



2023-2024

Cabrillo High School

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

In June 2023, the ELA department's semester 2 ABC rate were the following:
All: 68.8%
Black: 69.8%
Pacific Islander: 65.5%
Multilingual: 57.0%
SPED: 53.6%

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Through professional development with an instructional focus on student-centered, culturally relevant pedagogies and engagement, by June 2024, the ELA department will increase the ABC rate of all ELA students, including Black, Pacific Islander, Multilingual, and SPED students, by 5%:
Previous ABC percentage for all ELA students: 68.8% (raise to 73.8%)
Previous ABC percentage for Black students: 69.8% (raise to 74.8%)
Previous ABC percentage for Pacific Islander students: 65.5% (raise to 70.5%)
Previous ABC percentage for Multilingual students: 57.0% (raise to 62.0%)
Previous ABC percentage for SPED students: 53.6% (increase to 58.6%)
Progress monitoring will be conducted regularly during teacher planning, collaboration sessions, and department meetings.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

In June 2023, the Math department's semester 2 ABC rate were the following:
All: 79.4%
Black: 80.9%
Pacific Islander: 79.2%
Multilingual: 70.7%
SPED: 74.2%

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Through professional development with an instructional focus on student-centered, culturally relevant pedagogies and engagement, by June 2024, the Math department will increase the ABC rate of all Math students, including Black, Pacific Islander, Multilingual, and SPED students, by 5%:
Previous ABC percentage for all Math students: 79.4% (raise to 84.4%)
Previous ABC percentage for Black students: 80.8% (raise to 85.8%)
Previous ABC percentage for Pacific Islander students: 79.2% (raise to 84.2%)
Previous ABC percentage for Multilingual students: 70.7% (raise to 75.7%)
Previous ABC percentage for SPED students: 74.2% (increase to 79.2%)
Progress monitoring will be conducted regularly during teacher planning, collaboration sessions, and department meetings.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

In June 2023, the graduation rate for Multilingual Learners was 60.0%
In June 2023, the A-G rate for Multilingual Learners was 21.1%.
In June 2023, Multilingual Students' sense of belonging was 67%.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

With teachers receiving professional development on Multilingual support and language proficiency, by June 2024, the graduation rate for Multilingual Learners will increase by 8% (from 60.0% to 68.0%)
by June 2024, the A-G rate for Multilingual Learners will increase by 8% from (21.1% to 29.1%)
by June 2024, Multilingual Students' sense of belonging will increase by 8% (from 67% to 75%).
Progress monitoring will be conducted regularly during teacher planning, collaboration sessions, and department/pathway meetings.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

In June 2023, students' sense of belonging was 70%, students' sense of identity was 80%, and students' sense of agency was 83%, as measured by the Pulse survey.
In June 2023, the suspension rate was 6.7%.
In June 2023, the chronic absenteeism rate was 36.1%.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

With teachers receiving professional development on relationship-centered schools, by June 2024, students' sense of belonging will increase by 5% (from 70% to 75%), student identity will increase by 5% (from 80% to 85%), and student agency will increase by 5% (from 83% to 88%) as measured by the Pulse survey.

by June 2024, suspensions will decrease by 2% (from 6.7% to 4.7%)

by June 2023, chronic absenteeism will decrease by 4% (from 36.1% to 32.1%).

Progress monitoring will be conducted regularly during teacher planning, collaboration sessions, safe and civil meetings, and pathway meetings.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) With an emphasis on utilizing supplemental instructional materials to support literacy and ongoing monitoring of student progress via frequent formative assessments, Cabrillo students will demonstrate one year of growth on the i-Ready reading diagnostic.	Goal Partially or Not Met	The vast majority of Cabrillo students either didn't participate in the i-Ready Reading diagnostic all year or only participated in Diagnostic 1 or Diagnostic 3. Therefore, there's no data available to support goal attainment.	English teachers need to ensure that their students are completing all 3 i-Ready Reading diagnostics.

Math	1) With an emphasis on utilizing technology as an instructional tool, frequent formative assessments, and ongoing monitoring of student progress, Cabrillo students' pass rates of academic courses will increase by 5% overall and by 10% for African American students and English Learner students and all Cabrillo students will demonstrate one year of growth on the iReady diagnostic.	Goal Partially or Not Met	<p>The overall pass rate for Math courses increased by 4.3% for Semester 2 and decreased by 4.5% for Semester 1. The pass rate for Math courses increased by 6.3% for Semester 2 and increased by 2.1% for Semester 1 for our African American students. The pass rate for Math courses increased by 4.3% for Semester 2 and decreased by 8.1% for Semester 1 for our English Learner students.</p> <p>The vast majority of Cabrillo students either didn't participate in the i-Ready Math diagnostic all year or only participated in Diagnostic 1 or Diagnostic 3. Therefore, there's no data available to support goal attainment.</p>	<p>Math teachers need to ensure that their students are completing all 3 i-Ready Math diagnostics.</p> <p>The Math Department can look at what strategies they're using in response to the results from formative assessments.</p>
English Learner	1) With professional development for teachers on the ELLevation platform and ongoing monitoring of student progress, English Learner students' D & F rates will decrease by 5% and the graduation rate of seniors in the group will be at least 80% and a-g completion rate will be 30%.	Goal Partially or Not Met	The overall D/F rate for English Learners increased by 2.5% for Semester 1 and by 0.1% for Semester 2. The graduation rate for ELs was 60% and the a-g completion rate was 21.1%	Additional PD to support EL instruction and engagement.

Culture/Climate	1) With the Equity PLN's plan to address an equity dilemma, interventions for Tier 3 students, and community building professional development and ongoing monitoring of attendance, suspension, and Pulse survey data, the 2023 CORE survey data will show an increase of 3% in overall student sense of belonging and less than a 10% difference in positive response rates between subgroups.	Goal Partially or Not Met	The 2023 CORE survey showed a 1% decrease in Sense of Belonging. All subgroup showed less than a 10% difference in positive responses except for the White subgroup, which showed a 13% drop in positive responses about Sense of Belonging.	The Equity PLN team could review the data from the 2023 CORE survey to determine next steps.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Work Based Learning and Enrichment Experiences - Funding would include the cost of admissions, substitute coverage, transportation, travel and materials and supplies if needed for on campus or fieldtrip opportunities. (IN 7)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
PD/Conferences: Staff and student teams will attend professional conferences and workshops related to leadership skills, CCSS and Linked Learning, then train school staff to implement learning within their teams. Conferences and workshops will include AVID, EL, and other Linked Learning/CCSS related professional development. This will include the cost of registration fees and cost of travel. (PD 2)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Supplemental instructional materials to support literacy across the curriculum, interventions in a-g and graduation requirements courses targeted lowest performing subgroups and at-promise students. (SM 8)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)

