

# 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 15, 2017.**

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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 individuated 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 570 students, their families, approximately 50 staff members, located just two blocks from Linda Mar Beach and the Pacific Ocean. The ethnic composition, according to Datazone® Student Information System, of the school is as follows: 53% White, 22% Hispanic, and 25% Asian or multiple races. 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 Social Emotional Learning 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	60	60	60	60	53	59	60	53	59	100.0	88.3	98.3
Grade 4	64	63	64	62	62	63	62	62	63	96.9	96.9	98.4
Grade 5	65	64	65	61	62	64	61	62	64	93.8	92.5	98.5
Grade 6	61	59	63	60	58	62	60	58	62	98.4	98.3	98.4
Grade 7	63	59	64	63	59	64	62	59	64	100.0	100	100
Grade 8	46	64	60	45	64	58	45	64	58	97.8	100	96.7
All Grades	359	369	376	351	358	370	350	358	370	97.8	96	98.4

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2451.5	2457.4	2435.0	32	36	25.42	28	30	27.12	23	21	28.81	17	13	18.64
Grade 4	2490.8	2497.4	2477.4	31	39	31.75	35	19	25.40	19	23	14.29	15	19	28.57
Grade 5	2558.5	2529.9	2522.0	41	29	28.13	36	42	25.00	16	8	25.00	7	21	21.88
Grade 6	2534.0	2557.3	2561.4	12	24	22.58	47	36	45.16	23	24	22.58	18	16	9.68
Grade 7	2577.8	2582.6	2611.6	16	25	32.81	52	39	46.88	19	24	17.19	11	12	3.13
Grade 8	2576.2	2597.1	2622.5	13	19	34.48	38	48	39.66	29	23	13.79	20	9	12.07
All Grades	N/A	N/A	N/A	25	28	29.19	40	36	34.86	21	20	20.27	14	15	15.68

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	34	23.73	47	51	42.37	17	15	33.90
Grade 4	26	29	28.57	58	53	52.38	16	18	19.05
Grade 5	49	37	29.69	33	40	46.88	18	23	23.44
Grade 6	18	22	29.03	57	53	54.84	25	24	16.13
Grade 7	35	32	46.88	47	44	42.19	18	24	10.94
Grade 8	33	36	46.55	33	42	36.21	33	22	17.24
All Grades	33	32	34.05	46	47	45.95	21	21	20.00

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	28	28.81	53	57	52.54	17	15	18.64
Grade 4	31	31	39.68	55	56	28.57	15	13	31.75
Grade 5	57	32	46.88	38	47	29.69	5	21	23.44
Grade 6	27	36	38.71	47	50	51.61	27	14	9.68
Grade 7	42	41	48.44	47	44	45.31	11	15	6.25
Grade 8	36	28	48.28	51	61	44.83	13	11	6.90
All Grades	37	33	41.89	48	52	41.89	15	15	16.22

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	40	22.03	68	47	57.63	8	13	20.34
Grade 4	21	26	19.05	68	68	57.14	11	6	23.81
Grade 5	34	16	26.56	59	73	59.38	7	11	14.06
Grade 6	17	26	24.19	78	66	64.52	5	9	11.29
Grade 7	15	25	26.56	74	68	68.75	11	7	4.69
Grade 8	16	34	34.48	73	55	58.62	11	11	6.90
All Grades	21	28	25.41	70	63	61.08	9	9	13.51

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	34	25.42	58	53	55.93	8	13	18.64
Grade 4	21	34	25.40	68	53	53.97	11	13	20.63
Grade 5	49	52	29.69	51	39	43.75	0	10	26.56
Grade 6	25	40	33.87	58	50	54.84	17	10	11.29
Grade 7	31	37	48.44	63	51	46.88	6	12	4.69
Grade 8	22	28	50.00	64	56	36.21	13	16	13.79
All Grades	31	37	35.41	60	50	48.65	9	12	15.95

#### 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	60	60	60	60	53	59	60	53	59	100.0	88.3	98.3
Grade 4	64	63	64	62	62	63	62	62	63	96.9	96.9	98.4
Grade 5	65	64	65	61	62	64	61	62	64	93.8	92.5	98.5
Grade 6	61	59	63	60	58	62	60	58	62	98.4	98.3	98.4
Grade 7	63	59	64	63	59	64	63	59	64	100.0	100	100
Grade 8	46	64	60	45	64	57	45	64	57	97.8	100	95
All Grades	359	369	376	351	358	369	351	358	369	97.8	96	98.1

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2461.5	2465.3	2452.4	30	36	25.42	37	34	35.59	22	17	25.42	12	13	13.56
Grade 4	2512.6	2509.3	2491.0	34	39	22.22	39	24	34.92	21	24	15.87	6	13	26.98
Grade 5	2547.6	2512.4	2524.1	34	15	31.25	28	26	21.88	25	44	20.31	13	16	26.56
Grade 6	2522.0	2565.1	2543.6	15	24	17.74	27	33	32.26	30	33	35.48	28	10	14.52
Grade 7	2578.2	2573.0	2616.9	29	27	43.75	29	25	26.56	27	29	28.13	16	19	1.56
Grade 8	2595.2	2616.8	2605.6	24	38	40.35	24	23	21.05	36	27	14.04	16	13	24.56
All Grades	N/A	N/A	N/A	28	30	30.08	31	27	28.73	26	29	23.31	15	14	17.89

