

The Single Plan for Student Achievement

School: Cabrillo Elementary School
CDS Code: 41689326043939
District: Pacifica School District
Principal: Thomas Stafford
Revision Date: October 6, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on November 16, 2016.

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School Vision and Mission

Cabrillo Elementary School's Vision and Mission Statements

We believe that an enriched education with an arts focus enables all of our students to achieve high academic standards. We provide a caring environment that emphasizes the development of responsibility, citizenship and self-esteem. We are a partnership of teachers, parents, and community dedicated to the success of our students.

Cabrillo School's Mission is guided by the following principles:

- 1) Support and encourage each child to achieve standards of academic excellence through individualized instruction.
- 2) Provide thematic, project-based, and standards-based curriculum and varied instruction, stressing active learning, independent thinking, and problem solving, both inside and outside the classroom.
- 3) Enrich every student's education through concentrated experiences in music, art, and drama.
- 4) Strengthen youth development through cooperative learning, conflict resolution, and service.
- 5) Encourage parents and community members to participate in the classroom and school to reduce the adult to student ratio, enable active learning, provide small group instruction, and individual attention. As a community, we educate our children.
- 6) Provide quality professional development for staff and continuing education for parents.
- 7) Assess progress on attaining mission and goals regularly to adjust to changing conditions.

School Profile

Cabrillo School is a vibrant community of 565 students, their families, and over 30 staff members, located just two blocks from Linda Mar Beach and the Pacific Ocean. The ethnic composition, according to our Synergy Student Information System, of the school is as follows: 54% White, 22% Hispanic, 18% Two or more races, 5% a combination of Native American, Chinese, Japanese, Hawaiian, Filipino, African American and Other. We serve students in kindergarten through eighth grade. Our mission statement reflects our dedication to teaching the California Content Standards while embracing an enriched arts program and a multiple intelligences approach in classroom activities. We integrate conflict resolution and character development into our curriculum to address the needs of the whole child. Parent involvement and support facilitate the success and unique nature of our school. In the spring 2008, Cabrillo School was recognized as a California Distinguished School, due in large part to our Creative Arts Program and parental involvement. The school has been the recipient of the J. Russell Kent Award in 2016 for its outstanding Garden Program that integrates NGSS standards into a real-world, hands on experience for students to collect data, create hypothesis about plant growth and ecological impacts on growing plants.

The Cabrillo School program was restructured in 1992 to include an enriched arts program and project-based lessons that support students in accessing their education to the best of their abilities. The school developed the program with the multiple intelligences espoused by Howard Gardner. Parent partnerships enable classroom teachers to provide enriched opportunities for all the students. Our students have many opportunities to experience academic proficiency regardless of their dominant learning style. Our dedicated teaching staff uses current instructional practices and tutorial programs for at-risk students to maximize the number of our students who are proficient at grade-level standards. Our special education program staff works closely with classroom teachers to guide students to demonstrate proficiency in grade-level standards. In 2010-2011 school year, two Special Day Classes were added to serve students with moderate to severe autism in grades kindergarten through fifth.

Students at Cabrillo receive the benefits of weekly standards-based art lessons that we have adapted over the past 19 years. Trained parents lead the kindergarten through fifth grade art, music, drama, and psycho-motor/physical education classes with classroom teacher support. In keeping with our goals for 21st Century Learning, our sixth, seventh, and eighth grade students are given the opportunity to choose from a wide array of electives. Professional art, technology, music, drama, and physical education teachers further develop their skills.

Cabrillo capitalizes on the inherent advantages of a K-8 program: detailed knowledge of the students over a nine-year period, a small caring environment that is especially important for our upper-grade students, and opportunities for developing strong character traits such as tolerance, responsibility, patience, and caring during school wide activities. Our PTO raises funds vigorously to support field trips, assemblies, classroom projects, Playworks® supplies, and myriad special programs. Parents have leadership opportunities throughout the school and contribute new ideas that lead to innovative programs as our community evolves. Parents are encouraged to contribute 40 volunteer hours a year to the school to enrich the programs at Cabrillo.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	60	60	60	53	60	53	100.0	88.3
Grade 4	64	64	62	62	62	62	96.9	96.9
Grade 5	65	67	61	62	61	62	93.8	92.5
Grade 6	61	59	60	58	60	58	98.4	98.3
Grade 7	63	59	63	59	62	59	100.0	100
Grade 8	46	64	45	64	45	64	97.8	100
All Grades	359	373	351	358	350	358	97.8	96

