

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cabrillo Elementary School	6037212		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Cabrillo's school-wide plan includes a whole child approach with a focus on the academic, behavioral, and social/emotional needs of ALL students. This plan supports a strong Tier I and Tier II instruction in all academic areas and includes specific and targeted Tier III interventions for English Language Arts and Mathematics. Students are also provided with research based Tier 1 and Tier 2 programs and supports for behavior and social/emotional areas of need which support our special education students as well as students with chronic behavior needs.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Several surveys were given to parents, staff and students. For staff, the overall perception of school leadership is 71%. 80% perceive cultural leadership positively, 66% perceive operational leadership positively, and 67% perceive cultural leadership positively. Positive parent perception is 79% with 65.8% seeing school leadership positively, 90% seeing communication positively, and 82% seeing teaching and learning positively. Students were given a survey on PBIS at Cabrillo and 39.5% saw the PAWS behavior expectations as very helpful while 48.4% see them as somewhat helpful. 43% see the positive acknowledgement tool (tickets) as very helpful for behavior which 44.7% see them as somewhat helpful. Overall students want to see more positive rewards for students who are demonstrating positive behavior and more consequences for those who are not.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed on a weekly basis through informal walkthroughs. Teachers on the track for evaluation have two to four formal observations during the school year with a mid-year and end of year evaluation. Formal observations and evaluations are aligned to district mandates agreed upon by Upland Unified School District and the Upland Teachers Association.

The informal walk through observations are aligned with goals and initiatives decided on by Cabrillo staff. Evidence of the 8 Effective Teaching Practices is a priority. There are many positive teaching strategies in place at Cabrillo Elementary. Each classroom has its own unique strengths. Each teacher works within his or her grade level to implement Common Core Standards and there is a focus on differentiated instruction. All classrooms use small group instruction in both math and English Language Arts. All classrooms use Thinking Maps to support writing instruction and organizing ideas. Each teacher uses social/emotional/behavior strategies for students including mindfulness app, community circles, calming areas and other sensory supports. Every classroom utilizes Tier 1 PBIS strategies. An noted area for growth in instruction is increasing rigor, inquiry, and collaboration. Teachers are utilizing technology in their classrooms and lessons.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers have been using CAASPP data, Fountas and Pinnel, district benchmarks and recently iReady to determine students academic levels in both ELA and Math. Based on the analysis by both leadership, grade level, and teacher specific intervention are aligned to students needs based on the data. This data is used to form fluid intervention and enrichment groups that receive services 4 times a week via the schoolwide system of support. Teachers create small groups based on data to provide in additional support via small group instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Traditionally at Cabrillo, students performing below grade level on district reading benchmarks measured by Fountas and Pinell or Scholastic reading inventory, will receive deliberate, targeted intervention in the classroom and through our Cougar Club Time. Recently, Cabrillo has added iReady assessments to help guide interventions. All students are assessed using Fountas and Pinnell to better meet the needs of every student. Cougar Club Time is in place creating a shared responsibility for leadership which is a change in practice from all interventions happening in the Literacy Lab during previous years. Data is updated bimonthly and student progress is monitored by classroom teachers, reading specialist, Tier II team, and administration. In addition, teachers use CAASPP data and district benchmarks during planning time to monitor and adjust current instructional practices.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Cabrillo elementary have credentials for the areas they teach in. Cabrillo Elementary has 25 General Education teachers, 1 Behavior Interventionist, 1 Reading Specialist, 2 RSP teachers, 1 Psychologist, 1 Speech Pathologist, 2 Special Education Aides, 1 half time behavior therapist, and 6 instructional aides that lend support to targeted student populations with struggling with academics. All students are taught by Highly Qualified teachers in core academic subjects.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed in the areas they teach. Some of our teacher have advanced degrees and/or specialist credentials. They participate in ongoing staff development for GATE, Common Core, Thinking Maps, AVID, PBIS, Wonder, Go Math, DNA Math, SIPPS, and social/emotional strategies and other research based methods for instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

An instructional leadership team was formed to help drive the alignment of staff development with common core, student performance, and the professional needs of staff. All 90 minute staff meetings and 7 minimum day Wednesdays are used to deliver and share instructional practices around current initiatives including Literacy, Numeracy, and Social Emotional/Behavior. In addition, teachers participate in district inservice days where they are given opportunities to grow in areas of need. Cabrillo encourages teacher leaders to also lead site based professional development that includes sharing best practices around current initiatives.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our 4th through 6th grade teachers have received different levels of training in AVID and AVID strategies. Our entire staff has been trained in Thinking maps and "Write From The Beginning", writing instruction training. Four of our teachers are Trainers who ensure ongoing implementation of the Thinking Maps strategies. Many teachers have also attended GATE training. Our entire staff has also received training on the new ELA/ELD materials, Wonders and Go Math math materials. Teachers have been trained in the iReady assessment and intervention. The Upland Unified School District believes that high quality, research based professional development is essential to continuous improvement of teaching skills and concepts. Professional development is aligned with the district LCAP strategic plan for student achievement and board goals. Regular meetings of teacher leaders in literacy, ELL students, and technology as well as follow up coaching support ensure full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development and review of classroom based performance measures.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