College Aides to support core academic classes in support of meeting graduation rates and a-g completion rates. (IN 6)	Limited or no impact	Limited or no impact	Somewhat Impactful	(Does not apply to this goal)
Program Faciliators to support intervention, instruction, and schoolwide goals targeting historically marginalized subgroups, including but not limited to English Learners. (IN 5)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Saturday School Intervention - Opportunity for students in need of academic supports, remediation and attendance recovery. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
Homeless and Foster Youth: Purchasing basic needs and supplemental materials, equipment and supplies. (SM 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Parents will be offered monthly evening workshops, training, and forums on various topics, including: college admissions, advanced placement, pathway course selections, work based learning opportunities, Canvas and Synergy. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Parent Involvement: Purchasing materials, supplies, and snacks for parent meeting and workshops. Increasing parent involvement and providing workshops and parent nights on various topics around college and career, a-g, financial aid, etc. (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment , graduation requirements, parent involvement. Supplemental materials and equipment may include supplemental books, instructional materials, technology and equipment targeted in support of the lowest performing subgroups and at-promise students, snacks may be provided for parent meetings. (SM 2)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Content Curriculum Development, Planning, and Collaboration Content teams and Pathway teams will meet throughout the year to develop action plans and collaborate on ways to implement the interventions, develop curriculum and Linked Learning/interdisciplinary projects. Each team will either meet in the summer months, after school, on Saturdays, or will receive release time during the school day for collaboration time as appropriate. (PD 1)	Limited or no impact	Limited or no impact	Limited or no impact	(Does not apply to this goal)

Hire music coaches to assist with the Steel Drums and Percussion. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours. (SM 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Two Bilingual Community Workers (2 FTE) will facilitate home-school communication by supporting parents who come to school for information; contacting parents at the request of school personnel to discuss attendance, behavior, and academic concerns; schedule and participate in conferences, meetings, and the presentations for school staff, students, and their parents/guardians in an effort to increase student academic achievement. Community Worker will provide oral and written translations for school staff and parents. Community Worker will also support the activities of the SSC and ELAC. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Provide support to purchase athletic team jerseys, performing arts uniforms, and PE loaners on a yearly rotating basis. Jerseys and equipment would remain property of Cabrillo and be returned at the end of each season. (SM 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Additional hourly for one teacher to teach Beginning ELD for second semester. (IN 8)	Limited or no impact	Limited or no impact	Limited or no impact	(Does not apply to this goal)
Wellness Center - materials, supplies and equipment to support The Student Center. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
School Psychologist, one FTE position to support our most At-Promise students (Foster, Homeless, mental health) and run The Student Wellness Center. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Instructional Assistant - Parent Resources Center Bilingual Spanish Assist in organizing, developing and coordinating activities related to the operations of the Cabrillo Parent Center. Will assist parents in acquiring information and skills which will strengthen their roles as partners in their children's education, including high school success and college/career opportunities. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact	Somewhat Impactful
Hire two dance coaches to assist with the Cabrillo Dance Program. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours. (SM 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELLevation</p> <p>iReady</p>

<p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 		
<p>Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) become an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.</p> <p>Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum.</p> <p>LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks</p> <p>These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:</p> <ul style="list-style-type: none"> • Unit and section introduction tasks: section 	<p>My Perspectives, 2017, Pearson</p>

assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf

The English Language Arts Scope and Sequence is available at: http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm

overview activities, Launch Text activities

- Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure
- Language Development tasks: concept vocabulary, word study, conventions, author’s style
- Preparation for performance assessments, Unit reflections, evidence logs, word networks
- Short constructed response, Cornell notes, double entry journals, journal quick writes

Formative Assessments/Quizzes
These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next. These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:

- Brief quizzes and general comprehension checks
- Thinking Maps
- Selection Tests

Homework
This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis,</p>	<p>My Perspectives, 2017, Pearson</p>

activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.

Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC

evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:

- Interim district assessment
- Unit tests
- Portfolios

Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc.
- Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks
- Short constructed response, Cornell notes, double entry journals, journal quick writes
- Teacher modeled writing lesson activities

Language Production through Speaking & Listening Tasks:

Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and

meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at:
www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf

The English Language Arts Scope and Sequence is available at:
http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm

analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:

- Performance Task: Speaking and Listening Focus (small group presentation)
- Effective Expression Speaking & Listening tasks
- Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader's theater, choral response, recitations

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>
<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Pre-Calculus.</p> <p>Algebra 1 The fundamental purpose of the Algebra 1 course is to</p>	<p>Formative Assessments</p> <p>Graded work assessing a student’s mastery of mathematics such as any of the following:</p> <ul style="list-style-type: none"> • Tests (district exams and classroom tests) • Quizzes • Project work that assesses a student’s understanding <p>Classwork/Activities</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p>

formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

Intensified Algebra I is offered to a small group of approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.

Geometry

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1)

Graded work completed in class such as any of the following:

- In class assignments
- Project work completed in class
- Notes
- Warm-ups
- Graded participation

Homework

Graded work completed outside of class such as any of the following:

- Assignments
- Project work completed outside of class

Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and assessment.

Pre-Calculus: Pre-calculus, McGraw Hill, 2014

Khan Academy

establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

Pre Calculus

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual

understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors.

To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include:
Introduction to Applied Math;
College and Career Ready Mathematics;
Functions, Statistics and Trigonometry; AP Statistics/ and AP Calculus.

Instruction and formative assessment are being supplemented by the use of Khan Academy in many classrooms.

For other math offerings and the full catalog of high school courses, please visit:
<https://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Performing Arts program to encourage students to participate in positive activities and complete a VAPA course for a-g completion. Core Curriculum 100	Hire music coaches to assist with the Mariachi and Orchestra. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	Other Targeted Students	LCFF \$20,000 Services - LCFF 100%	07/01/2023 - 06/30/2024 Annually	VAPA Administrator Music Teacher	Walkthrough performances Core Curriculum 100