* 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 Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2451.5	2457.4	32	36	28	30	23	21	17	13
Grade 4	2490.8	2497.4	31	39	35	19	19	23	15	19
Grade 5	2558.5	2529.9	41	29	36	42	16	8	7	21
Grade 6	2534.0	2557.3	12	24	47	36	23	24	18	16
Grade 7	2577.8	2582.6	16	25	52	39	19	24	11	12
Grade 8	2576.2	2597.1	13	19	38	48	29	23	20	9
All Grades	N/A	N/A	25	28	40	36	21	20	14	15

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	37	34	47	51	17	15
Grade 4	26	29	58	53	16	18
Grade 5	49	37	33	40	18	23
Grade 6	18	22	57	53	25	24
Grade 7	35	32	47	44	18	24
Grade 8	33	36	33	42	33	22
All Grades	33	32	46	47	21	21

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	30	28	53	57	17	15
Grade 4	31	31	55	56	15	13
Grade 5	57	32	38	47	5	21
Grade 6	27	36	47	50	27	14
Grade 7	42	41	47	44	11	15
Grade 8	36	28	51	61	13	11
All Grades	37	33	48	52	15	15

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	23	40	68	47	8	13
Grade 4	21	26	68	68	11	6
Grade 5	34	16	59	73	7	11
Grade 6	17	26	78	66	5	9
Grade 7	15	25	74	68	11	7
Grade 8	16	34	73	55	11	11
All Grades	21	28	70	63	9	9

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	34	58	53	8	13
Grade 4	21	34	68	53	11	13
Grade 5	49	52	51	39	0	10
Grade 6	25	40	58	50	17	10
Grade 7	31	37	63	51	6	12
Grade 8	22	28	64	56	13	16
All Grades	31	37	60	50	9	12

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	60	60	60	53	60	53	100.0	88.3
Grade 4	64	64	62	62	62	62	96.9	96.9
Grade 5	65	67	61	62	61	62	93.8	92.5
Grade 6	61	59	60	58	60	58	98.4	98.3
Grade 7	63	59	63	59	63	59	100.0	100
Grade 8	46	64	45	64	45	64	97.8	100
All Grades	359	373	351	358	351	358	97.8	96

* 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 Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2461.5	2465.3	30	36	37	34	22	17	12	13
Grade 4	2512.6	2509.3	34	39	39	24	21	24	6	13
Grade 5	2547.6	2512.4	34	15	28	26	25	44	13	16
Grade 6	2522.0	2565.1	15	24	27	33	30	33	28	10
Grade 7	2578.2	2573.0	29	27	29	25	27	29	16	19
Grade 8	2595.2	2616.8	24	38	24	23	36	27	16	13
All Grades	N/A	N/A	28	30	31	27	26	29	15	14

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	52	57	30	23	18	21
Grade 4	48	48	37	29	15	23
Grade 5	41	19	44	47	15	34
Grade 6	17	29	38	53	45	17
Grade 7	44	39	29	31	27	31
Grade 8	33	53	47	28	20	19
All Grades	40	41	37	35	23	24

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	38	45	50	40	12	15
Grade 4	40	40	48	42	11	18
Grade 5	41	19	48	58	11	23
Grade 6	18	24	52	52	30	24
Grade 7	38	34	49	44	13	22
Grade 8	24	38	60	42	16	20
All Grades	34	33	51	46	15	20

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	42	47	45	45	13	8
Grade 4	39	45	48	44	13	11
Grade 5	21	16	57	61	21	23
Grade 6	17	31	52	57	32	12
Grade 7	32	31	59	54	10	15
Grade 8	27	39	58	55	16	6
All Grades	30	35	53	53	17	13

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	***			***			***		***	***			***		
1	***	***		***	***		***			***			***		***
2	***		***	***	60	***	***	40		***			***		
3	***			***		***	***		***	***			***		
4	50			25			0			0			25	***	
5	***	75		***			***		***	***			***	25	
6	***	***	40	***		40	***		20	***			***		
7	***		***	***	***		***			***			***		
8	***	***		***	***	***	***		***	***		***	***		
Total	25	41	25	50	35	30	0	12	25	6		5	19	12	15

Conclusions based on this data:

1. See "findings" under each goal.
2. Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				75	50					25				50	
1		***		***	***					***					
2					50			33					***	17	
3													***		
4	50			25									25	***	
5	***	75												25	
6	***	***					***							***	
7				***	***									***	
8	***	***		***	***										
Total	25	27		45	35		5	8		10			15	31	