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	52	57	50.85	30	23	27.12	18	21	22.03
Grade 4	48	48	39.68	37	29	30.16	15	23	30.16
Grade 5	41	19	42.19	44	47	28.13	15	34	29.69
Grade 6	17	29	22.58	38	53	53.23	45	17	24.19
Grade 7	44	39	48.44	29	31	40.63	27	31	10.94
Grade 8	33	53	43.86	47	28	24.56	20	19	31.58
All Grades	40	41	41.19	37	35	34.15	23	24	24.66

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	38	45	38.98	50	40	44.07	12	15	16.95
Grade 4	40	40	31.75	48	42	36.51	11	18	31.75
Grade 5	41	19	31.25	48	58	39.06	11	23	29.69
Grade 6	18	24	17.74	52	52	58.06	30	24	24.19
Grade 7	38	34	46.88	49	44	45.31	13	22	7.81
Grade 8	24	38	42.11	60	42	33.33	16	20	24.56
All Grades	34	33	34.69	51	46	42.82	15	20	22.49

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	42	47	38.98	45	45	49.15	13	8	11.86
Grade 4	39	45	31.75	48	44	42.86	13	11	25.40
Grade 5	21	16	26.56	57	61	50.00	21	23	23.44
Grade 6	17	31	22.58	52	57	56.45	32	12	20.97
Grade 7	32	31	37.50	59	54	59.38	10	15	3.13
Grade 8	27	39	43.86	58	55	36.84	16	6	19.30
All Grades	30	35	33.33	53	53	49.32	17	13	17.34

**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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K								***				***			
1	***		40	***		40			20					***	
2		***		60	***		40								***
3					***	***		***	***						
4			25			75							***		
5	75							***					25		
6	***	40			40			20	***						
7		***	40	***		60									
8	***			***	***			***			***				
Total	41	25	24	35	30	48	12	25	14		5	5	12	15	10

#### 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		40		50	20			40					50		
1	***			***										***	
2		75		50	25		33						17		
3					***			***							
4													***		
5	75	***						***					25		
6	***	50			33			17					***		
7		***		***									***		
8	***			***	***			***			***				
Total	27	39		35	25		8	21			4		31	11	

#### Conclusions based on this data:

1. See "findings" under each goal.

## 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.

<b>SUBJECT: English Language Arts</b>
<b>LEA GOAL:</b>
Goal 2: Pupil Outcomes: Core Subject Area: Language Arts.
<b>SCHOOL GOAL #1:</b>
LITERACY/READING/LANGUAGE ARTS GOAL Maintain school-wide average of standard met by Increasing the distance from level 3 (standard met) from +36 (2017) to +40 (2018)
<b>Data Used to Form this Goal:</b>
Fountas and Pinnell Reading Assessments, On-demand writing assessments, and State CAASSP Assessment, LLI Support
<b>Findings from the Analysis of this Data:</b>
ELA scores have remained basically the same. A deeper understanding of Readers and Writers Workshop through new reading assessments (Fountas and Pinnell), and utilizing the opportunities of being a labsite school, along with grade level meetings to collaborate and support student learning will be emphasized.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"> <li>Fountas and Pinnell Data</li> <li>TCRWP informal assessment.</li> <li>CAASSP Assessment Data</li> </ul> TCRWP Professional Development Labsites. Utilizing Google Classroom for document editing and sharing.

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'	2017-2018	Teachers Paraprofessional	Site Funding	2000-2999: Classified Personnel Salaries	LCFF - Base	11,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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.</p> <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 strategic student support 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</p>		<p>Services and Support from Special Education Services</p> <p>Leadership Team (Student Based Team)</p>	Site Funding	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
comprehension in reading.						
1.2 (a) Teachers administration of the Fountas and Pinnell Reading Assessment within the district timelines (with substitute teachers providing classroom support). 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.	2017-2018	Teachers, Principal	Site Funds	1000-1999: Certificated Personnel Salaries	LCFF - Base	6,000
1.3 Principal will continue meet with staff and attend grade level meetings to confer with teacher and at a staff meeting review data.	2017-2018	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.	2017-2018	RSP/SDC Teachers, Gen. Ed. Teachers, Principal		4000-4999: Books And Supplies	LCFF - Supplemental	1,701
1.5. Continue to purchase books and enhance leveled libraries in every grade level. Use of District funds every other year, and additional supplemental funds to purchase books.	2017-2018	Teachers	Site Funds	4000-4999: Books And Supplies	LCFF - Base	1,000

