade level standards	49%	55%	CAASPP Math	Annual	
June 2023	3rd-5 th	Increase the percentage of students meeting grade level standards.	47%	50%	CAASPP Math	Annual	

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	TK-2	Increase the percentage of students meeting grade level standards.	Baseline SBRC 1st Reporting Period	+10%	Other (Describe in Objective)	Annual
June 2023	3rd	Increase the percentage of students demonstrating evidence of proficiency or strength in math communication.	36%	46%	DEMI	Annual
June 2023	4th	Increase the percentage of students demonstrating evidence of proficiency or strength in math application.	50%	60%	DEMI	Annual
June 2023	5 th	Increase the percentage of students demonstrating evidence of proficiency or strength in math application.	68%	78%	DEMI	Annual

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level expectations.	44%	54%	CAASPP Math	Annual
June 2023	TK-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	Baseline: SBRC first reporting period	+10%	Other (Describe in Objective)	Annual
June 2023	TK-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	Baseline: SBRC first reporting period	+10%	Other (Describe in Objective)	Annual
June 2023	TK-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	Baseline: SBRC first reporting period	+10%	Other (Describe in Objective)	Annual
June 2023	3rd-5th	English Learner	Increase the percentage of students demonstrating evidence of proficiency or strength in math communication.	---	100%	DEMI	Annual

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3rd-5th	Students with Disabilities	Increase the percentage of students demonstrating evidence of proficiency or strength in math communication.	---	50%	DEMI	Annual
June 2023	3rd-5th	Black or African American	Increase the percentage of students demonstrating evidence of proficiency or strength in math communication.	---	50%	DEMI	Annual

*Identified Need - English Learners

English Learners make up 7% of our overall population. This is only a total of 13 students school-wide. Because in 2018-2019 we had fewer than 10 3rd-5th grade students assessed with SBAC, there is no data on the CA Dashboard for our English Learners.

Last year 6 of our students were eligible for reclassification based on ELPAC scores and 5 were reclassified. This year, our goal is to increase our reclassification rate to 100% of our English Learners.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	All students will make a minimum of 1 year's growth in instructional reading level.	Baseline Data from Fall 2022	100%	Other (Describe in Objective)	Annual
June 2023	TK-5	English Learner	Increase the percentage of students meetings and exceeding grade level standards in math.	Baseline Data from Fall 2022.	+10%	Other (Describe in Objective)	Annual

*Identified Need - Graduation/Promotion Rate							
The following are percentage of students identified as College Pathway/Low Risk band in our FAST Assessment during the Spring of 2022:							
- 3rd grade - 75%							
- 4th grade - 78%							
- 5th grade 48%							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd	Increase percentage of students in the College Pathway and Low Risk Bands of the FAST Assessment	75%	80%	FAST aReading	Annually	
June 2023	4th	Increase percentage of students in the College Pathway and Low Risk Bands of the FAST Assessment	78%	85%	FAST aReading	Annually	
June 2023	5th	Increase percentage of students in the College Pathway and Low Risk Bands of the FAST Assessment	48%	55%	FAST aReading	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	3rd-5th	Black or African American	All students will make a minimum of one year's growth in reading.	Baseline: Fall 2022 Reading Assessment	100%	Other (Describe in Objective)	Annually
June 2023	3rd-5th	English Learner	All students will make a minimum of one year's	Baseline: Fall 2022 Reading Assessment	100%	Other (Describe in Objective)	Annually

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3rd-5th	Students with Disabilities	growth in reading. All students will make a minimum of one year's growth in reading.	Baseline: Fall 2022 Reading Assessment	100%	Other (Describe in Objective)	Annually		
Optional School Goal(s)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
1. Supplemental Small Group Instruction									
*Students to be served by this Strategy/Activity									
<ul style="list-style-type: none"> - All students in grades 1-3 that are currently not meeting grade level expectations in reading will be served by this strategy. - All English Learners will be served by this strategy. - All Students with Disabilities will be served by this strategy. - All Black Youth will be served by this strategy. - This will include all Hispanic students that are not meeting grade level expectations in reading. 									
*Strategy/Activity - Description									
<p>In order to ensure we are closing the achievement gap with high expectations for all, we will provide support to our students by:</p> <ul style="list-style-type: none"> - Hiring a retired resource specialist who will provide small group instruction to identified students that are in need of additional reading support. - Providing differentiated instruction based on identified needs, during the small group instruction. - Identifying student needs using FAST, Fountas & Pinnell, Running Records, and anecdotal notes. - The duration and frequency will depend on student need. - Administering ongoing assessments and will share with the classroom teacher. - Collaboration time during minimum days between the RTI teacher and the classroom teacher in order to align instructional practices. 									
*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
N00757X	Retired NonClstrm Tchr Hrly		\$16,154.00	\$20,000.26	0075-30100-00-1986-2490-0000-01000-0000	Title I Basic Program	[no data]		Retired teacher to provide Response to Intervention Instruction for students in need of additional support.
*Additional Supports for this Strategy/Activity									

2. Strengthening Tier I Instruction for All Students

*Students to be served by this Strategy/Activity

- All students at Cubberley will be served by this strategy/activity.
- All English Learners will be served by this strategy/activity.
- All Students with Disabilities will be served by this strategy/activity.
- All Black Youth will be served by this strategy.
- All students in grades 3-5 that are currently not meeting grade level expectations in reading will be served by this strategy.
- This will include all Hispanic students that are not meeting grade level expectations in reading.