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	16	17	20
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	16	17	20
Number Met	--	12	13
Percent Met	--	70.6%	65.0%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	13	6	14	9	14	7
Number Met	--	--	4	--	4	--
Percent Met	--	--	28.6%	--	28.6%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	264	224	251
Percent with Prior Year Data	100.0		100
Number in Cohort	264	224	251
Number Met	162	148	172
Percent Met	61.4	66.1	68.5
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	204	97	188	88	194	107
Number Met	66	63	74	55	68	74
Percent Met	32.4	64.9	39.4	62.5	35.1	69.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: English Language Arts
LEA GOAL:
Goal 2: Pupil Outcomes: Core Subject Area: Language Arts.
SCHOOL GOAL #1:
LITERACY/READING/LANGUAGE ARTS GOAL Decrease by 10% the number of students that are not at grade level on District and State Reading Assessments in grades 3 and 5.
Data Used to Form this Goal:
TCRWP Running Records, CAASSP Assessments
Findings from the Analysis of this Data:
In viewing the data from last year's assessments, students, school-wide were within 3% points of achieving the goal of increasing student proficiency by 10% overall. With this information in mind, a more focused approach to meeting this goal in specific grades is warranted.
How the School will Evaluate the Progress of this Goal:
DRA2 Data, TCRWP Running Records, and CAASSP Assessment Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1(a) All teachers who are directly involved with the teaching of reading will continue to implement Readers' Workshop as a key component of balanced literacy. With students reading at their "Just Right Book" level along with the increase in individualized, differentiated instruction, we anticipate a rise in students' ability to read and enjoy reading.	2016-2017	Teachers	Site Funding	2000-2999: Classified Personnel Salaries	LCFF - Base	12,200
		RT12 Paraprofessional Services and Support from Special Education Services in RT12	Site Funding	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,290
		Leadership Team (Student Based				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1(b) Teachers participation in district sponsored professional development and collaboration during grade-level meetings at the site and district-wide will continue.</p> <p>1.1(c) Teachers will continue to utilize and integrate their training in Cross-cultural Language and Development (CLAD) and Specially Designed Academic Instruction in English (SDAIE) to ensure that they are reaching students who are still developing skills for access the curriculum in English.</p> <p>1.1 (d) The school will utilize technology to increase access to reading and writing in the Balanced Literacy program. Use of other apps and on-line tutoring in ELA will be used.</p> <p>1.1 (e) Continue to enhance RTI2 program to include reading groups (Leveled Literacy Intervention), peer assisted reading and writing (Classroom Assistance from Leadership Students), technology based instruction for students who are struggling with reading and reading comprehension.</p> <p>1.1 (f) Humanities Lead will continue work with District-Wide Humanities Committee to align ELA/ELD standards to increase fluency and comprehension in reading.</p>		Team)				
1.2 (a) Teachers administration of the DRA/ Running Records within the district timelines (with substitute teachers providing classroom support).	2016-2017	Teachers, Principal	Site Funds	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 (b) Lower achieving students will be identified and referred to RTI2 services. 1.2 (c) Analysis of the On-Demand Writing Prompts will assist teachers in providing key classroom instruction to re-engage in areas of need.						
1.3 Principal will continue meet with staff to examine DRA, Running Records data, and writing data with greater focus in grades 3 & 5 to develop a cohort of learners for long-term data collection. Principal to attend grade level meetings to confer with teacher and at a staff meeting review data.	2016-2017	Principal, Teachers				
1.4 RSP and Special Day Classes, and Kindergarten and First Grades continue to use technology in teaching English Language Arts activities. Teachers continue to collaborate on information about reading and other language apps. Report out to Principal on what works and what does not.	2016-2017	RSP/SDC Teachers, Gen. Ed. Teachers, Principal		4000-4999: Books And Supplies	Other	
1.5 (a) Response To Instruction/Intervention (RTI2) with the RSP teacher. Depending on the RSP caseload, the RSP teacher may repeat the RTI2 program from last year for students who are in pre-referral for Special Education services. (Reading Eggs)	2015-2016	Certificated Staff, Teachers, Principal	Site Funds	4000-4999: Books And Supplies	LCFF - Base	250
1.6. Continue to purchase books and enhance leveled libraries in every grade level. Use of District funds	2015-2016	Teachers	Site Funds	4000-4999: Books And Supplies	LCFF - Base	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
every other year, and additional supplemental funds to purchase books.						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Mathematics
LEA GOAL:
GOAL 2: Core Subject Area: Math
SCHOOL GOAL #2:
Using Bridges Assessment data to track student progress in Mathematics and using CAASSP data to establish attainable goals for student improvement.
Data Used to Form this Goal:
Bridges Benchmark tests; CAASSP data
Findings from the Analysis of this Data:
Decrease in 5th grade scores last year raise concern over the combination of curated curriculum and the old Envisions® math vs. alignment with testing questions. Teachers noted during testing that the questions being raised for the test in this grade were not yet taught in the curriculum.
How the School will Evaluate the Progress of this Goal:
Bridges Benchmark Assessments; Upper Grade MARS Assessments; Analysis of CAASSP results. We also continue to monitor progress of the 6th grade in this area as their's are the scores that took the largest dip in SBAC testing from last year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 (a) 8th and 7th grade students who scored low on the MARS assessment tasks will be given additional support with online tutoring provided through various math programs that continue to support mastery of basic math facts, and practice on how to utilize appropriate math concepts to address mathematical scenarios in MARS and CAASP.	2016-2017	Teachers, Classified Staff	2000-2999: Classified Personnel Salaries	LCFF - Base		28000
			2000-2999: Classified Personnel Salaries	LCFF - Supplemental		4290
2.1 (b) Continue to identify students						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
in every grade who need additional support in mathematics through Benchmark Assessments and utilize RTI2 support in all classrooms.						
2.2 1st - 8th grade students will have additional practice with an online program (STMath and Mathletics) to supplement classroom instruction. The school/District will continue to update apps for tablets.	2016-2017	Teachers, Classified Staff	Site Funds	4000-4999: Books And Supplies	General Fund	1000
2.3 Provide a academic center staffed with an instructional aide with backgrounds in mathematics, as well as high school students to provide support for all grades but especially for the upper grade students.	2016-2017	Teachers/Classified Staff	County Grant	1000-1999: Certificated Personnel Salaries	Other	
2.4 RSP students in the Upper Grades will be taught to utilize on-line resources for additional support in mathematics. Students with IEP's will also have support to continue to build math skills and concepts.	2016-2017	RSP Teacher, Classroom Teacher, and aide.				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: School Wide Positive Behavior Intervention and Support
LEA GOAL:
Goal 3: Positive & Safe School Climate
SCHOOL GOAL #3:
To further our work to create a warm, nurturing environment for all students to feel accepted, supported, while at school.
Data Used to Form this Goal:
California Healthy Kids Survey
Findings from the Analysis of this Data:
2015-2016 CHKS data focused our work in School-Wide Positive Behavior Intervention and Support this year.
How the School will Evaluate the Progress of this Goal:
<p>Cabrillo will follow quantitative data and qualitative data that shows indicators of:</p> <p>Increased student involvement for PBIS.</p> <p>Increased student capacity to resolve conflicts.</p> <p>Reduced incidents of bullying. (15-16 Behavioral suspensions decreased from 2014 - 15).</p> <p>Improved overall school climate.</p> <p>Increased student choice in electives and activities. (PTO's continued sponsorship has increased the elective choices by utilizing community partners for elective opportunities)</p> <p>Continue to work closely with families and students regarding chronic tardiness or absenteeism.</p> <p>A school PBIS team has been developed and will be trained to enhance this important work with our staff, students, and parents.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 YSB counselor will establish social skills groups for students in the primary grades who demonstrated difficulties with establishing friendships and are in need of support with social skills.	Ongoing	Principal School Psychologist Youth Services Bureau Counselor Vice-Principal, Guidance and				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Learning				
3.2 Continue to establish Electives schedule giving student choice to their day and implementing classes to promote appropriate behavior in school and on the internet. Electives centering on school climate and community involvement will include, but are not limited to: Student Leadership, Peer Helpers, Common-Sense Training.	Ongoing	Teachers, Activities Supervisors, RSP Teachers, Counselor, Vice Principal, Guidance and Learning	PTO Funding	5800: Professional/Consulting Services And Operating Expenditures	PTO	7,000
3.3 Family Day Activities to promote intergenerational cooperation, provide upper grade students an opportunity for responsibility, and show the lower grade students role models with monthly activities.	Monthly throughout the year.	Teachers Principal Counselor Vice Principal, Guidance and Learning	PTO	4000-4999: Books And Supplies	PTO	3,000
3.4 Upper Grade Student Leadership to take on community projects, work on conflict resolution and building leadership capacity with the 6th, 7th and 8th grade students.	Weekly throughout the year.	Teacher and Counselor Sponsored				
3.5 Re-evaluate and adjust School-Wide Positive Behavior Intervention & Support Matrix to improve overall school climate. Utilize the matrix as a springboard for supporting school-wide positive behavior.	Ongoing	All Staff, Student Body, School Climate Team, Vice-Principal, Guidance and Learning				
3.6 Continue to introduce PLAYWORKS® games as a basis for positive and supportive social interaction on the play yard during recess.	Ongoing	PlayWorks Coordinator Yard Duty School Assistants PE Instructors Volunteers Student Leadership	Site Funds	2000-2999: Classified Personnel Salaries	LCFF - Base	9000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.7 Utilize our Common Sense Media Curriculum for students and as a resource to parents for rating games, movies, and other apps that are popular among youth.	Ongoing	Teachers Counselor				
3.8 Utilize the updated Garden to enhance student learning and ownership of school grounds. This will help to foster respect for the campus.	Ongoing	Garden Coordinator Teachers Students		4000-4999: Books And Supplies	Other	5000
3.9 Using Edmodo for posting homework and assignments by teachers as a model of appropriate behavior on social platforms. Grades 5 - 8.	Ongoing	Teachers Students Parents				