As we work to align content and high expectations throughout Cabrillo Elementary, much of our staff development will be spent implementing current initiatives with fidelity.. Each 90 minute staff meeting will be devoted to instructional strategies and practices around current initiatives while 30 minute staff meetings will be used for the development and training of the systems to support the instructional practices.. The use of technology will be embedded in all staff development much in the way that it is embedded into daily instruction. Throughout the year we will continue to make the connections between the current instructional initiatives and operate with a version mindset, monitoring and adjusting as needed.Cabrillo align their instruction focus with the district's focus on Literacy, Numeracy and Social/Emotional/ Behavioral. Teachers participate in weekly PLC meetings during which time they collaborate and plan lessons and assessments. Within the instructional leadership team, teachers engage in cross grade level discussions regarding the common core standards and evaluate how the instruction needs to adapt to move students to become owners of their own learning. Grade levels are given release days to analyze student performance on the common core state standards in order to meet the the needs of all students. In addition, teachers use their planning time to discuss individual students needs and collaborate on strategies to help them succeed.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Cabrillo teachers continue to use adopted math curriculum Go Math from McGraw-Hill for Tier 1 common core math instruction. This balance of procedural fluency and conceptual understanding will help students reach the higher level of mathematical thinking they need to be successful with the common core. In addition, teachers are using the ELA/ELD materials, Wonders. Cabrillo teachers continue to use Thinking Maps and Write from the Beginning as their common core writing programs. All teachers at Cabrillo use small group instruction in both math and ELA in order to better meet the individual needs of their students. Cabrillo uses SIPPS, The Leveled Literacy Intervention, F & P Classroom (K-3) for Tier II ELA intervention. Teachers use their own math classroom interventions. This is in area of growth to have a schoolwide system for math intervention.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At Cabrillo our students who have not made adequate growth in language acquisition have needs in other content areas as well. Students participate in vocabulary building activities as well as comprehension strategies. At this time students who are not Language Learners are also participating in lessons and activities that build vocabulary and reading comprehension. Teachers in all grade levels, K-6, have planned instruction in Math and Language Arts with adequate time to address the depth and complexity of the Common Core standards. Every EL learner is provided with a minimum of 30 minutes designated ELD time.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers utilize their grade level planning time to plan lessons and pacing within their grade level. This has given us the opportunity to go from page to page instruction and move towards conceptual learning.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

We continue to use LLI, Leveled Literacy Intervention, for students with severe reading difficulties. Students in RSP receive a variety of interventions and resources including Wonder Works and Touch Math. Go Math has allowed teachers to provide rigorous Tier 1 instruction to all students while building fundamental skills. Teacher's use Wonders for Tier 1 ELA instruction for all students as well as the ELD component of Wonders for EL Learners.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All highly qualified teachers use all SBE-adopted and standards aligned instructional materials for general education, intervention, and special education.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We utilize a full time reading specialist who with the assistance of 6 literacy aides provide support for teachers and students to improve reading performance of English learners and other struggling students. We also have a universal intervention/enrichment block in which all students academic needs are being met through collaborative instruction with general ed, special ed and literacy lab.

Evidence-based educational practices to raise student achievement

Cabrillo believes that continuity and alignment are key to increasing student achievement. Many of our students lack the language skills needed to articulate their thoughts and ideas through writing. For this reason, we have English Language Development embedded within our instructional practices daily. Learning is differentiated and we provide many hands on activities to allow ample opportunity for students to build conceptual knowledge and content area vocabulary. All EL students are also provided with a minimum of 30 minutes designated ELD time during Cougar Club time as well as small group instruction during Daily 5. Teachers utilize GLAD strategies to help build conceptual understanding especially for the second language learner. This model provides teachers with time to conference with and coach students on their reading, giving them meaningful feedback and needed intervention. In addition, Cabrillo is in year 5 of AVID implementation, which utilizes research based practices including WICOR strategies.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We believe there is great value in working in partnership with the families we serve. Cabrillo staff is working on being more visible in the parking lot each morning and afternoon in order to create a welcoming atmosphere so parents feel comfortable to talk with us. This enables parents to express strengths and concerns about the school and its practices. The principal also gives suggestions for building strong partnerships with teachers. Frequent meetings for PTA, ELAC and School Site Council are in place to encourage parents to actively contribute to our school community. Cabrillo is continuing the Watch Dog Dads, a nationally recognized program that gets more dads involved in school as parent volunteers. Most days we now have a Watch Dog dad present helping with supervision and working with struggling students in the classrooms. In the 19/20 school year the principal will put in place monthly coffee with the principal to give parents and opportunity to discuss important topics. A parent survey from both district and site are given to use data to help look for more opportunities for parent involvement. We host several parent events such as Donuts with Dads and Muffins with Mom's as well as Drive Thru Donuts for families. We balance these with PTA events such as our Harvest Festival, Movie Nights, and Spring Family Night. When parents feel like they are valued members of the learning community, they seem to be more apt to reach out for assistance. In an effort to support our families in need, we partner with Healthy Start. Healthy Start provides food and home support for families in need. They also have social workers that can lend support when needed. Other services they offer are counseling and local motels that offer temporary housing.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meetings are held throughout the year for ELAC, PTA and School Site Council to ensure that parents have many opportunities to participate in shared decision making. School Site Council is a place where parents, teachers and classified staff work with administration to make decisions in the best interest of our students. School plans and purchases are agreed upon and modified as needed.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Our budget allows us to meet the needs of our students in different ways. We are able to provide an instructional aides to work with small groups of students as well as a full time Reading Specialist. This allows us to provide reading intervention and language building exercises to help close the achievement gap. We have also purchased and continue to purchase resources for students to help address the language deficiencies some of our students have. These resources are helping to build a strong foundation from which they can be successful.