## 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.

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
GOAL 2: Core Subject Area: Math
<b>SCHOOL GOAL #2:</b>
Maintain school-wide average of standard met by Increasing the distance from level 3 (standard met) from +13 (2017) to +18 (2018)
<b>Data Used to Form this Goal:</b>
Bridges Benchmark tests; CAASSP data
<b>Findings from the Analysis of this Data:</b>
Overall test scores in Mathematics improved school-wide. Areas of focus this year will be school wide as we saw an increase of last year's focus group from -16 (2016 5th Grade) below Goal 2 (standard met) to -9 (2017 6th Grade) which was an increase of 7 points.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"> <li>• Bridges Benchmark Assessments</li> <li>• Benchmark Upper Grade Math Assessments</li> <li>• Analysis of CAASSP results.</li> </ul> Utilizing Google Classroom for homework help and document sharing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 (a) Identify students in every grade who need additional support in mathematics through Benchmark Assessments and utilize additional support of in all classrooms. Utilizing online support through District approved applications and programs.	2017-2018	Teachers, Classified Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Support additional math instruction through the use of after school math clubs conducted by teachers and at grade level. Teachers will create special Power Hour sessions to provide additional support for students who might need it.	2017-2018	Teachers, Classified Staff	Site Funds	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2110
2.3 Continue to provide an academic center staffed with an instructional aide, as well as high school students (if available) to provide support for grades 3 - 8.	2017-2018	Teachers/Classified Staff	County Grant	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1701
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.	2017-2018	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.

<b>SUBJECT: School Climate and Social Emotional Learning</b>
<b>LEA GOAL:</b>
Goal 3: Positive & Safe School Climate
<b>SCHOOL GOAL #3:</b>
To further our work to create a warm, nurturing environment for all students to feel accepted, supported, while at school. School student surveys and intentional SEL opportunities built into the core curriculum will increase student knowledge and participation in school wide positive behavior.
<b>Data Used to Form this Goal:</b>
School Climate Student Surveys
<b>Findings from the Analysis of this Data:</b>
Awaiting findings.
<b>How the School will Evaluate the Progress of this Goal:</b>
<p>Cabrillo will follow quantitative data and qualitative data that shows indicators of:</p> <p>Increased student involvement for PBIS and Social Emotional Learning.</p> <p>Increased student capacity to resolve conflicts.</p> <p>Reduced incidents of bullying. (Decrease Suspensions due to infractions outside of physical altercations)</p> <p>Continue work to Improve overall school climate.</p> <p>Continue 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>Implementation of School Climate Team recommendations.</p> <p>Monthly teacher Wellness Team meetings to discuss unduplicated student progress throughout the year.</p> <p>Student Leadership opportunities through Peer Helper Program and Mindfulness training.</p> <p>SWPBIS Tier 1 Implementation</p> <p>SWPBIS Administrative Training (Tier 1)</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 and Psychologist	2017-2018	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intern 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.		School Psychologist School Psychologist Intern Youth Services Bureau Counselor Vice-Principal, Guidance and 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.	2017-2018	Teachers, Activities Supervisors, RSP Teachers, Counselor, Vice Principal, Guidance and Learning	PTO Funding	5800: Professional/Consulting Services And Operating Expenditures	PTO	12,000
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 and support SEL.	Monthly throughout the year. 2017-2018	Teachers Principal Counselor Vice Principal, Guidance and Learning	PTO	4000-4999: Books And Supplies	PTO	3,000
3.4 Upper Grade Student Leadership/Peer Helpers 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. 2017-2018	Counselor Sponsored				
3.5 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. and SEL.	2017-2018	All Staff, Student Body, School Climate Team, Vice-Principal, Guidance and Learning				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.6 Continue training with Yard Duty to implement structured games and intentional student interaction and continuing conversations with PE instructors to use familiar games that students can independently play, with knowledge of rules from PE instruction, and learned Playworks® Games.	17-18	Yard Duty School Assistants PE Instructors Volunteers Student Leadership	Site Funds	2000-2999: Classified Personnel Salaries	LCFF - Base	9000
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	LCFF - Base	1,000
3.9 Using Google Classroom to post homework and give support to students at home through access to teacher support in grade 5 - 8.	17-18	Teachers Students Parents				
3.10 Administration and teacher Wellness meetings to discuss target students who may or may not lie within an unduplicated status. These meetings will focus on ways to continue outreach to students, enhance connections with students and families, and support struggling students both academically and behaviorally.	17-18	Principal Vice Principal, Guidance and Learning Teachers				

## 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	12,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	6,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	20,000.00
4000-4999: Books And Supplies	LCFF - Base	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,811.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,701.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
PTO	15,000.00
LCFF - Base	28,000.00
LCFF - Supplemental	10,512.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	9,811.00
2000-2999: Classified Personnel Salaries	25,000.00
4000-4999: Books And Supplies	6,701.00
5800: Professional/Consulting Services And Operating	12,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,701.00
Goal 2	3,811.00
Goal 3	25,000.00

## 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			
Mark Torres				X	
Rola Ababseh			X		
Charlotte Jacobs		X			
Elizabeth Russell				X	
Ila Payne Dwyer		X			
Victoria Ferretti		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	

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: Presented SPSA Goals to entire 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 16, 2017.

Attested:

Thomas Stafford

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Shauna Koperski

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date