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	PTO	3,000.00
5800: Professional/Consulting Services And	PTO	7,000.00
4000-4999: Books And Supplies	General Fund	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	3,400.00
2000-2999: Classified Personnel Salaries	LCFF - Base	49,200.00
4000-4999: Books And Supplies	LCFF - Base	1,250.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	8,580.00
4000-4999: Books And Supplies	Other	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
PTO	10,000.00
General Fund	1,000.00
LCFF - Base	53,850.00
LCFF - Supplemental	8,580.00
Other	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	3,400.00
2000-2999: Classified Personnel Salaries	57,780.00
4000-4999: Books And Supplies	10,250.00
5800: Professional/Consulting Services And Operating	7,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,140.00
Goal 2	33,290.00
Goal 3	24,000.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Thomas Stafford	X				
Shauna Koperski				X	
Meghann Elsbernd		X			
Renee Caughman				X	
Rola Ababseh			X		
Charlotte Jacobs		X			
Nancy Rickson				X	
Colleen Witte				X	
Kiyomi Arai				X	
Ila Payne-Dwyer		X			
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):
Student Leadership Team

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on October 6, 2016.

Attested

Thomas Stafford

Typed Name of School Principal

Signature of School Principal

Date

Nancy Rickson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Thomas Stafford <i>Thomas Stafford</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shauna Koperski <i>Shauna Koperski</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Meghann Elsbernd	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renee Caughman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rola Ababseh	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charlotte Jacobs <i>Charlotte Jacobs</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy Rickson <i>Nancy M. Rickson</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colleen Witte <i>Colleen Witte</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kiyomi Arai <i>Kiyomi Arai</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ila Payne-Dwyer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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.



Cabrillo School

601 Crespi Drive • Pacifica, California 94044
(650) 738-6660 • (650) 738-2870 (fax)
Pacifica School District • www.pacificasd.org

Tom Stafford, Principal



School Site Council Meeting

October 6, 2016
5:30 PM

Members:

Meghann Eisbernd (teacher), Kiyomi Arai (teacher), Shauna Koperski (parent), Colleen Witte (parent),
Rola Ababseh (paraprofessional), Renee Caughman (Parent Council Rep.), Charlotte Jacobs (teacher),
Nancy Rickson (Site Council Chair), Ila Dwyer (teacher), Tom Stafford (principal)

Review of Site Plan Goals & Revenue:

Action: Motion to approve Principal as chief editor. Motion: *Colleen Witte*

Approved: *M. R* Not Approved:

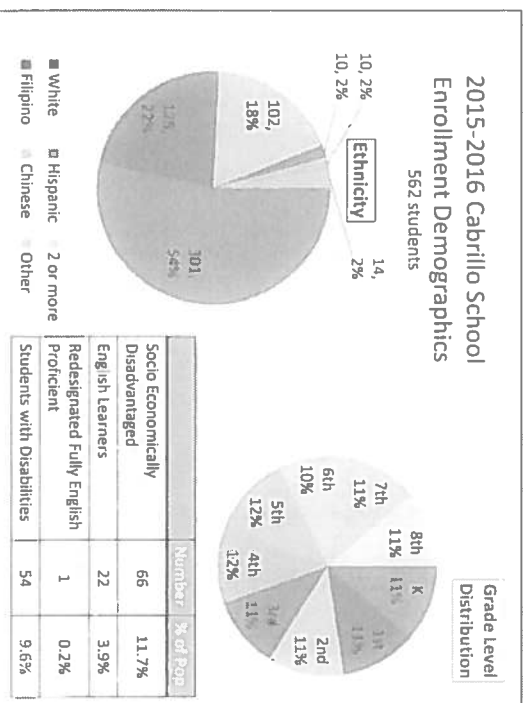
Action: Motion to approve Site Plan with Edits. Motion: *Shauna Koperski*