*Strategy/Activity - Description

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

- implement a balanced literacy program (using Benchmark as a resource).
- use the Lucy Calkins units of Study in Reading and Writing as a resource to support implementation of rigorous instruction in ELA.
- use Fountas and Pinnell, Continuum of Literacy Learning, as a resource to support implementation of a balanced literacy framework.
- use strategies acquired from school and district-level trainings in the 21-22 school year.
- use Universal Design for Learning Guidelines to provide multiple means of engagement, representation, as well as actions and expression.
- continue to refine their instruction using the California Standards for the Teaching Profession (CSTP)
- use the critical concepts and proficiency scales during PLCs to align expectations and assessments.
- use supplemental instructional supplies to be purchased for Tier 1 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

*Additional Supports for this Strategy/Activity

3. Professional Learning Communities

*Students to be served by this Strategy/Activity

- All students will be served by this strategy.
- All English Learners will be served by this strategy.
- All Students with Disabilities will be served by this strategy.
- All Black Youth will be served by this strategy.
- All students in grades 3-5 that are currently not meeting grade level expectations in reading will be served by this strategy.
- This will include all Hispanic students that are not meeting grade level expectations in reading.

***Strategy/Activity - Description**

This year we are able to release teachers for PLC due to our participation in the VAPA AEP program. Our PLCs will evolve from shared planning time to an ongoing process in which teachers work collaboratively in recursive cycles of collective inquiry and action research in order to problem-solve and achieve better results for their students. Specifically, their student's not meeting grade level expectations including Students with Disabilities and English Learners. During their PLCs teachers will:

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00757W	Interprogram Svcs/VAPA		\$13,838.00	\$13,838.00	0075-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		VAPA AEP Program will provide release time for teachers to meet in Professional Learning Communities.
N00757Y	Interprogram Svcs/VAPA		\$3,984.00	\$3,984.00	0075-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		VAPA AEP Program will provide release time for teachers to participate in Professional Learning Communities.

***Additional Supports for this Strategy/Activity**

4. Developing Lifelong Readers

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

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

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- All students in grades 3-5 that are currently not meeting grade level expectations in reading will be served by this strategy.
- This will include all Hispanic students that are not meeting grade level expectations in reading.

***Strategy/Activity - Description**

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

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

***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

***Additional Supports for this Strategy/Activity**

5. RTI Plans Implemented with Fidelity by Classroom Teacher

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

All students not meeting grade level expectations, including Black Youth, English Learners, and Students with Disabilities, will benefit from this strategy/activity.

***Strategy/Activity - Description**

Teachers will monitor student progress. Monitoring will be ongoing and will be documented on a shared Student Monitoring Worksheet. Teachers will update on a monthly basis and will use the data in this worksheet to determine which students will need an intervention plan. Intervention plans will be written for all students at-risk of not meeting grade level standards by the end of the year.

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

- Teachers will include frequency of intervention
- Teachers will document results of intervention
- Teachers will determine and document next steps
- Teachers will implement RTI Reading plans with fidelity

***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
N007582	Clerical OTBS Hrly		\$379.00	\$519.27	0075-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		School Clerk will support by creating, maintaining, and updating RTI forms and Student Progress Monitoring Worksheets.

***Additional Supports for this Strategy/Activity**

6. Co-Teaching

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

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

***Strategy/Activity - Description**

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

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

differentiate content

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

differentiate products

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

potential solutions to student and class/lesson mismatches

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

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

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

***Additional Supports for this Strategy/Activity**

7. Tier I Implementation of Evidence-Based Mathematical Learning Experiences

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

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

***Strategy/Activity - Description**

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

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

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

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

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

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

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

***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

***Additional Supports for this Strategy/Activity**

8. SpEd Staff to Provide Strategies for Access to Gen Ed Curriculum

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

All TK-5 Students with Disabilities

***Strategy/Activity - Description**

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

***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

***Additional Supports for this Strategy/Activity**

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).

One of our goals was to have 80% of our parents responding "Strongly Agree or Agree" in the area of Parent Involvement in the Parent Involvement Survey. We did not meet this goal as only 41% of parents responded that they had become involved in school. This is perhaps due to the many restrictions that had been put in place due to COVID. The school did provide opportunities for online (Zoom) meetings; however, they were not as well attended as in-person meetings had been pre-COVID.

The second goal was to have 100% of our parents participate in Parent/Teacher Conferences. Although we did not meet this goal, we did increase from 90% to 95% based on teacher reports.

***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 are no differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goals other than a shortened onsite school year.

***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.

This year, we will work closely with PTA to increase parent involvement. We will strive to provide a climate of inclusivity for our families. As of the writing of this plan we've already held our first Parent/Principal Coffee. Due to COVID restrictions being lifted, we had the event in person and already see a significant increase in participation. We had approximately 50 parents participate which is about 27% of our parent population.