Fiscal support (EPC)

We receive District General Funds, ELLI funding, Title 1 Funding, Title 3 Funding, donations, and PTA Funding. Funds are used to support, but not supplant, the district's general funds in providing services, resources and programs to all students. The school district also provides health services, library assistance, crisis intervention, speech and psychological services.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Cabrillo Elementary has a committee comprised of teachers, classified staff, and parents that provide input/strategies regarding the school improvement plan. Teacher stakeholders were selected from their peers. Parents were selected from a school-wide voting process. Parents, teachers, and classified staff understand their role and are advised of their expectations prior to implementation of the position. In addition, Cabrillo has an ELAC committee that is comprised of parents of English Learners. This group is also consulted and given the opportunity to provide input on the development of the plan. All stakeholders are provided with samples of previous SPSA plans and all necessary documents (i.e. student performance data) that will allow for decision making concentrating on success for all students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	%			
African American	13.2%	15.01%	12.94%	93	101	81
Asian	4.8%	4.16%	3.35%	34	28	21
Filipino	2.4%	1.34%	1.44%	17	9	9
Hispanic/Latino	66.4%	67.31%	69.49%	468	453	435
Pacific Islander	0.1%	0.15%	0.32%	1	1	2
White	10.9%	8.92%	9.11%	77	60	57
Multiple/No Response	0.9%	2.08%	2.24%	6	14	14
	Total Enrollment			705	673	626

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	90	76	80
Grade 1	94	104	75
Grade 2	95	95	100
Grade3	107	99	90
Grade 4	93	93	99
Grade 5	111	97	93
Grade 6	115	109	89
Total Enrollment	705	673	626

Conclusions based on this data:

1. Cabrillo is experiencing declining enrollment schoolwide with a loss of 50 students over a three-year period.
2. The African American and Hispanic/Latino subgroups are the two groups which are growing with an increase of 1.81% and 1.71% over a three-year period.
3. Declining enrollment is significant with incoming Kindergarten with a loss of 14 students over a two-year period.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	126	120	123	17.9%	17.8%	19.6%
Fluent English Proficient (FEP)	62	48	38	8.8%	7.1%	6.1%
Reclassified Fluent English Proficient (RFEP)	24	9	13	17.9%	7.1%	10.8%

Conclusions based on this data:

1. Cabrillo's English Learner population has stayed relatively consistent over a three-year period with a slight decrease by .7%. This can be attributed to an overall decline in enrollment schoolwide.
2. Cabrillo's has had a significant decline in the number of FEP students decreasing from 63 students to 48 students over a three-year period.
3. Cabrillo's reclassified FEP has declined dramatically over a 3-year period with a decrease of from 30 students to 9 students over a three-year period.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	104	102	89	101	101	87	101	101	87	97.1	99	97.8
Grade 4	95	92	96	94	88	96	94	88	96	98.9	95.7	100
Grade 5	106	92	91	103	91	89	103	91	89	97.2	98.9	97.8
Grade 6	117	108	92	113	107	91	113	107	91	96.6	99.1	98.9
All Grades	422	394	368	411	387	363	411	387	363	97.4	98.2	98.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2371.	2410.	2411.	3.96	19.80	19.54	18.81	18.81	29.89	32.67	31.68	16.09	44.55	29.70	34.48
Grade 4	2446.	2431.	2455.	11.70	7.95	15.63	24.47	25.00	27.08	34.04	31.82	21.88	29.79	35.23	35.42
Grade 5	2493.	2502.	2461.	12.62	14.29	8.99	38.83	41.76	21.35	26.21	21.98	32.58	22.33	21.98	37.08
Grade 6	2514.	2536.	2528.	11.50	14.02	9.89	22.12	40.19	46.15	43.36	27.10	27.47	23.01	18.69	16.48
All Grades	N/A	N/A	N/A	9.98	14.21	13.50	26.03	31.52	31.13	34.31	28.17	24.52	29.68	26.10	30.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.93	17.17	18.39	48.51	50.51	50.57	44.55	32.32	31.03
Grade 4	14.89	9.09	13.54	59.57	55.68	54.17	25.53	35.23	32.29
Grade 5	16.50	23.08	14.61	65.05	53.85	49.44	18.45	23.08	35.96
Grade 6	13.27	19.63	15.38	53.98	57.94	59.34	32.74	22.43	25.27
All Grades	12.90	17.40	15.43	56.69	54.55	53.44	30.41	28.05	31.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.93	13.13	17.24	36.63	49.49	45.98	56.44	37.37	36.78
Grade 4	11.70	9.09	16.67	57.45	48.86	54.17	30.85	42.05	29.17
Grade 5	14.56	21.98	13.48	61.17	53.85	58.43	24.27	24.18	28.09
Grade 6	15.04	19.63	14.29	56.64	60.75	70.33	28.32	19.63	15.38
All Grades	12.17	16.10	15.43	53.04	53.51	57.30	34.79	30.39	27.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.95	19.19	20.69	64.36	64.65	60.92	30.69	16.16	18.39
Grade 4	9.57	3.41	16.67	67.02	71.59	64.58	23.40	25.00	18.75
Grade 5	8.74	9.89	4.49	79.61	73.63	66.29	11.65	16.48	29.21
Grade 6	12.39	16.82	8.79	73.45	72.90	74.73	14.16	10.28	16.48
All Grades	9.00	12.73	12.67	71.29	70.65	66.67	19.71	16.62	20.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.91	20.20	12.64	49.50	52.53	50.57	41.58	27.27	36.78
Grade 4	14.89	12.50	15.63	62.77	59.09	52.08	22.34	28.41	32.29
Grade 5	20.39	29.67	8.99	57.28	53.85	44.94	22.33	16.48	46.07
Grade 6	18.58	25.23	25.27	57.52	57.94	62.64	23.89	16.82	12.09
All Grades	15.82	22.08	15.70	56.69	55.84	52.62	27.49	22.08	31.68