<p>Increasing Cabrillo's a-g completion rate, increasing ELPAC scores and ELA/Math SBAC scores Graduation/Drop-out Rate 50, A-G Rate 50</p>	<p>Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, and parent involvement. Supplemental materials may include supplemental books, instructional materials, technology, and equipment targeted in support of our lowest performing subgroups and at-risk students; snacks may be provided for parent meetings.</p>	<p>African-American, English Learners, Identified At-Risk Students</p>	<p>LCFF \$7,500 Materials - LCFF 100%</p>	<p>07/01/2023 - 06/30/2024 Monthly</p>	<p>Administration and Department Chairs</p>	<p>Quarterly/Semester Grades, ELPAC rates, SBAC scores Graduation/Drop-out Rate 50, A-G Rate 50</p>
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<p>Increasing Cabrillo's a-g completion rate, increasing ELPAC scores and ELA/Math SBAC scores Graduation/Drop-out Rate 50, A-G Rate 50</p>	<p>Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment , graduation requirements, parent involvement. Supplemental materials and equipment may include supplemental books, instructional materials, technology and equipment targeted in support of the lowest performing subgroups and at-promise students, snacks may be provided for parent meetings.</p>	<p>African-American, English Learners, Identified At-Risk Students</p>	<p>*Title I \$2,500 Materials - *Title I 100%</p>	<p>07/01/2023 - 06/30/2024 Monthly</p>	<p>Administration and Department Chairs</p>	<p>Quarterly/Semester Grades, ELPAC rates, SBAC scores Graduation/Drop-out Rate 50, A-G Rate 50</p>
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<p>Many students can't afford to purchase uniforms. This would open access for more students to participate in extra-curricular activities. Basic Services 100</p>	<p>Provide support to purchase athletic team jerseys, performing arts uniforms, and PE loaners on a yearly rotating basis. Jerseys and equipment would remain property of Cabrillo and be returned at the end of each season.</p>	<p>All Students, Foster, Homeless</p>	<p>LCFF \$25,000 Materials - LCFF 100%</p>	<p>07/01/2023 - 06/30/2024 Daily</p>	<p>Athletic Directors, PE Department Chair, Administration</p>	<p>Athletic Directors, Band Directors, and PE Department Chair would monitor use. Basic Services 100</p>
<p>After School Dance program to encourage students to participate in positive activities after school Core Curriculum 100</p>	<p>Hire two dance coaches to assist with the Cabrillo Dance Program. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.</p>	<p>Other Targeted Students</p>	<p>LCFF \$25,000 Services - LCFF 100%</p>	<p>07/01/2023 - 06/30/2024 Annually</p>	<p>Assistant Principal Dance Teacher</p>	<p>walkthroughs performances Core Curriculum 100</p>

Increasing parent involvement and providing workshops and parent nights on various topics around college and career, a-g, financial aid, etc. Culture-Climate Survey (Parent) 100	Parent Involvement: Purchasing materials, supplies, and snacks for parent meetings, workshops, and ceremonies. Increasing parent involvement and providing workshops and parent nights on various topics around college and career, a-g, financial aid, etc.	All Parents, Targeted Parents	LCFF \$7,000 Materials - LCFF 100%	07/01/2023 - 06/30/2024 Monthly	Principal Parent Involvement Specialist	Monthly Parent Sign-In Logs Culture-Climate Survey (Parent) 100
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Pathway Certification, A-G Rates. Teams will utilize time to collaborate, develop lessons and projects and create plans for implementing projects. Core Curriculum 100	Content Curriculum Development, Planning, and Collaboration Content teams and Pathway teams will meet throughout the year to develop action plans and collaborate on ways to implement the interventions, develop curriculum and Linked Learning/interdisciplinary projects. Each team will either meet in the summer months, after school, on Saturdays, or will receive release time during the school day for collaboration time as appropriate.	LCFF \$25,228 Substitute teacher full day (50) for 1 days - LCFF 100% Teacher Hourly PD Stipend (50) for 2 hours annually - LCFF 100% Teacher Hourly P Schedule (50) for 2 hours annually - LCFF 100%	07/01/2023 - 06/30/2024 Monthly	Principal, Pathway Coordinator, Department Chairs, Pathway Leads	Pathway Administrators and Pathway Coordinator, along with selected department heads and Pathway leads, will monitor progress and implementation of interventions and lessons/projects.

<p>In an effort to close the achievement gap the staff has requested PD that will train teachers in CCSS and Linked Learning implementation. D/F Rate 40, Graduation/Drop-out Rate 30, A-G Rate 30</p>	<p>PD/Conferences: Staff and student teams will attend professional conferences and workshops related to leadership skills, CCSS and Linked Learning, then train school staff to implement learning within their teams. Conferences and workshops will include AVID, EL, and other Linked Learning/CCSS related professional development. This will include the cost of registration fees and cost of travel.</p>	<p>*Title I \$27,092 LCFF \$25,338 Teacher Hourly PD Stipend (25) for 6 hours annually - *Title I 100% Substitute teacher full day (25) for 4 days - LCFF 100% Materials - *Title I 100%</p>	<p>07/01/2023 - 06/30/2024 Semester</p>	<p>Administration Pathway Leads Department Chairs</p>	<p>Adminstration and/or Pathway Coordintaor will ensure traning feedback is shared with Leadership for use in planing PD meetings.</p>
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Accountability Measure 3: Professional Development

Teacher Involvement

<p>Describe Teacher Involvement</p>
<p>Written Analysis</p>

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
CORE Survey indicates that families overall are pleased with the school but there is room for improvement in the area of sense of belonging. Culture-Climate Survey (Parent) 100	Parents will be offered monthly evening workshops, training, and forums on various topics, including: college admissions, advanced placement, pathway course selections, work based learning opportunities, Canvas and Synergy. Additional furnishings for the parent center workshops, volunteer work spaces, and parent meetings.	Par Inv \$12,077 Teacher Hourly P Schedule (6) for 6 hours annually - Par Inv 100% Manager Additional Assignment (5) for 6 hours annually - Par Inv 100% Hourly - Intermediate Office Assistant (4) for 6 hours annually - Par Inv 100% Hourly - School Community Worker (2) for 6 hours annually - Par Inv 100% Materials - Par Inv 100%	07/01/2023 - 06/30/2024 Monthly	Principal -Wendy Poffenberger Parent Resource Specialist - Maria Gallegos	Parent participation, CORE Survey results and exit surveys administered by Parent Resource Specialist

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	640595
Title I Parent and Family Involvement (3008)	12372

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	174580

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Ngoc Nguyen	
Staff	Classroom Teacher	Drew Holt	06-15-2025
Staff	Classroom Teacher	Gerardo Cortes-Lopez	06-15-2024
Staff	Classroom Teacher	Keisha Clark-Booth	06-15-2025
Staff	Classroom Teacher	Kat Tacea	06-15-2025
Staff	Non Classroom Teacher	Amanda McKay	06-15-2025
Community	Parent	Clemencia [REDACTED]	06-15-2025
Community	Parent	Veronica [REDACTED]	06-15-2025
Community	Parent	Lani [REDACTED]	06-15-2025
Community	Student	[REDACTED]	06-15-2024
Community	Student	[REDACTED]	06-15-2024
Community	Student	[REDACTED]	06-15-2024

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Clemencia [REDACTED]
DELAC Representative	Parent of EL Student (required)	Ermicenda [REDACTED]
Principal or Designee	Staff Member (required)	Ngoc Nguyen
Secretary	Staff Member (required)	Maria Gallegos