*Identified Need					
The results of our most recent SCHL-CHKS survey show that 36% responded "Strongly Agree or Agree" in the area of "School Encourages Me to Be an Active Partner." We believe it is important for the school to work on improving the home/school partnership as families are an integral part of our community. In order for our students to achieve to their maximum potential we must provide their conditions necessary for parents to be involved as active partners with teachers and staff.					
*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree or Agree" in the area of School Encourages Me to Be an Active Partner.	36%	70%	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents participating in Parent/Teacher Conferences	Approximately 95%	100%	Attendance
1. Increase Frequency of School/Home Communication					
*Families to be served by this Strategy/Activity					
All families will be served by this strategy/activity.					
*Strategy/Activity - Description					
<p>In order to increase home/school communication we will:</p> <ul style="list-style-type: none"> - conduct monthly Parent/Principal Coffees in-person (so long as there are no COVID restrictions) - collaborate with PTA to communicate with parents and encourage parent involvement - use multiple mediums of communication including Class Dojo, SchoolMessenger, Email, Instagram, Facebook, Marquee, Flyers, Bulletin Board - increase the frequency of communication with parents - promptly responds to phone calls, messages, or emails - teachers to make phone calls and personalized invitations to families in order to foster relationships 					

*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
*Additional Supports for this Strategy/Activity									
2. Provide a Wide Variety of Parent Involvement Opportunities									
*Families to be served by this Strategy/Activity									
All families.									
*Strategy/Activity - Description									
<p>The following parent involvement opportunities will be contingent on district, county, and state guidelines for health and safety or they will be done virtually to the extent possible.</p> <ul style="list-style-type: none"> - PTA Member - SSC Member - Parent/Principal Coffee - Family Friday - Classroom Volunteer - Field Trip Chaperone - 5th Grade Parent Committee - New student/parent orientation - Back-to-School Night - Family Camp-out - Trunk-or-Treat - Parent/Teacher Conferences - Holiday Program - Movie Nights - Math, Literacy, and Art Night - Art Corps - Running Club Volunteer - Open House 									
*Proposed Expenditures for this Strategy/Activity									

Cubberley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

***Additional Supports for this Strategy/Activity**

3. Supplemental Resources for Parent Involvement

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

All Families

***Strategy/Activity - Description**

- In order to instill and nurture a love of reading, we will purchase books for families to take home.
- Books will be distributed based on student/family need during parent/teacher conferences.
- Families will be invited to participate in Art Corps activities with 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
N00757Z	Inservice supplies		\$701.00	\$701.00	0075-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Books for at-home reading and Art Night Supplies

***Additional Supports for this Strategy/Activity**

--

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Cubberley Elementary Budget Summary

DESCRIPTION

AMOUNT

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

\$ 25,773

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)

\$ 51,273

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)	\$ 13,838
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 13,838

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)	\$ 11,662
[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): \$ 11,662

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 51,273

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Cubberley Elementary	09800 LCFF Intervention Support	(blank)	2451 Clerical OTBS Hrly	Clerical OTBS Hrly	379	0	\$379.00
Cubberley Elementary			2955 Other Nonclsrn PARAS Hrly	Other Nonclsrn PARAS Hrly	8,133.00	0	\$8,133.00
Cubberley Elementary			3000 Benefits			0	\$3,150.29
Cubberley Elementary		(blank) Total				0	\$11,662.29
Cubberley Elementary	09800 LCFF Intervention Support Total					0	\$11,662.29
Cubberley Elementary	30100 Title I Basic Program	(blank)	1986 Retired NonClsrn Tchr Hrly	Retired NonClsrn Tchr Hrly	16,154.00	0	\$16,154.00
Cubberley Elementary			2955 Other Nonclsrn PARAS Hrly	Other Nonclsrn PARAS Hrly	794	0	\$794.00
Cubberley Elementary			3000 Benefits			0	\$4,140.11
Cubberley Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	3,984.00	0	\$3,984.00
Cubberley Elementary		(blank) Total				0	\$25,072.11
Cubberley Elementary	30100 Title I Basic Program Total					0	\$25,072.11
Cubberley Elementary	30103 Title I Parent Involvement	(blank)	4304 Inservice supplies	Inservice supplies	701	0	\$701.00
Cubberley Elementary		(blank) Total				0	\$701.00
Cubberley Elementary	30103 Title I Parent Involvement Total					0	\$701.00
Cubberley Elementary	30106 Title I Supplmnt Prog Imprvmnt	(blank)	5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	13,838.00	0	\$13,838.00
Cubberley Elementary		(blank) Total				0	\$13,838.00
Cubberley Elementary	30106 Title I Supplmnt Prog Imprvmnt Total					0	\$13,838.00

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

Cubberley Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

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

Cubberley has developed a written Title I parent & family engagement policy with input from Title I parents. ***The policy was developed at our School Site Council meeting in May 26, 2022.*** It has distributed the policy to parents of Title I students ***on Wednesday, September 7, 2022.***

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

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- ***The policy will be distributed to parents on September 7, 2022.***
- ***The policy will be updated as needed by the SSC.***

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

- ***Parents are informed of the Title I program during a Parent/Principal Coffee on Friday, August 26, 2022.***
- ***SSC parent representation and input***

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

- ***Annual Title I Parent Meeting was held on August 26, 2022 at the Parent/Principal Coffee.***

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

- ***Parent/Principal Coffees (all are invited) are held once a month on Fridays in the mornings.***
- ***PTA Meetings (open to all) are held once a month in the evenings.***
- ***SSC Meetings (open to all) are held 2:15-3:45 once a month in-person and via Zoom.***

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

- ***The school involves parents via parent representation at SSC meetings. Also, SSC meetings are open to all parents.***