Conclusions based on this data:

1. Cabrillo's has had steady growth in ELA over a three-year period with an increase schoolwide of 4.52%. All grade levels experienced growth over a three-year period.
2. In Reading, Cabrillo has maintained the above standard % over 3 years at 17%. The at or near standard has increased by 8.55% at 54.55%. Writing has maintained the above standard % at 16% and has increased the at or near standard by 3.5% at 53.51%.
3. Listening and Speaking represents the biggest area of potential growth with 70.65% of students at or near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	104	102	89	101	102	89	101	102	89	97.1	100	100
Grade 4	95	93	96	94	89	96	94	89	96	98.9	95.7	100
Grade 5	106	93	91	103	92	89	103	91	89	97.2	98.9	97.8
Grade 6	117	108	92	113	106	92	113	106	92	96.6	98.1	100
All Grades	422	396	368	411	389	366	411	388	366	97.4	98.2	99.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2372.	2396.	2403.	0.99	3.92	7.87	17.82	25.49	26.97	25.74	30.39	23.60	55.45	40.20	41.57
Grade 4	2438.	2446.	2439.	5.32	4.49	4.17	14.89	24.72	20.83	48.94	39.33	44.79	30.85	31.46	30.21
Grade 5	2481.	2483.	2462.	7.77	6.59	3.37	14.56	17.58	16.85	45.63	41.76	31.46	32.04	34.07	48.31
Grade 6	2498.	2520.	2532.	7.96	16.98	16.30	15.04	21.70	28.26	38.94	33.02	31.52	38.05	28.30	23.91
All Grades	N/A	N/A	N/A	5.60	8.25	7.92	15.57	22.42	23.22	39.66	35.82	33.06	39.17	33.51	35.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.95	8.82	22.47	34.65	43.14	32.58	60.40	48.04	44.94
Grade 4	12.77	14.61	11.46	36.17	41.57	34.38	51.06	43.82	54.17
Grade 5	12.62	17.58	11.24	42.72	39.56	34.83	44.66	42.86	53.93
Grade 6	14.29	25.47	32.61	31.25	34.91	34.78	54.46	39.62	32.61
All Grades	11.22	16.75	19.40	36.10	39.69	34.15	52.68	43.56	46.45

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.97	10.78	13.48	48.51	42.16	48.31	48.51	47.06	38.20
Grade 4	8.51	7.87	9.38	43.62	57.30	46.88	47.87	34.83	43.75
Grade 5	10.68	7.69	4.49	45.63	45.05	35.96	43.69	47.25	59.55
Grade 6	7.96	18.87	13.04	49.56	49.06	51.09	42.48	32.08	35.87
All Grades	7.54	11.60	10.11	46.96	48.20	45.63	45.50	40.21	44.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.92	13.73	16.85	51.49	53.92	44.94	40.59	32.35	38.20
Grade 4	5.32	5.62	4.17	48.94	50.56	59.38	45.74	43.82	36.46
Grade 5	7.77	6.59	7.87	46.60	52.75	43.82	45.63	40.66	48.31
Grade 6	10.62	16.98	11.96	48.67	45.28	58.70	40.71	37.74	29.35
All Grades	8.03	11.08	10.11	48.91	50.52	51.91	43.07	38.40	37.98

Conclusions based on this data:

1. Cabrillo has had slight growth in mathematics over a three-year period with a growth of 3.42% schoolwide despite only having a core curriculum or the 17-18 school year.
2. Cabrillo has a huge opportunity for growth with 35.82% of students near/approaching standards. Concepts and procedures appears to be the weakest area with 43.56% not meeting standards.
3. Communicating Reasoning is an potential area of focus with 50.52% at or near standards. There has been an increase in students above standard of 1.08% over a 3-year period.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1444.3		1447.8		1435.5		12	
Grade 1	1464.9		1458.0		1471.2		22	
Grade 2	1482.5		1473.9		1490.8		13	
Grade 3	1509.8		1501.4		1518.1		17	
Grade 4	1483.1		1488.6		1477.3		16	
Grade 5	1528.2		1524.7		1531.1		20	
Grade 6	1538.9		1540.6		1536.7		11	
All Grades							111	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3			88.24		*				17	
5	65.00		*		*		*		20	
All Grades	36.04		45.05		12.61		*		111	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	54.55		*		*		*		22	
5	65.00		*		*		*		20	
All Grades	54.95		28.83		*		*		111	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			12
Grade 1	*	*	*	*	*	*	*	*	22
Grade 2	*	*	*	*	*	*	*	*	13
Grade 3	*	*	*	*	*	*			17
Grade 4	*	*	*	*	*	*	*	*	16
Grade 5	*	*	*	*	*	*	*	*	20
Grade 6	*	*	*	*	*	*	*	*	11
All Grades	27	24.32	41	36.94	33	29.73	*	*	111

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	100.00						12		
1	77.27		*		*		22		
5	60.00		*		*		20		
All Grades	60.36		36.04		*		111		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
3	64.71		*		*		17		
5	85.00		*		*		20		
All Grades	58.56		30.63		10.81		111		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	54.55		*		*		22		
3			82.35		*		17		
5	*		60.00		*		20		
All Grades	28.83		47.75		23.42		111		

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*		68.18		*		22	
All Grades	37.84		56.76		*		111	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
673	82.5%	17.8%	0.4%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	120	17.8%
Foster Youth	3	0.4%
Homeless	27	4.0%
Socioeconomically Disadvantaged	555	82.5%
Students with Disabilities	56	8.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	101	15.0%
Asian	28	4.2%
Filipino	9	1.3%
Hispanic	453	67.3%
Two or More Races	7	1.0%
Pacific Islander	1	0.1%
White	60	8.9%






Conclusions based on this data:

1. Cabrillo serves a large population of Title 1 students (82.5%) and therefore must put systems in place to address all academic, social/emotional, and behavior needs.
2. Cabrillo serves a significant number of English Learners (17.8%) and therefore must continue to focus on instructional strategies to help grow their academic language.
3. Cabrillo serves a diverse population and therefore should capitalize on the strength of diversity while being culturally sensitive to all groups.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Chronic absenteeism continues to be a significant problem for Cabrillo and needs to continue to be an area of focus.
2. Cabrillo has done well in lower its suspension rate. This can be attributed to 3 years of PBIS implementation with a focus on positive reinforcement. Cabrillo needs to continue to refine PBIS Tier 1 and continue the implementation of social and emotional programs.
3. Although growth has been made in both Mathematics and ELA over a three-year period, Cabrillo continues to have students not meeting standards on state assessments. Focus on strong Tier 1 instruction needs to continue.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>11 points below standard</p> <p>Increased 15.3 points</p> <p>361 students</p>	<p>English Learners</p> <p>Yellow</p> <p>5.4 points below standard</p> <p>Increased 17.6 points</p> <p>105 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>19 points below standard</p> <p>Increased 17.9 points</p> <p>19 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>15.4 points below standard</p> <p>Increased 21 points</p> <p>302 students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>60 points below standard</p> <p>Increased 23.3 points</p> <p>44 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 42 points below standard Increased 11.2 points 51 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 29.4 points above standard Declined -25.3 points 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.8 points below standard Increased 25.1 points 251 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 Orange 10.1 points below standard Declined -8.8 points 34 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
52.7 points below standard Increased 21.8 points 54 students	44.7 points above standard Increased 17 points 51 students	14 points below standard Increased 14.1 points 253 students

Conclusions based on this data:

1. Cabrillo's continues to focus and grow its English Learner population's academic success with and overall increase of 17.6%.
2. Cabrillo's SPED population grew 23.3 points and that growth can be contributed to it's full inclusion model and collaborative teaching.
3. Cabrillo's focus on strong Tier 1 instruction and targeted Tier 2 instruction can be a contributor to the grow of the socioeconomic sub group who had a 21pt increase.