Name	Representing
Guadalupe [REDACTED]	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/19/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>Attend the CAFE conference in Feb 2024: ELAC Advisory Board Members ELAC Committee Parent Members (4) Parent Involvement Specialist (1) ELD Teachers (2) EL Coordinator (1)</p> <p>Grief support or groups that address issues of bullying because these are things teenagers hide and don't speak on, but can lead to absences</p> <p>Saturday school or afterschool time for small groups of ELLs to focus on English language development for preparation for the ELPAC.</p> <p>Services for ELL learners: Cabrillo should provide college aides assisting EL students in their classes</p> <p>Appoint Senior or Junior student peers, providing a certificate, medal, and stipend or money to provide tutoring, mentorship, and translation support as a student teachers assistant.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>EL Student Grades CELDT/ELPAC Results</p>

5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	10/24/2023
6. What was SSC's response to ELAC recommendations?	SSC accepted the recommendations.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/24/2023
2. The SSC approved the **Home-School Compact** on 09/19/2023
3. The SSC approved the **Parent Involvement Guidelines** on 09/19/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 10/05/2023, 10/05/2023
5. SSC Participated in the Annual Evaluation of SPSA:10/24/2023
6. The SPSA was approved at the following SSC Meeting: 10/24/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

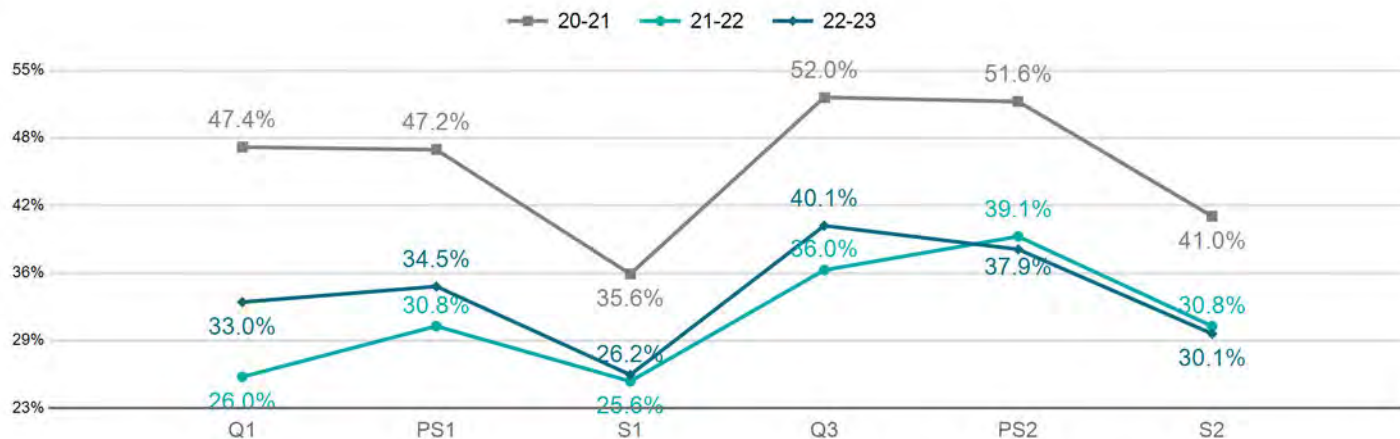
Printed Name: _____ Date: _____

Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



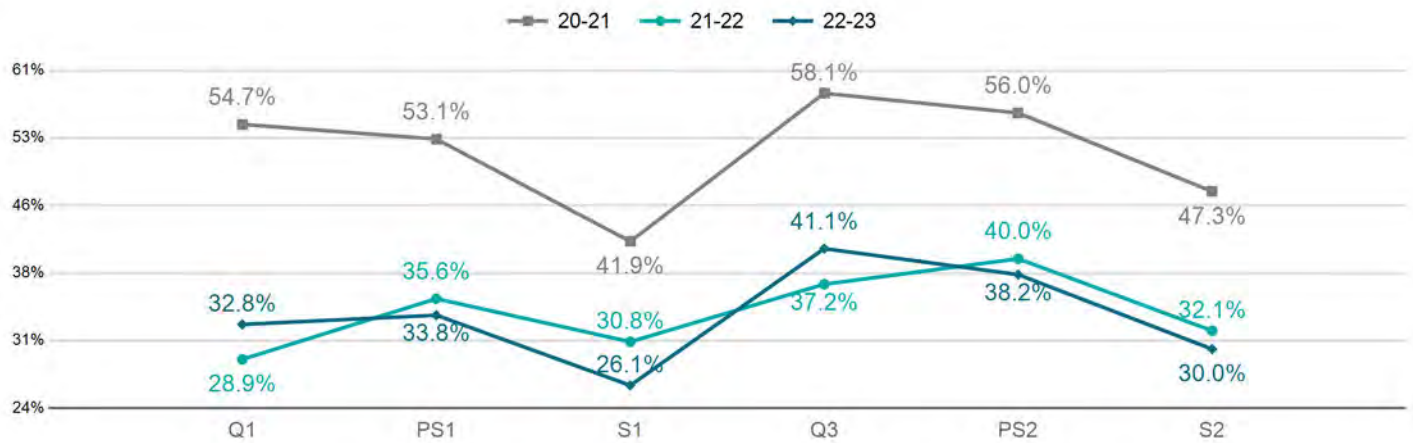
Graphs for subgroups on following pages.

Cabrillo D/F Rate - 3 year Comparison

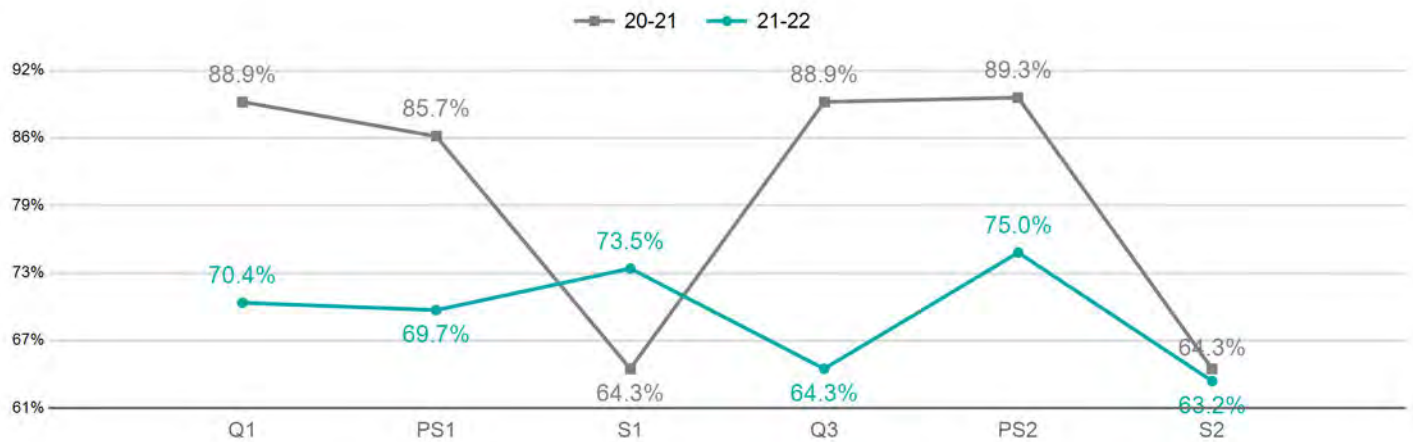
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