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

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

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

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

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

- ***Parent participation on SSC***
- ***Parent/Teacher Conferences***
- ***One-on-one meetings with principal***
- ***One-on-one meetings with teachers***
- ***IEP Meetings***

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

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

- *Back-to-School Night*
- *Parent/Teacher Conferences*
- *Parent/Principal Coffee*
- *One-on-one meetings with teachers*
- *One-on-one meetings with staff*
- *Volunteer opportunities*

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

- *Parent Training/Workshop survey*
- *Parent/Teacher Conferences*
- *Parent/Principal Coffee*

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

- *Ongoing Professional Development*

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

- *Counselor provides referrals to parents as needed*
- *Nurse provides referrals to parents as needed*

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

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

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

- *The school collaborates with the PTA for parental involvement activities.*

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

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

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

- *Parents provide input via representation on SSC*
- *Parents provide input via Parent/Principal Coffee*
- *Parents provide input via PTA*

This policy was adopted by **Cubberley Elementary** on **May 26, 2022** and will be in effect for the period of **2022-2023 school year**.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: **September 7, 2022**.

Magdalena Ruvalcaba

Signature of authorized official here

August 26, 2022

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

CUBBERLEY ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect for the 2022-2023 school year.

Cubberley Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

● ***If parents/families are interested in visiting or volunteering, please contact Carmela RaRang, the volunteer coordinator crarang@sandi.net.***

How does the school address this?

- ***Parent/Teacher Conferences held in November***
- ***Parent/Teacher Conferences held in March.***
- ***Progress Report Cards provided to all families 3 times per year.***
- ***Students with IEPs receive reports at every reporting period.***
- ***Students with IEPs receive reports at every IEP meeting.***

- *Teachers communicate frequently daily or several times a week via ClassDojo and/or email.*
- *Monthly Parent/Principal meeting via Zoom or in-person.*
- *Teachers are available to meet with parents upon parent request.*
- *Principal is available to meet with parents upon parent request.*

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

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

- *Parent/Principal Coffee Presentations*
- *Parent/Teacher Conferences*
- *One-on-one conversations with Principal and/or Teacher*

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

- *Parent/Principal Coffee Presentations*
- *Parent/Teacher Conferences*
- *Parents to complete survey for trainings/classes to be scheduled*

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

- *Ongoing Professional Development*
- *Parent/Teacher Conferences*
- *PTA Input*

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

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

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

- *Class Dojo*
- *SchoolMessenger*
- *Email*
- *Website*

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

- *Counselor provides referrals as needed*
- *Nurse provides referrals as needed*

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

- *One-on-one interpreters*
- *ClassDojo translations*

This Compact was adopted by *Cubberley Elementary* on *May 26, 2022*, and will be in effect for the period of the *2022-2023 school year*.

The school will distribute the Compact to all parents and family members of students participating on, or before *September 7, 2022*.

Magdalena Ruvalcaba

Signature of authorized Official here

August 26, 2022

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.



Home / Testing & Accountability / Accountability / California School Dashboard and System of Support
/ School Dashboard Additional Reports and Data

Cubberley Elementary (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2019

[Pivot Data by StudentGroups](#)

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Red	None	None	Green	Green
English Learners	None	Orange	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Red	None	None	Orange	Yellow
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Red	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Red	None	None	None	None
Two or More Races	Yellow	Red	None	None	None	None



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	73	64.4	87	55.2	80	56.3	69	55.1	67	49.3	-15.1	-5.8	73	49.3	89	58.4	86	50.0	70	47.1	67	35.8	-13.5	-11.3
Female	41	63.4	47	55.3	41	53.7	35	54.3	29	62.1	-1.3	7.8	41	46.3	47	61.7	42	52.4	35	40.0	29	34.5	-11.8	-5.5
Male	32	65.6	40	55.0	39	59.0	34	55.9	38	39.5	-26.1	-16.4	32	53.1	42	54.8	44	47.7	35	54.3	38	36.8	-16.3	-17.5
African American	11	54.5	10	30.0	12	50.0	6	-	6	-	-	-	11	45.5	9	-	13	30.8	6	-	6	-	-	-
Asian	1	-	2	-	5	-	5	-	7	-	-	-	1	-	4	-	6	-	5	-	7	-	-	-
Filipino	5	-	4	-	5	-	5	-	6	-	-	-	5	-	4	-	5	-	5	-	6	-	-	-
Hispanic	24	70.8	34	61.8	31	54.8	23	47.8	23	47.8	-23.0	0.0	24	54.2	34	58.8	31	58.1	23	43.5	23	34.8	-19.4	-8.7
Native American	0	-	1	-	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
White	17	64.7	18	55.6	14	64.3	17	58.8	10	60.0	-4.7	1.2	17	52.9	19	63.2	17	58.8	18	50.0	10	30.0	-22.9	-20.0
Multiracial	14	57.1	17	47.1	12	58.3	11	63.6	14	21.4	-35.7	-42.2	14	28.6	17	52.9	13	38.5	11	36.4	14	35.7	7.1	-0.7
English Learner	2	-	6	-	7	-	7	-	2	-	-	-	2	-	8	-	13	7.7	8	-	2	-	-	-
English-Speaking	71	64.8	81	56.8	73	61.6	62	58.1	65	50.8	-14.0	-7.3	71	49.3	81	59.3	73	57.5	62	51.6	65	36.9	-12.4	-14.7
Reclassified†	6	-	3	-	4	-	4	-	8	-	-	-	6	-	3	-	4	-	4	-	8	-	-	-
Initially Eng. Speaking	65	64.6	78	55.1	69	59.4	58	58.6	57	49.1	-15.5	-9.5	65	50.8	78	60.3	69	56.5	58	48.3	57	35.1	-15.7	-13.2
Econ. Disadv.*	46	58.7	57	45.6	49	57.1	39	53.8	35	31.4	-27.3	-22.4	46	45.7	59	50.8	55	43.6	39	35.9	35	25.7	-20.0	-10.2
Non-Econ. Disadv.	27	74.1	30	73.3	31	54.8	30	56.7	32	68.8	-5.3	12.1	27	55.6	30	73.3	31	61.3	31	61.3	32	46.9	-8.7	-14.4
Gifted	26	88.5	24	87.5	12	83.3	6	-	5	-	-	-	26	69.2	24	87.5	12	83.3	6	-	5	-	-	-
Not Gifted	47	51.1	63	42.9	68	51.5	63	50.8	62	45.2	-5.9	-5.6	47	38.3	65	47.7	74	44.6	64	42.2	62	32.3	-6.0	-9.9
With Disabilities	14	35.7	14	0.0	11	18.2	8	-	11	0.0	-35.7	-	14	21.4	13	7.7	11	0.0	8	-	11	9.1	-12.3	-
WO Disabilities	59	71.2	73	65.8	69	62.3	61	62.3	56	58.9	-12.3	-3.4	59	55.9	76	67.1	75	57.3	62	53.2	56	41.1	-14.8	-12.1
Homeless	3	-	4	-	4	-	0	-	1	-	-	-	3	-	3	-	4	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Military	4	-	4	-	3	-	3	-	7	-	-	-	4	-	4	-	3	-	3	-	4	-	-	-