Approved: *M. R* Not Approved:

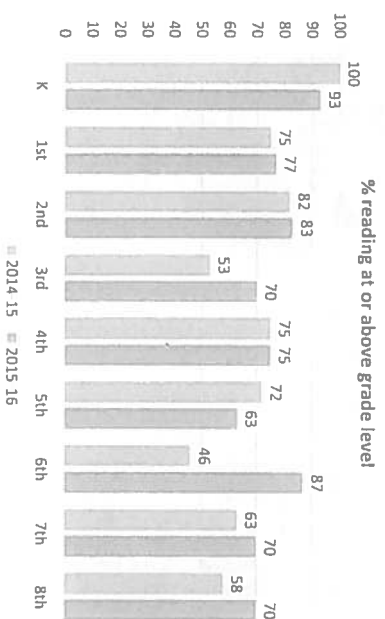
Adjourned:

2016 Cabrillo School

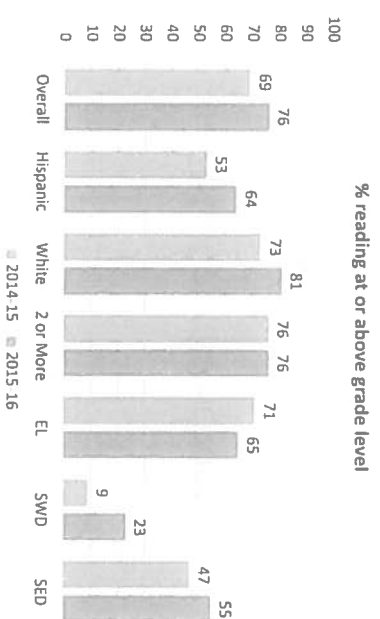
Data Summary

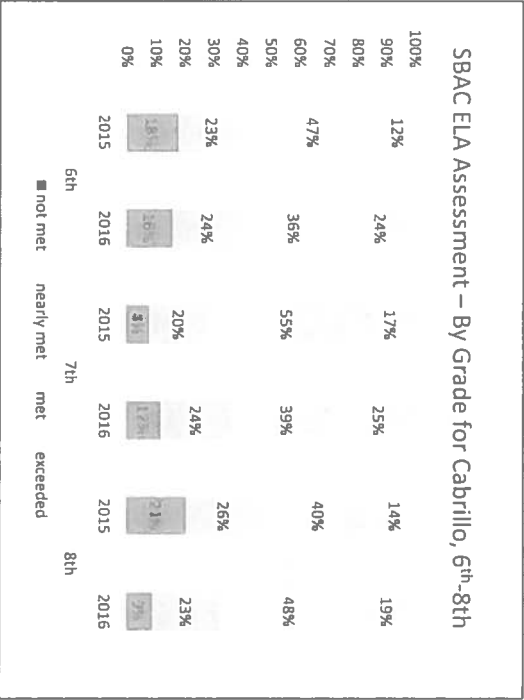
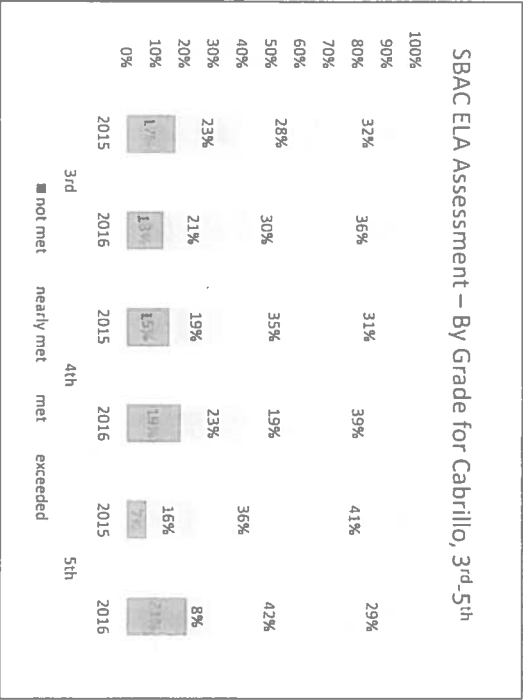