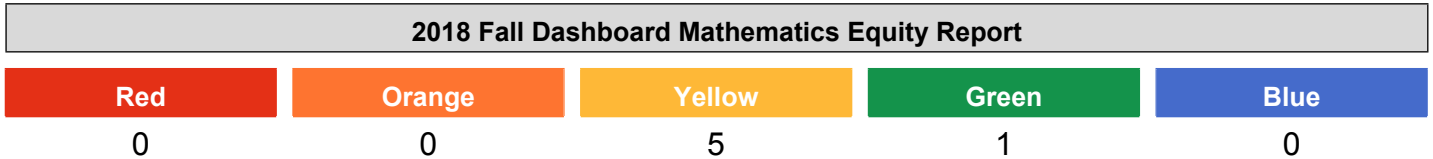
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 36.3 points below standard Increased 14.3 points 359 students	<p>English Learners</p>  Green 23 points below standard Increased 26.7 points 104 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 48.1 points below standard Increased 7 points 18 students	<p>Socioeconomically Disadvantaged</p>  Yellow 39.2 points below standard Increased 19.7 points 300 students	<p>Students with Disabilities</p>  Yellow 50.3 points below standard Increased 47.4 points 44 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 68.4 points below standard Increased 6.1 points 51 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 39.3 points above standard Increased 7.7 points 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 38 points below standard Increased 10.5 points 250 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 Yellow 26.4 points below standard Increased 14 points 33 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
60.1 points below standard Increased 26.7 points 54 students	17.1 points above standard Increased 30.3 points 50 students	42 points below standard Increased 8.8 points 252 students

Conclusions based on this data:

1. Data shows that Cabrillo's English Learner population is out performing all students.
2. Cabrillo's SPED subgroup increased significantly with a 47.4% increase which was the largest increase of all subgroups.
3. Overall, Cabrillo has great potential for growth in the area of Mathematics. Increased focus on strong Tier 1 instruction using the new adoption as well as beginning training with DNA math should help to continue the growth.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
111	36%	45%	12.6%	6.3%

Conclusions based on this data:

1. Cabrillo has a huge opportunity to move students to higher levels of proficiency with 45% of the EL population at a Level 3.
2. Cabrillo's smallest group of EL students is in the Level 1 stage.
3. Schoolwide focus on ELD needs to continue with emphasis on non-designated ELD instruction. Teacher support and additional resources need to be investigated and implemented. Focus on strong Tier 1 intervention across all grade levels and subject areas needs to continue.

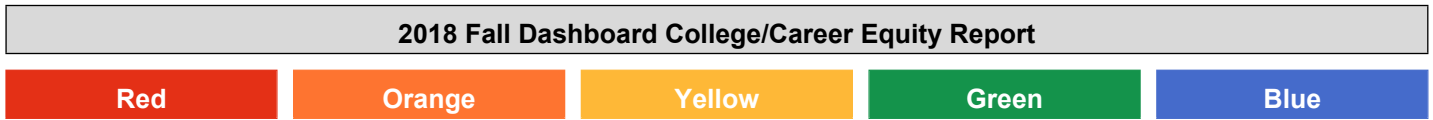
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

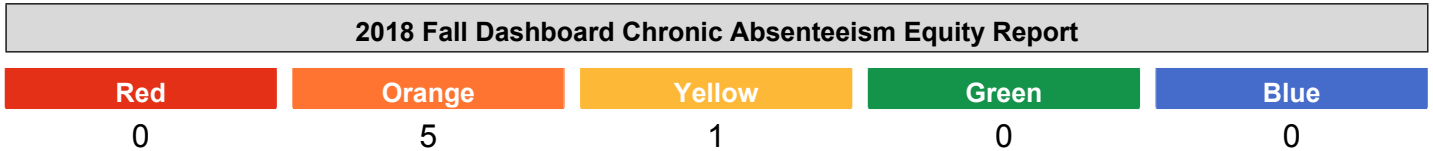
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 12.3% chronically absent Increased 1.7% 726 students	<p>English Learners</p>  Orange 7.6% chronically absent Increased 2.7% 131 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
<p>Homeless</p>  No Performance Color 23.1% chronically absent Increased 12.4% 39 students	<p>Socioeconomically Disadvantaged</p>  Orange 13% chronically absent Increased 1.3% 602 students	<p>Students with Disabilities</p>  Orange 14.8% chronically absent Increased 1.1% 81 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 15% chronically absent Increased 1.2% 113 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 3.4% chronically absent Declined 2.4% 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.6% chronically absent Increased 2.4% 482 students	 No Performance Color 17.4% chronically absent Increased 3.8% 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 11.8% chronically absent Declined 4% 68 students

Conclusions based on this data:

1. Cabrillo's absenteeism rate increase across all subgroups.
2. Cabrillo's African American population has a significant rate of chronic absenteeism at 15%.
3. Cabrillo's Hispanic and White subgroup have similar chronic absenteeism rates around 11%.