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	22	63.6	37	45.9	19	52.6	0	-	24	45.8	-17.8	-	22	68.2	38	55.3	20	55.0	21	42.9	24	37.5	-30.7	-5.4
Female	14	57.1	21	57.1	8	-	0	-	9	-	-	-	14	71.4	22	68.2	8	-	11	36.4	9	-	-	-
Male	8	-	16	31.3	11	72.7	0	-	15	33.3	-	-	8	-	16	37.5	12	75.0	10	50.0	15	33.3	-	-16.7
African American	3	-	3	-	4	-	0	-	3	-	-	-	3	-	3	-	4	-	1	-	3	-	-	-
Asian	1	-	1	-	2	-	0	-	3	-	-	-	1	-	2	-	2	-	1	-	3	-	-	-
Filipino	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	3	-	0	-	-	-
Hispanic	8	-	14	64.3	6	-	0	-	10	40.0	-	-	8	-	14	64.3	6	-	5	-	10	30.0	-	-
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
White	4	-	11	36.4	5	-	0	-	2	-	-	-	4	-	11	54.5	6	-	5	-	2	-	-	-
Multiracial	4	-	7	-	1	-	0	-	5	-	-	-	4	-	7	-	1	-	5	-	5	-	-	-
English Learner	2	-	4	-	3	-	0	-	0	-	-	-	2	-	5	-	4	-	1	-	0	-	-	-
English-Speaking	20	65.0	33	48.5	16	62.5	0	-	24	45.8	-19.2	-	20	70.0	33	54.5	16	62.5	20	45.0	24	37.5	-32.5	-7.5
Reclassified†	1	-	0	-	0	-	0	-	4	-	-	-	1	-	0	-	0	-	2	-	4	-	-	-
Initially Eng. Speaking	19	63.2	33	48.5	16	62.5	0	-	20	45.0	-18.2	-	19	68.4	33	54.5	16	62.5	18	38.9	20	30.0	-38.4	-8.9
Econ. Disadv.*	19	63.2	22	36.4	14	50.0	0	-	11	36.4	-26.8	-	19	68.4	23	47.8	15	53.3	16	25.0	11	27.3	-41.1	2.3
Non-Econ. Disadv.	3	-	15	60.0	5	-	0	-	13	53.8	-	-	3	-	15	66.7	5	-	5	-	13	46.2	-	-
Gifted	9	-	6	-	12	83.3	0	-	5	-	-	-	9	-	6	-	12	83.3	6	-	5	-	-	-
Not Gifted	13	53.8	31	38.7	19	52.6	0	-	24	45.8	-8.0	-	13	61.5	32	46.9	20	55.0	21	42.9	24	37.5	-24.0	-5.4
With Disabilities	4	-	7	-	2	-	0	-	3	-	-	-	4	-	7	-	2	-	2	-	3	-	-	-
WO Disabilities	18	72.2	30	56.7	17	58.8	0	-	21	52.4	-19.8	-	18	72.2	31	64.5	18	61.1	19	47.4	21	38.1	-34.1	-9.3
Homeless	3	-	4	-	1	-	0	-	1	-	-	-	0	-	3	-	1	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	2	-	0	-	3	-	-	-	1	-	1	-	2	-	1	-	0	-	-	-