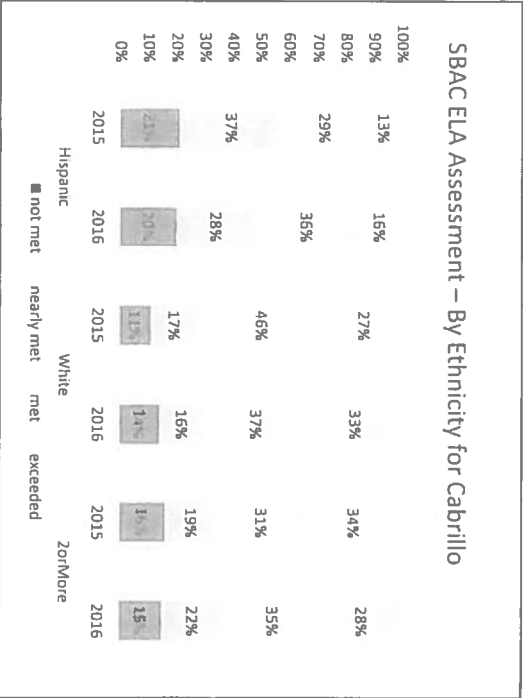
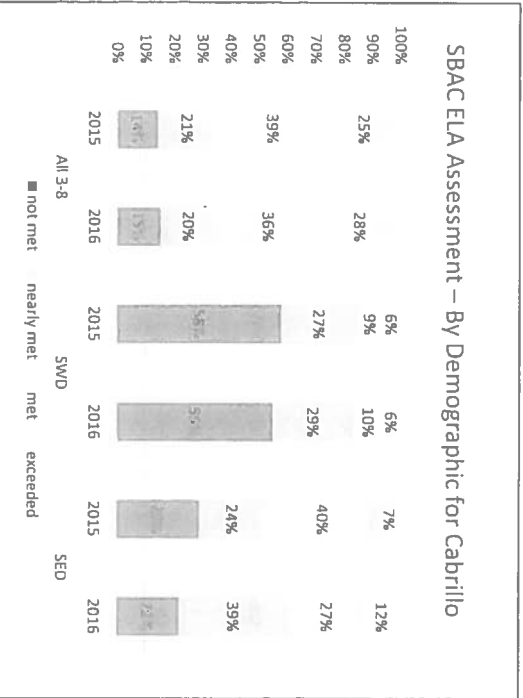
DRA2 Reading Assessment – By Grade for Cabrillo

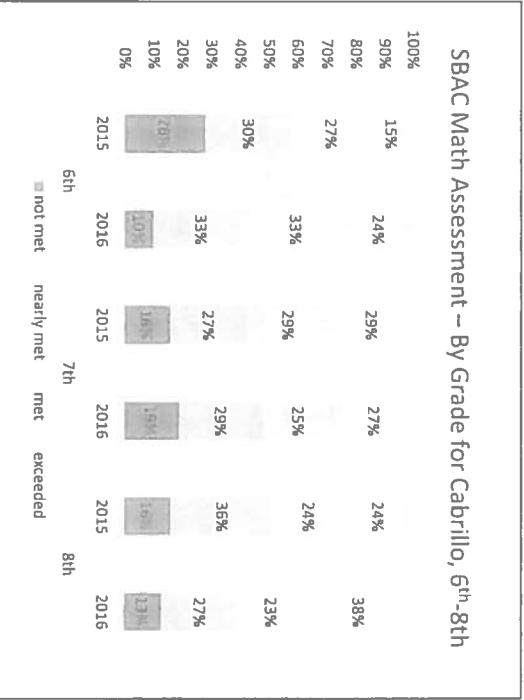
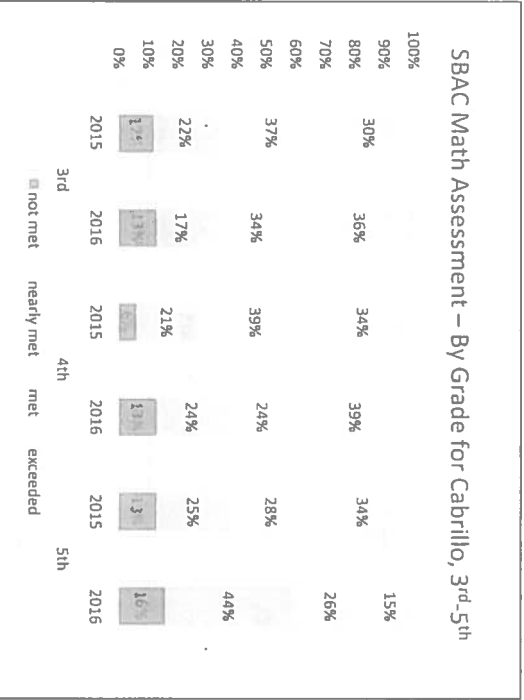