School and Student Performance Data

Academic Engagement Graduation Rate

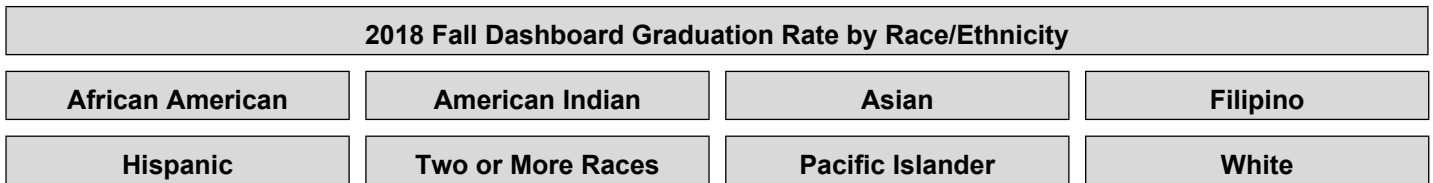
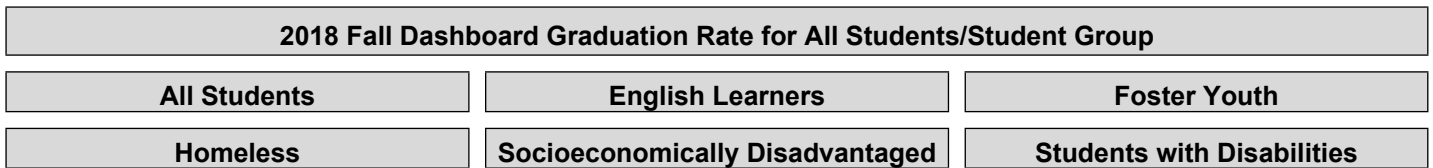
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

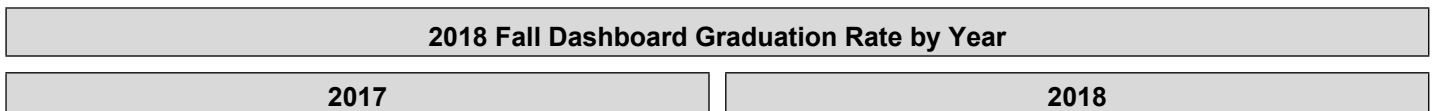
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

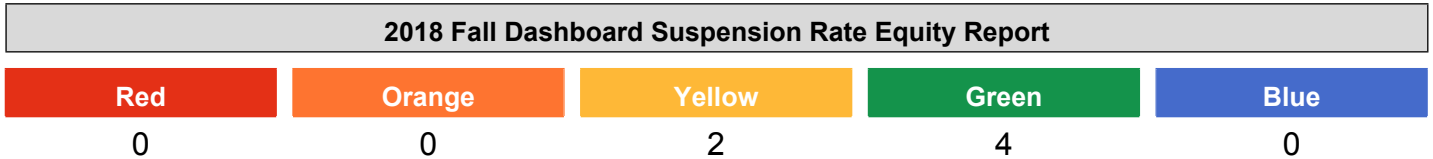
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 2.3% suspended at least once Declined -0.8% 751 students	<p>English Learners</p>  Green 1.5% suspended at least once Declined -0.6% 136 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 8 students
<p>Homeless</p>  No Performance Color 12.2% suspended at least once Declined -2.1% 41 students	<p>Socioeconomically Disadvantaged</p>  Green 2.1% suspended at least once Declined -1.2% 622 students	<p>Students with Disabilities</p>  Yellow 3.7% suspended at least once Declined -2.3% 81 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 4.2% suspended at least once Declined -1.4% 118 students	 No Performance Color 0 Students	 No Performance Color 3.4% suspended at least once Increased 0.5% 29 students	 No Performance Color Less than 11 Students - Data 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.8% suspended at least once Declined -0.9% 498 students	 No Performance Color 4% suspended at least once Increased 4% 25 students	 No Performance Color Less than 11 Students - Data 1 students	 Green 1.4% suspended at least once Declined -1.9% 70 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.5% suspended at least once	3% suspended at least once	2.3% suspended at least once

Conclusions based on this data:

1. Since the implementation of PBIS, Cabrillo has seen a decline in suspension rates overall of 0.5%.
2. Based on the data, Cabrillo's subgroups continue to struggle with discipline and represent the greatest population receiving suspension although social economic disadvantage and student's with disabilities is declining.
3. Cabrillo's African American population has the largest percentage of suspensions at 4.2%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Implement a multi-tiered (MTSS) System alignment of supports that aligns programs and services to meet the academic, social-emotional, and physical needs of all students.

Goal 1

Cabrillo will continue implementation of Literacy intervention (Cougar Club), and maintain current Tier 2 interventions for social-emotional and behavioral supports (Wellness Center).

Identified Need

Tier 2 literacy coupled with Tier 2 behavioral and emotional supports

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores 17-18	At Cabrillo Elementary, 54.27% of students are not meeting standards on the CAASPP for ELA and 55.93% of students are not meeting standards for mathematics.	Cabrillo will increase the number of students meeting and exceeding standards by 10%.
Wellness Center (Cougar Center)	(VERY HELPFUL DATA) 70% Increase in Calmness 63% Making me Ready to Learn 80% Helped me to Self-regulate	(VERY HELPFUL DATA) 10% Increase in Calmness 73% Making me Ready to Learn 90% Helped me to Self-regulate
Cougar Club (Literacy)	32% STANDARD MET (ELA)	42% STANDARD MET (ELA)
PBIS (PAWS-Behavior Expectations)	60% students believe it has helped overall behavior	80% students believe it has helped overall behavior
Inner Explorer (Social-Emotional/Mindfulness)	School-wide Guided Meditation (Teacher discretion)	Continued full participation

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be given release days in order analyze data to drive instruction in CCSS, visit each others classroom in order to better collaborate on key initiatives, conduct F & P on all students, and conduct vertical alignment planning and collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

9,000

ELLI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional materials and supplies will be provided for teachers for Cougar Club

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,000

ELLI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Inner Explorer as for social/emotional support for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1800

ELLI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 2 students needing behavior and social/emotional support

Strategy/Activity

Curriculum and support materials for the Wellness Center (Cougar Center)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

ELLI

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Resources provided for every classroom for calm down area/sensory support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2200

Source(s)

ELLI

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

PBIS incentives provided for every classroom to support positive behavior

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2200

Source(s)

ELLI

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This year our site met its objectives in ELA through the implementation of Cougar Club and a continued focus on thinking maps, in addition we experienced great success with the opening of our Wellness Center and a decrease in behavior and social-emotional related indecencies.