* 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
Cubberley
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	24	50.0	22	63.6	33	45.5	0	-	18	50.0	0.0	-	24	37.5	23	73.9	35	45.7	15	46.7	18	44.4	6.9	-2.3
Female	13	53.8	11	45.5	18	61.1	0	-	8	-	-	-	13	38.5	11	72.7	19	63.2	7	-	8	-	-	-
Male	11	45.5	11	81.8	15	26.7	0	-	10	60.0	14.5	-	11	36.4	12	75.0	16	25.0	8	-	10	60.0	23.6	-
African American	5	-	3	-	3	-	0	-	2	-	-	-	5	-	3	-	3	-	3	-	2	-	-	-
Asian	0	-	1	-	1	-	0	-	2	-	-	-	0	-	2	-	1	-	2	-	2	-	-	-
Filipino	2	-	2	-	1	-	0	-	3	-	-	-	2	-	2	-	1	-	1	-	3	-	-	-
Hispanic	7	-	10	60.0	14	57.1	0	-	7	-	-	-	7	-	10	70.0	14	57.1	3	-	7	-	-	-
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	3	-	2	-	6	-	0	-	2	-	-	-	3	-	2	-	7	-	5	-	2	-	-	-
Multiracial	6	-	4	-	7	-	0	-	2	-	-	-	6	-	4	-	8	-	1	-	2	-	-	-
English Learner	0	-	2	-	3	-	0	-	2	-	-	-	0	-	2	-	5	-	3	-	2	-	-	-
English-Speaking	24	50.0	20	65.0	30	50.0	0	-	16	56.3	6.3	-	24	37.5	21	76.2	30	53.3	12	50.0	16	50.0	12.5	0.0
Reclassified†	3	-	1	-	1	-	0	-	1	-	-	-	3	-	1	-	1	-	0	-	1	-	-	-
Initially Eng. Speaking	21	47.6	19	63.2	29	48.3	0	-	15	60.0	12.4	-	21	42.9	20	75.0	29	51.7	12	50.0	15	53.3	10.4	3.3
Econ. Disadv.*	14	42.9	19	57.9	14	42.9	0	-	10	20.0	-22.9	-	14	21.4	20	70.0	16	37.5	9	-	10	20.0	-1.4	-
Non-Econ. Disadv.	10	60.0	3	-	19	47.4	0	-	8	-	-	-	10	60.0	3	-	19	52.6	6	-	8	-	-	-
Gifted	6	-	9	-	5	-	0	-	3	-	-	-	6	-	9	-	5	-	6	-	3	-	-	-
Not Gifted	18	33.3	13	53.8	28	35.7	0	-	15	40.0	6.7	-	18	27.8	14	71.4	30	36.7	15	46.7	15	33.3	5.5	-13.4
With Disabilities	14	35.7	2	-	6	-	0	-	2	-	-	-	4	-	2	-	6	-	2	-	2	-	-	-
WO Disabilities	20	60.0	20	70.0	27	55.6	0	-	16	56.3	-3.7	-	20	45.0	21	81.0	29	55.2	13	53.8	16	50.0	5.0	-3.8
Homeless	3	-	1	-	4	-	0	-	1	-	-	-	2	-	1	-	4	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	1	-	1	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cubberley
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	77.8	28	60.7	28	71.4	0	-	25	52.0	-25.8	-	27	44.4	28	50.0	31	51.6	34	50.0	25	28.0	-16.4	-22.0
Female	14	78.6	15	60.0	15	60.0	0	-	12	75.0	-3.6	-	14	28.6	14	42.9	15	53.3	17	58.8	12	33.3	4.7	-25.5
Male	13	76.9	13	61.5	13	84.6	0	-	13	30.8	-46.1	-	13	61.5	14	57.1	16	50.0	17	41.2	13	23.1	-38.4	-18.1
African American	3	-	4	-	5	-	0	-	1	-	-	-	3	-	3	-	6	-	2	-	1	-	-	-
Asian	0	-	0	-	2	-	0	-	2	-	-	-	0	-	0	-	3	-	2	-	2	-	-	-
Filipino	1	-	2	-	3	-	0	-	3	-	-	-	1	-	2	-	3	-	1	-	3	-	-	-
Hispanic	9	-	10	60.0	11	54.5	0	-	6	-	-	-	9	-	10	40.0	11	63.6	15	40.0	6	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	10	80.0	5	-	3	-	0	-	6	-	-	-	10	50.0	6	-	4	-	8	-	6	-	-	-
Multiracial	4	-	6	-	4	-	0	-	7	-	-	-	4	-	6	-	4	-	5	-	7	-	-	-
English Learner	0	-	0	-	1	-	0	-	0	-	-	-	0	-	1	-	4	-	4	-	0	-	-	-
English-Speaking	27	77.8	28	60.7	27	74.1	0	-	25	52.0	-25.8	-	27	44.4	27	51.9	27	59.3	30	56.7	25	28.0	-16.4	-28.7
Reclassified†	2	-	2	-	3	-	0	-	3	-	-	-	2	-	2	-	3	-	2	-	3	-	-	-
Initially Eng. Speaking	25	80.0	26	57.7	24	70.8	0	-	22	45.5	-34.5	-	25	44.0	25	56.0	24	58.3	28	53.6	22	27.3	-16.7	-26.3
Econ. Disadv.*	13	69.2	16	43.8	21	71.4	0	-	14	35.7	-33.5	-	13	38.5	16	31.3	24	41.7	14	42.9	14	28.6	-9.9	-14.3
Non-Econ. Disadv.	14	85.7	12	83.3	7	-	0	-	11	72.7	-13.0	-	14	50.0	12	75.0	7	-	20	55.0	11	27.3	-22.7	-27.7
Gifted	11	90.9	9	-	7	-	0	-	2	-	-	-	11	63.6	9	-	7	-	6	-	2	-	-	-
Not Gifted	16	68.8	19	42.1	21	71.4	0	-	23	47.8	-21.0	-	16	31.3	19	31.6	24	45.8	28	39.3	23	26.1	-5.2	-13.2
With Disabilities	6	-	5	-	3	-	0	-	6	-	-	-	6	-	4	-	3	-	4	-	6	-	-	-
WO Disabilities	21	81.0	23	73.9	25	72.0	0	-	19	68.4	-12.6	-	21	52.4	24	58.3	28	57.1	30	56.7	19	36.8	-15.6	-19.9
Homeless	1	-	3	-	3	-	0	-	1	-	-	-	1	-	2	-	3	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	3	-	0	-	0	-	3	-	-	-	2	-	3	-	0	-	1	-	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