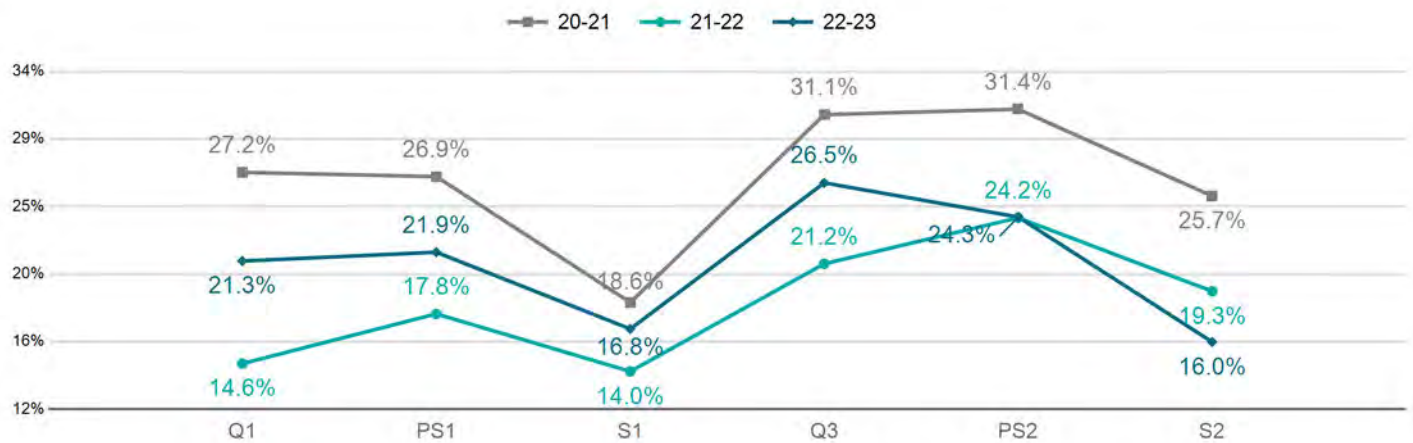
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian



Category: Ethnicity - Subgroup: Asian

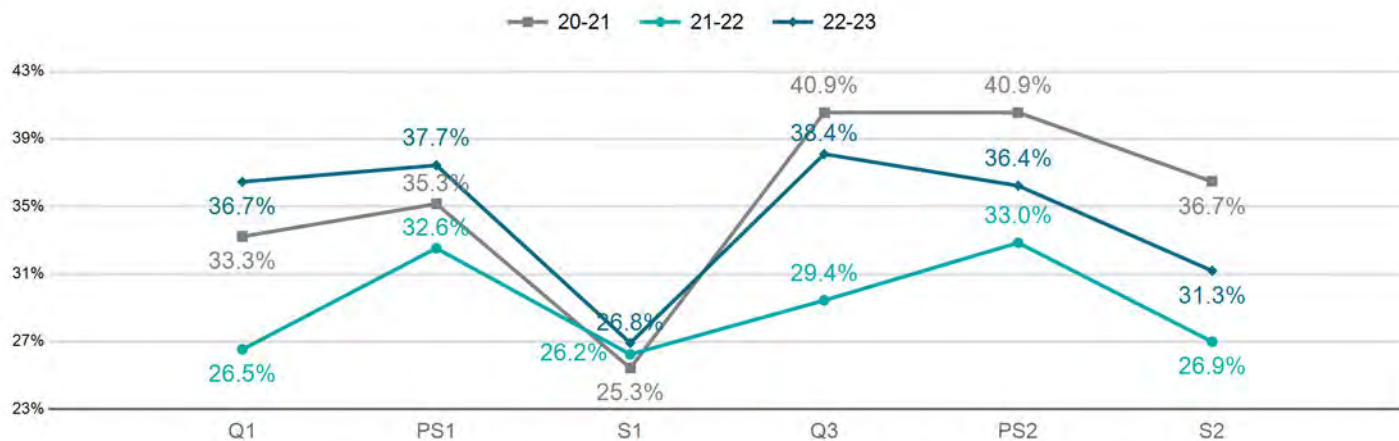


Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

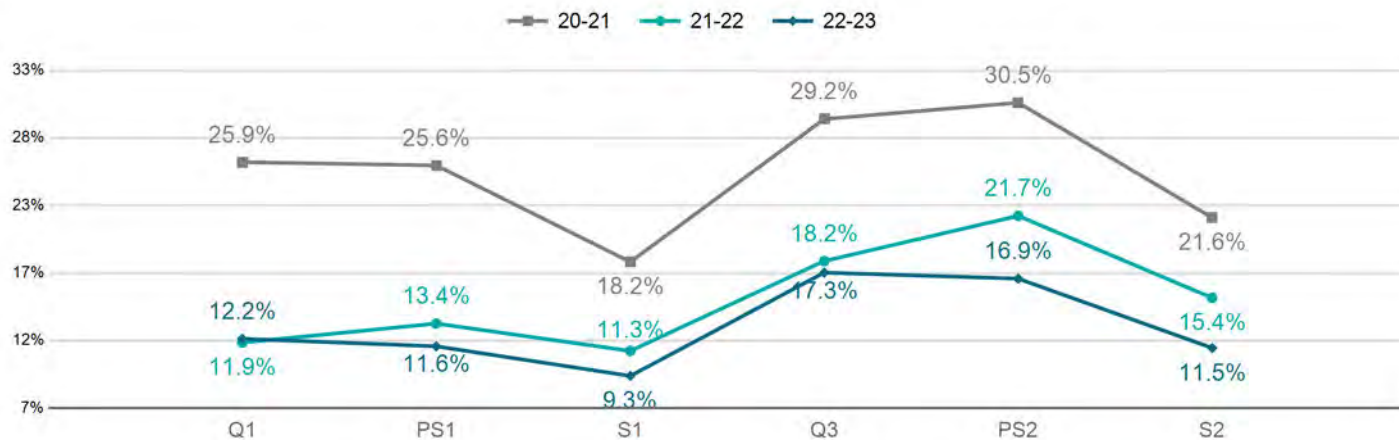
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Ethnicity - Subgroup: Cambodian



Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino

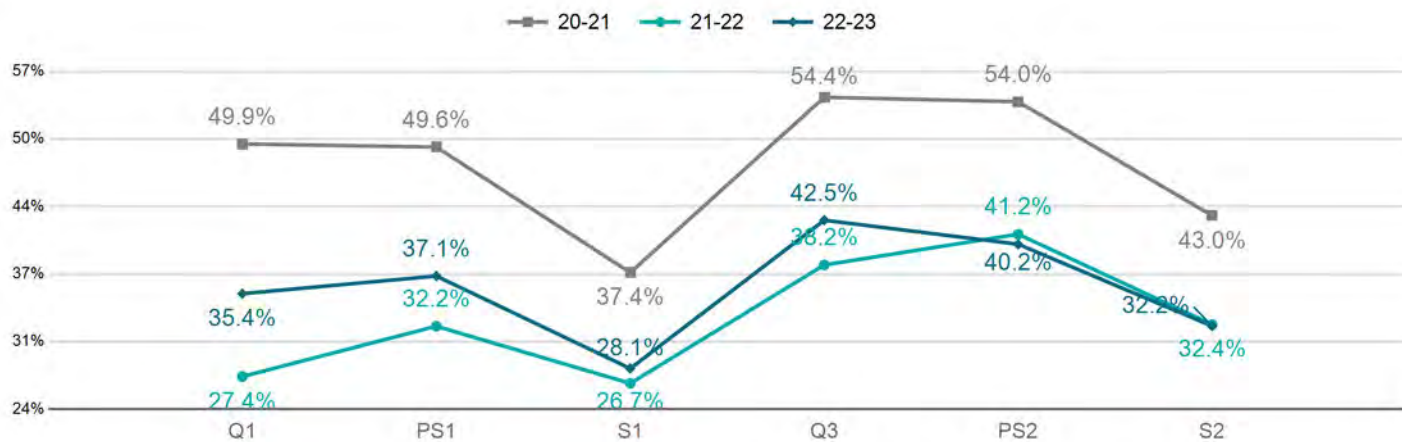


Category: Ethnicity - Subgroup: Hispanic

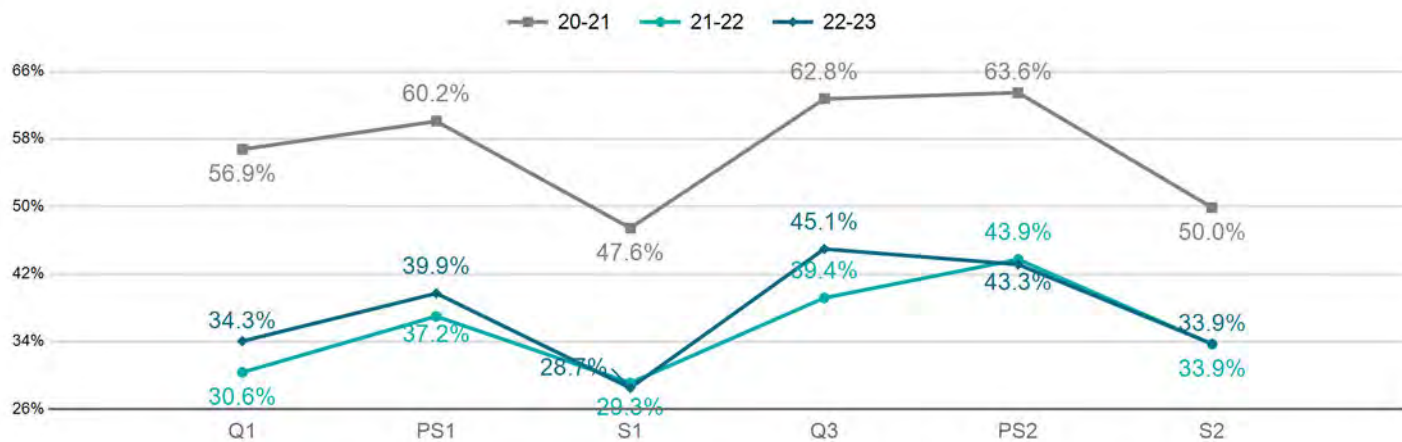
Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

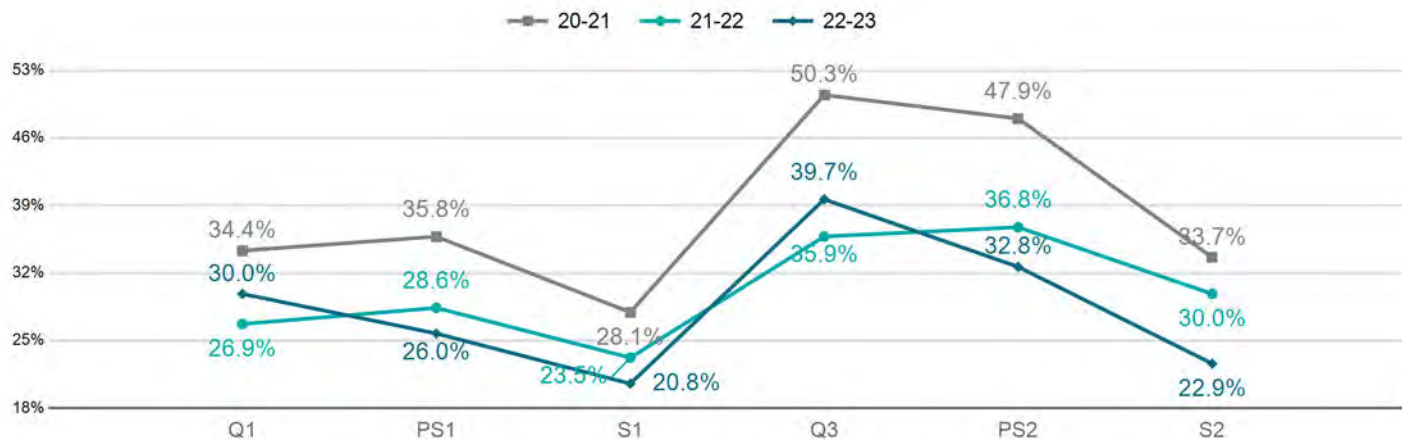
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: Pacific Islander