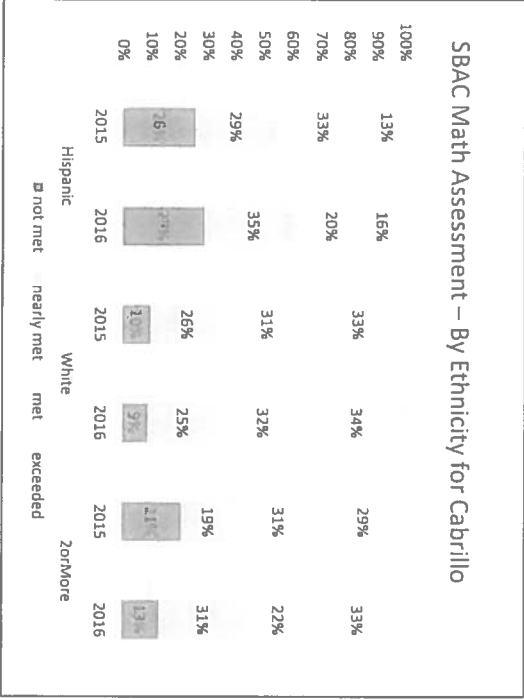
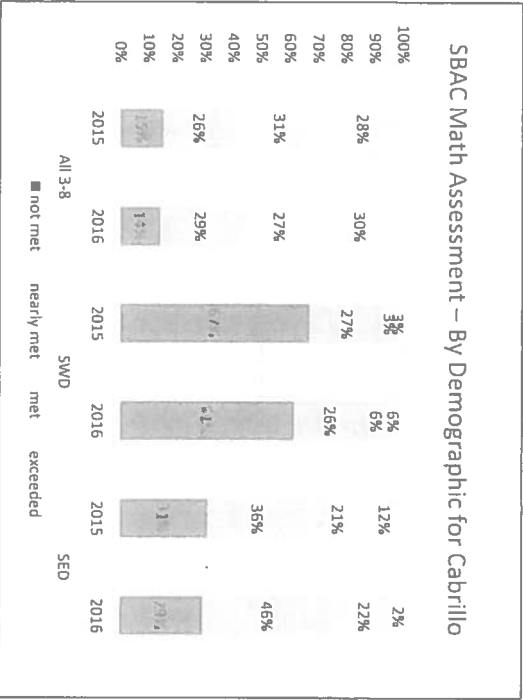
Reading Assessment – By Demographic for Cabrillo, K-8













Pacifica School District
Preliminary 2016-2017 Site Allocations

Cabrillo School

*Enrollment ** **562** **CALPADS 2015-16*

Underrepresented **78**

<u>Resource/mgmt</u>	<u>Code</u>	<u>Description</u>	<u>2015-2016</u>	<u>Carryover</u>	<u>2016-17 Alloc.</u>	<u>TOTAL</u>
0000/0101		General Fund	0	\$	26,414	\$ 26,414
0342/0342		SPSA Base Funding	0	\$	61,820	\$ 61,820
0000/0341		SPSA -Supplemental Funds	0	\$	8,580	\$ 8,580
9010/0131		Mini Grant Account	\$ 4,712	\$	-	\$ 4,712
6690/361		TUPE		\$	380	\$ 380
						\$ 101,906

Allocation Formulas:

General Fund allocation = \$45 + 5% = \$47/student (Examples: Xerox paper, pencils, crayons, writing journals, printing, food)

SPSA Allocation = \$105 + 5% = \$110/student (Includes book replacement)

Supplemental Alloc. = \$105 + 5% = \$110/Unduplicated Count---Underrepresented

2015-16 Board approved 5% annual increase for Site Funding.
2016-17 - SPSA Base of \$9000 (School Safety Climate) was added to the school assistant staffing ratios
Staffing ratios were increased by 2 hours per site