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

Due to district reallocation of Title I funds, we were over budget in this goal.

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

We will be adding an after school Math Numeracy focus and incentives for PBIS.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Ensure equitable access and use of innovative technology.

Goal 2

Cabrillo students will become proficient in Google Suite and utilize technology programs at all grade levels in order to demonstrate they're learning through ELA and Mathematics.

Identified Need

Increased usage by ALL students of modern technology for written communication in all subject areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google Suite (Google slide, Google docs, Google Classroom)	Creation of a student survey to measure actual technology availability at home	An increase in student proficiency with Google Suite
Integration of technology programs into Tier 1 and Tier 2 instruction	Current usage of various technology programs	An increase in teacher use of technology programs integrated within their lessons

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase and integrate technology programs into the Tier 1 and Tier 2 instruction in the classrooms. Programs include Starfall, BrainPop, Mystery Science, Flocabulary, Reading Eggs, and Reading Counts

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3100

Source(s)

ELLI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Release time for teachers to collaborate and visit classrooms that are effectively using technology

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

ELLI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ELLI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Although there was a focus on integrating more technology, Cabrillo still needs to provide more opportunities for students to utilize technology within the curriculum.

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

Implementation and budgeted expenditures were aligned.

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

There will be more accountability for outcomes of proposed programs that are purchased. Grade levels will need to provide proof of fidelity of implementation and measurable academic progress.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Improve consistency and equity in teaching and rigorous learning experiences.

Goal 3

Increase the Rigor and Relevance of our Tier 1 instruction in Math and Language Arts.

Identified Need

54% standard NOT MET in ELA & 70% standard NOT MET in Math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rigor Relevance framework	Beginning Implementation	Increased student engagement
AVID	fourth year of certification grades 4-6th	Increase the use of WICOR strategies during instruction

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Rigor Relevance framework (Resources & Curriculum)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	ELLI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grades 4-6

Strategy/Activity

Provide AVID supplies for grades 4-6

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,747

ELLI

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Cabrillo had a successful year of focusing on improving Tier 1 instruction in Literacy and Numeracy with an emphasis on small group instruction.

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

No major differences

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

A focus on the increasing rigor and relevance in lessons in both ELA and Mathematics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Improve parent and community engagement.

Goal 4

Create a welcoming environment and provide more opportunities for families to engage with school staff and administration.

Identified Need

Parents do not feel well received based on the environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement and Attendance Team	Create monthly engagement events	Increase parent presence on campus
Coffee with Principal	Parent selected Topics	Give parents a voice
Create Engaging Environment	dated campus; needs upgrades	More welcoming feel

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Monthly coffee with the principal with specific topics of interest based on parent survey

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	SITE

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Monthly parent engagement events planned and implemented by Family Engagement and Attendance Team including release time for team for planning purposes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

552

ELLI

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Family Engagement Team was successfully created and planned 4 major events for the year to increase family engagement including Muffins with Moms, Donuts with Dudes, and Driveway Donuts for Parents. A PBIS parent night was also held and was successfully attended by parents.

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

The Watch Dog Dad's relaunch for this school year did not happen as planned due to various scheduling issues and lack of interest generated. Two major members of the Watch Dog Dad group left the school this year and their lack of presence had a huge impact this year.

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

The Family Engagement Team will plan an event monthly based on survey data obtained from a parent engagement survey done at the end of the 18/19 school year. Coffee with the principal will be added and be topic specific based on parental interests listed on the survey results.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$455,999
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$35,099.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
ELLI	\$34,599.00
SITE	\$500.00

Subtotal of state or local funds included for this school: \$35,099.00

Total of federal, state, and/or local funds for this school: \$35,099.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Whitnee Verdi	Principal
Robin Ogden	Classroom Teacher
Jeanne Gamboa	Classroom Teacher
Marcy McMahon	Classroom Teacher
Olga Robles	Other School Staff
Marcy McMahon	Classroom Teacher
Luis Dena	Parent or Community Member
Layal Khahab	Parent or Community Member
Jovanna Daniels	Parent or Community Member
Jose Martinez	Parent or Community Member
Tanya Kresback	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10-29-19.

Attested:

Principal, Whitnee Verdi on 10-29-19

SSC Chairperson, Marci McMahon on 10-29-19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature



Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10-29-19.

Attested:



Principal, Whitnee Verdi on 10-29-19

SSC Chairperson, Marci McMahon on 10-29-19