Category: Ethnicity - Subgroup: White

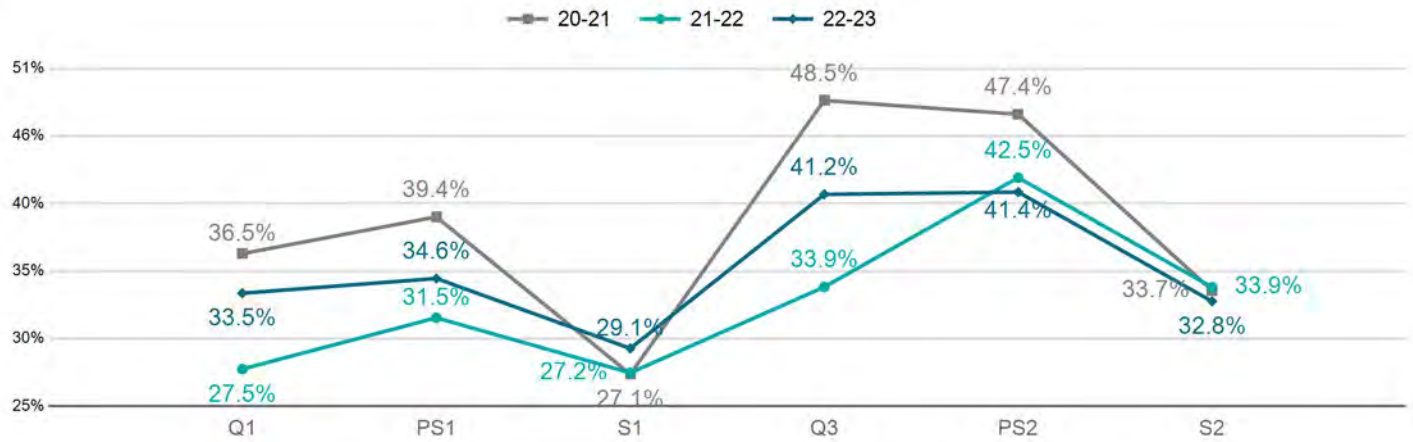


Category: Ethnicity - Subgroup: Other

Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

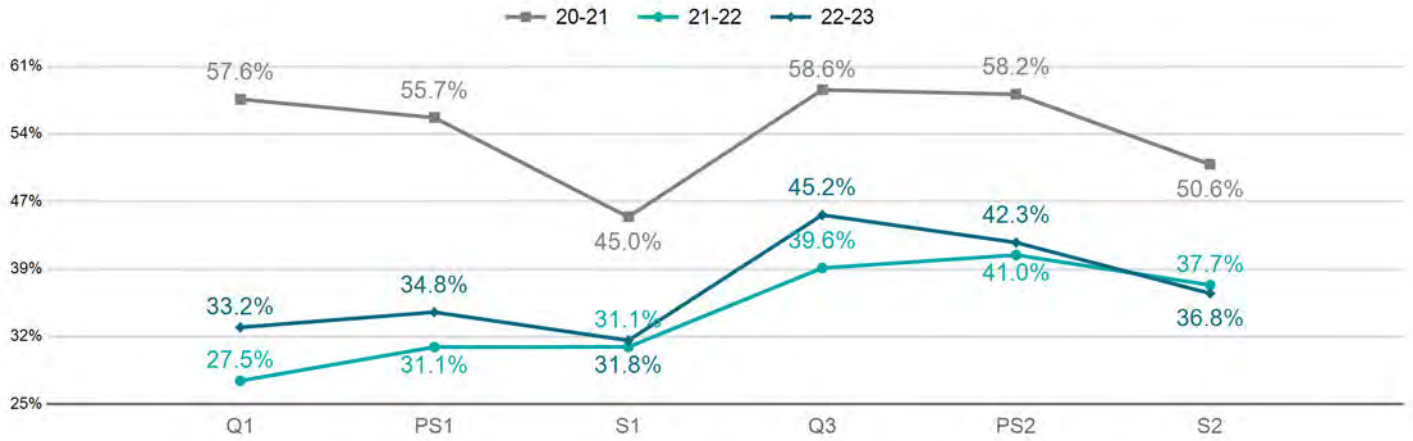


Cabrillo D/F Rate - 3 year Comparison

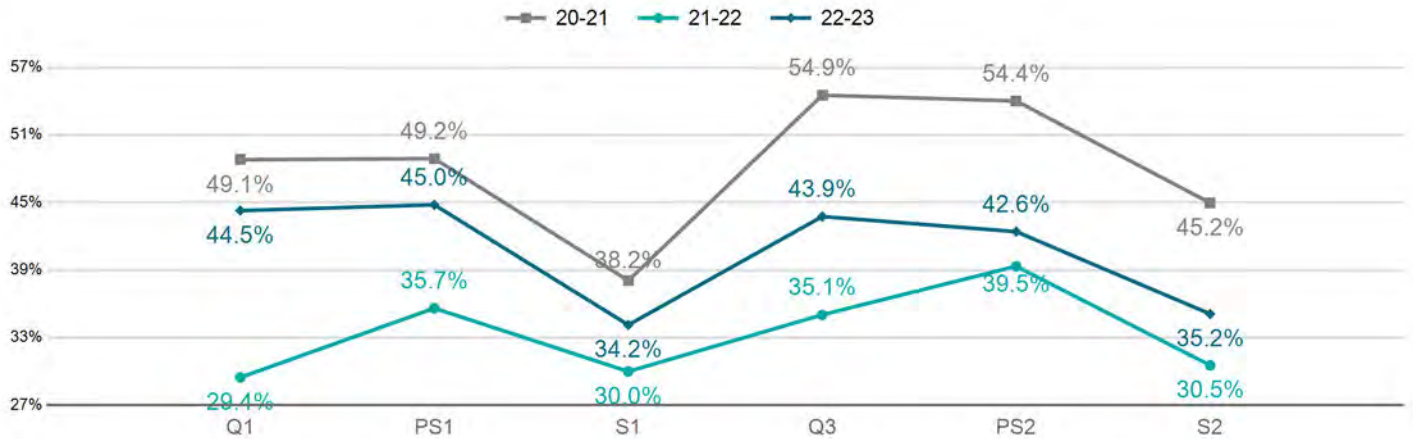
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