Cubberley Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: CUBBERLEY ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 2 Social-Emotional Learning

***Strategy/Activity - Description**

Social-Emotional Support

This year we have placed on emphasis on student social-emotional support by

- continuing to develop a comprehensive counseling program
- hiring a guidance assistant and increased our counseling time from one to two days per week
- ensuring our counseling team devotes 70% of their time in direct delivery of services to students.
- supporting students in personal and social development to address peer conflicts, coping with stress, and grief/loss/death.
- meeting with individual and small groups to counsel as needed
- opportunities for student self-referral to counselor and guidance assistant
- supporting with referrals to community agencies.
- providing lessons to every class, every other week on social and emotional competencies to enhance students' capacity to integrate skills, attitudes and behaviors to deal effectively and ethically with daily tasks and challenges

Social Emotional Leadership

This year we are participating in the Leader in Me program. We have a team of 4 teachers, counselor, and guidance assistant who are being trained in the principles of the Leader in Me program which is based on the 7 Habits of Highly Effective People. The Leader in Me principles will help staff create a nurturing environment where students learn to build a strong character and SEL.

schools are addressing social-emotional learning, equity, achievement gaps, resilience and trauma-informed practices, self-directed learning, PBIS, and more.

***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	What is not working (ineffective)	Modifications based on
-----------------------	-----	----------------	----------------	-----------	--	-----------------------------------	------------------------

Cubberley Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	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.
School Counselor - VACANCY, SBB2530419	0.04190	\$4,405.89	09800-1210	To develop a comprehensive counseling program.	<i>We were able to develop a comprehensive counseling program.</i>		<i>Used funds to purchase books for our library.</i>
Counselor Hrly		\$908.16	09800-1260	To develop a comprehensive counseling program.	<i>However these additional funds were transferred to Instructional Supplies</i>		<i>to purchase books for our library. The reason for this change was that the district changed our counseling allocation and LCFF funds were no longer needed to fund additional counselor time although we did not meet our goal 2 49% of our students did meet or exceed standards in reading based on SBAC</i>

Cubberley Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 2 - English Language Arts

Professional Learning Communities

*Strategy/Activity - Description

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

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

*Proposed Expenditures for this Strategy/Activity

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	Modifications based on qualitative and quantitative data.

Cubberley Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	
Interprogram Svcs/VAPA		\$9,433.00	09800-5738	Teachers to meet in Professional Learning Communities to design lessons and analyze student data.	<p><i>This was an effective strategy because it provided teachers collaboration time in PLCs to analyze student data with a focus on SWDs, ELs, and Black Youth. Teachers also used this time to collaboratively plan lessons to support our focus student groups. Teachers monitored 100% of our students. 49% of our 3-5th graders met or exceeded ELA standards and 78% of our TK-2nd grade students were reading at or above grade level using Fountas & Pinnell</i></p>	<p><i>We plan on continuing this strategy.</i></p>

Cubberley Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 3 - Mathematics

Professional Learning Communities (PLCs)

*Strategy/Activity - Description

This year we are able to release teachers for PLC due to our participation in the VAPA AEP program. Our PLCs will evolve from shared planning time to an ongoing process in which teachers work collaboratively in recursive cycles of collective inquiry and action research in order to problem-solve and achieve better results for their students. Specifically, their student's not meeting grade level expectations including Students with Disabilities and English Learners. During their PLCs teachers will:

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

*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.

Cubberley Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Interprogram Svcs/VAPA	--	--	09800-5738	Teachers to meet in professional learning communities to design lessons and analyze student data.	<i>This was an effective strategy because it provided teachers</i>	<i>- Our DEMI scores decreased in 3rd grade communication</i>	<i>We plan on continuing this strategy.</i>

What are my leadership strategies in service of the goals?

with collaborative time in PLCs to analyze data with a focus on our SWDs, ELs, and Black Youth. Teachers also used this time to collaboratively plan lessons to support our focus student groups. Our DEMI scores increased in 4th grade communication from 24 to 56%. Our DEMI scores in Knowledge increased from 62% to 82%.

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: CUBBERLEY ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 2: Social-Emotional Learning

***Strategy/Activity - Description**

Social-Emotional Support

This year we have placed on emphasis on student social-emotional support by

- continuing to develop a comprehensive counseling program
- hiring a guidance assistant and increased our counseling time from one to two days per week
- ensuring our counseling team devotes 70% of their time in direct delivery of services to students.
- supporting students in personal and social development to address peer conflicts, coping with stress, and grief/loss/death.
- meeting with individual and small groups to counsel as needed
- opportunities for student self-referral to counselor and guidance assistant
- supporting with referrals to community agencies.
- providing lessons to every class, every other week on social and emotional competencies to enhance students' capacity to integrate skills, attitudes and behaviors to deal effectively and ethically with daily tasks and challenges

Social Emotional Leadership

This year we are participating in the Leader in Me program. We have a team of 4 teachers, counselor, and guidance assistant who are being trained in the principles of the Leader in Me program which is based on the 7 Habits of Highly Effective People. The Leader in Me principles will help staff create a nurturing environment where students learn to build a strong character and SEL.

schools are addressing social-emotional learning, equity, achievement gaps, resilience and trauma-informed practices, self-directed learning, PBIS, and more.

***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	What is not working (ineffective)	Modifications based on
-----------------------	-----	----------------	----------------	-----------	--	-----------------------------------	------------------------

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	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.
School Counselor - VACANCY, SBB2530419	0.15810	\$16,624.65	30100-1210	To develop a comprehensive counseling program.	<i>Funding additional counselor time was not needed due to the fact</i>	<i>our attendance rate decreased from a 17% chronic absentee rate to 38%</i>	<i>These funds were transferred to Instructional supplies to refurbish our library. It had been at least 8 years that we had not purchased books for our library and many were dated.</i>
Counselor Hrly		\$4,683.37	30100-1260	To develop a comprehensive counseling program.	<i>that the district changed our allocation for Counselor. We were still able to develop a comprehensive counseling program. our suspension rate decreased from 14% to 15%</i>	<i>we went from a 17% chronic absentee rate to 38%</i>	

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 2 - English Language Arts

Supplemental Small Group Instruction

***Strategy/Activity - Description**

In order to ensure we are closing the achievement gap with high expectations for all, we will provide support to our students by:

- Hiring a retired resource specialist who will provide small group instruction to identified students that are in need of additional reading support.
- Providing differentiated instruction based on identified needs, during the small group instruction.
- Identifying student needs using FAST, Fountas & Pinnell, Running Records, and anecdotal notes.
- The duration and frequency will depend on student need.
- Administering ongoing assessments and will share with the classroom teacher.

***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.
Retired NonClstrm Tchr Hrly		\$15,618.43	30106-1986	To provide supplemental reading instruction	<i>This was an effective strategy. The effectiveness was evidenced by the fact that all students supported</i>		<i>for the 22-23 we will increase funding for RTI teacher support.</i>

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				to students in need of additional support.	<i>by the RTI teacher made significant progress</i>	<i>22% of our TK-2nd were below expectations</i>
--	--	--	--	--	---	--

Strengthening Tier I Instruction for All Students

***Strategy/Activity - Description**

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

- implement a balanced literacy program (using Benchmark as a resource).
- use the Lucy Calkins units of Study in Reading and Writing as a resource to support implementation of rigorous instruction in ELA.
- use Fountas and Pinnell, Continuum of Literacy Learning, as a resource to support implementation of a balanced literacy framework.
- use strategies acquired from school and district-level trainings
- use Universal Design for Learning Guidelines to provide multiple means of engagement, representation, as well as actions and expression.
- continue to refine their instruction using the California Standards for the Teaching Profession (CSTP)
- use supplemental instructional supplies to be purchased for Tier 1 instruction.

100% of our students made growth

***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	Modifications based on qualitative and quantitative data.

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Supplies		\$1,052.00	30100-4301	To purchase supplemental instructional supplies/material to support reader's or writer's workshop.	<p><i>This was an effective strategy. Funds were used to purchase</i></p> <p><i>supplemental instructional supplies such as journals, magnetic letters, pocket charts, and other supplies for RTI and small group instruction</i></p> <p><i>78.3% of our TK-2nd grade students were at or above grade level according to Fountas & Pinnell</i></p>	<p><i>According to FAST 34% of our students are still at risk</i></p>	<p><i>We will be unable to continue to fund supplemental instructional supplies using Title I funds due to increasing RTI teacher hours.</i></p>

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 7 - Family Engagement

Provide a Wide Variety of Parent Involvement Opportunities

*Strategy/Activity - Description

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

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

*Proposed Expenditures for this Strategy/Activity

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.

Cubberley 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.
Supplies		\$643.00	30103-4301	To support with the strategy of supporting parent involvement - purchase supplies as needed for family events.	<p><i>This was an effective strategy. We were able to purchase books for parent to take home as part of a parent resource library.</i></p> <p><i>100% of our students in RTI made progress. Some students took home the books purchased w/ these funds</i></p>	N/A	<p><i>This was an effective strategy. We will continue to use this strategy in 22-23</i></p>

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 8- Graduation/Promotion Rate

Supplemental Small Group Instruction

***Strategy/Activity - Description**

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

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

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.
Retired NonClstrm Tchr Hrly	--	--	30106-1986	To provide supplemental small group instruction for students not yet	<i>This was an effective strategy. This was evidenced by the fact that all students supported</i>		<i>We will continue this strategy.</i>

100% of students made progress by the RTI teacher made significant progress

Cubberley Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				reading at grade level.			
What are my leadership strategies in service of the goals?							