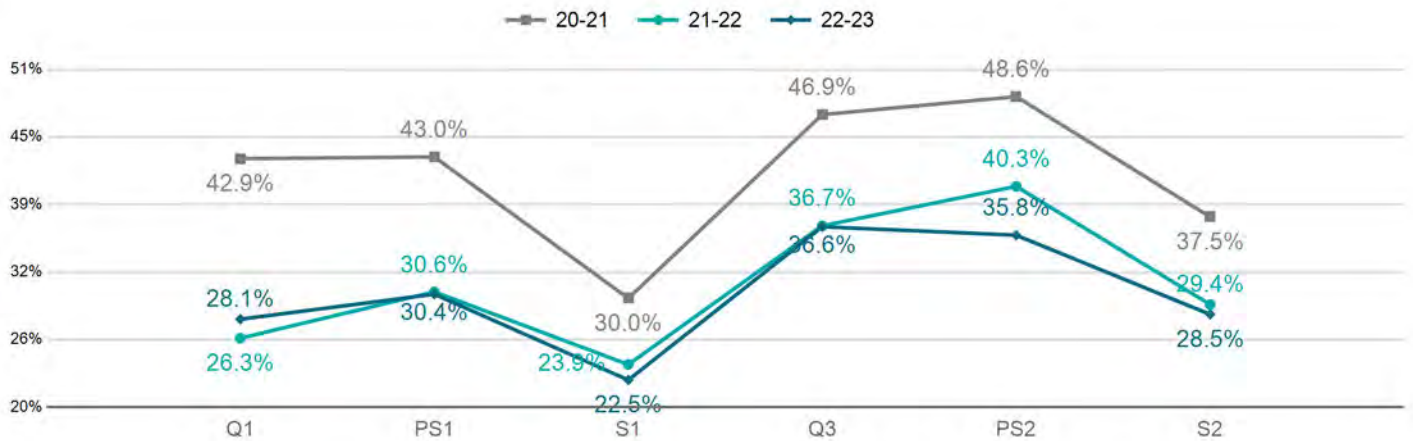
Category: Grade - Subgroup: Gr. 09



Category: Grade - Subgroup: Gr. 10



Category: Grade - Subgroup: Gr. 11

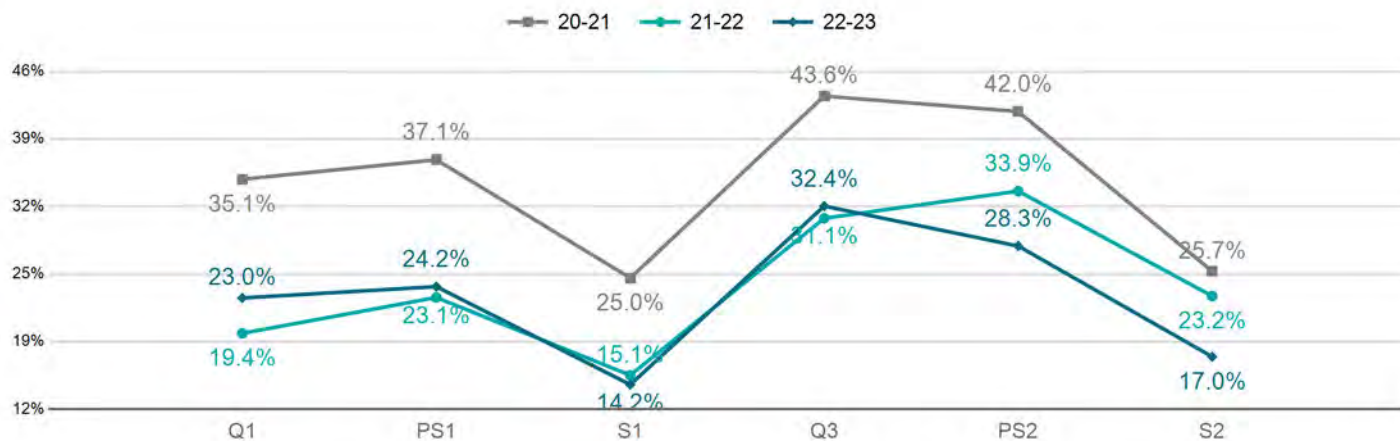


Cabrillo D/F Rate - 3 year Comparison

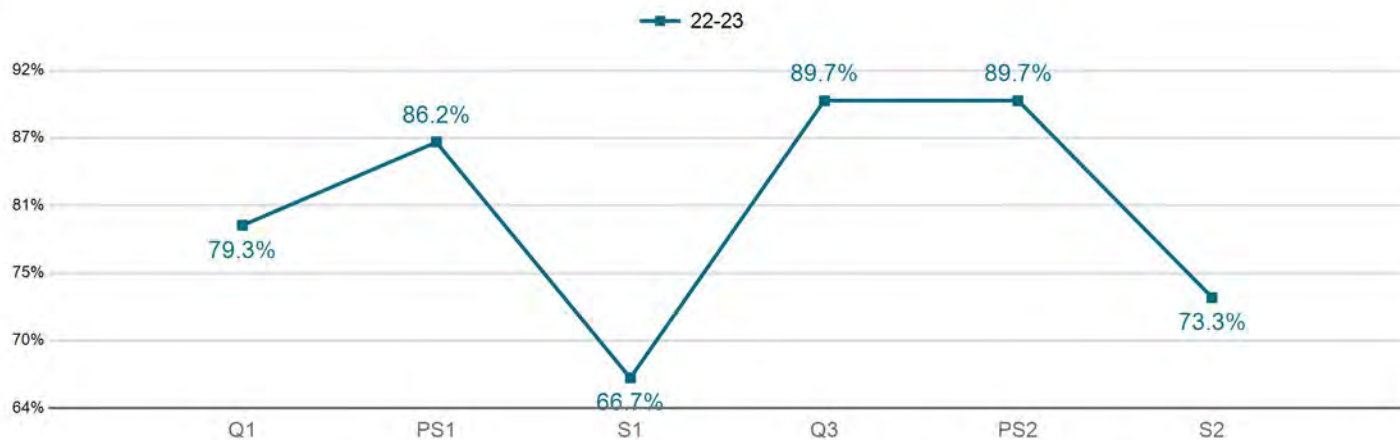
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Grade - Subgroup: Gr. 12



Category: Grade - Subgroup: Gr. 13

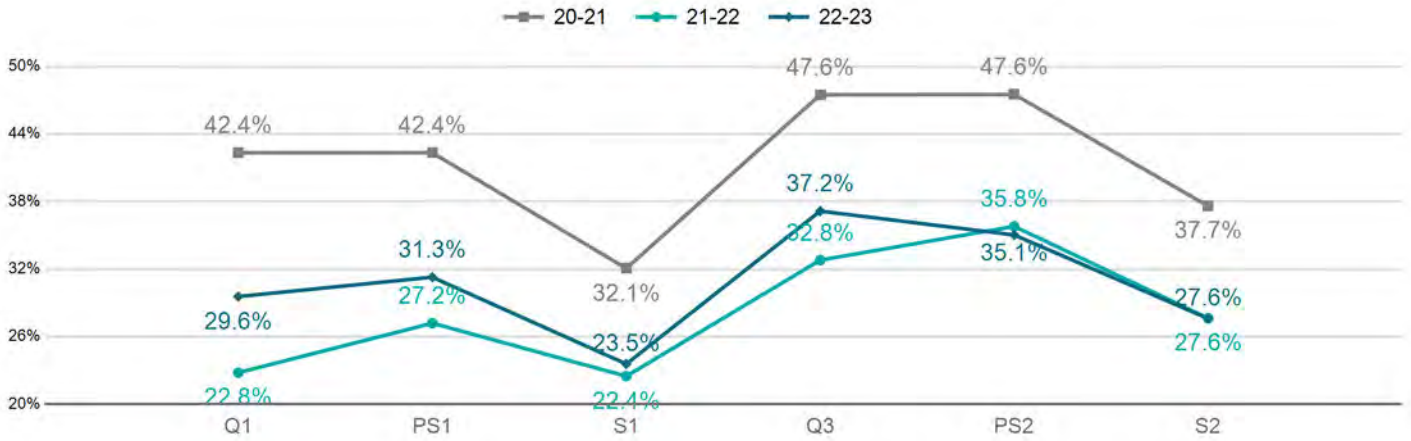


Cabrillo D/F Rate - 3 year Comparison

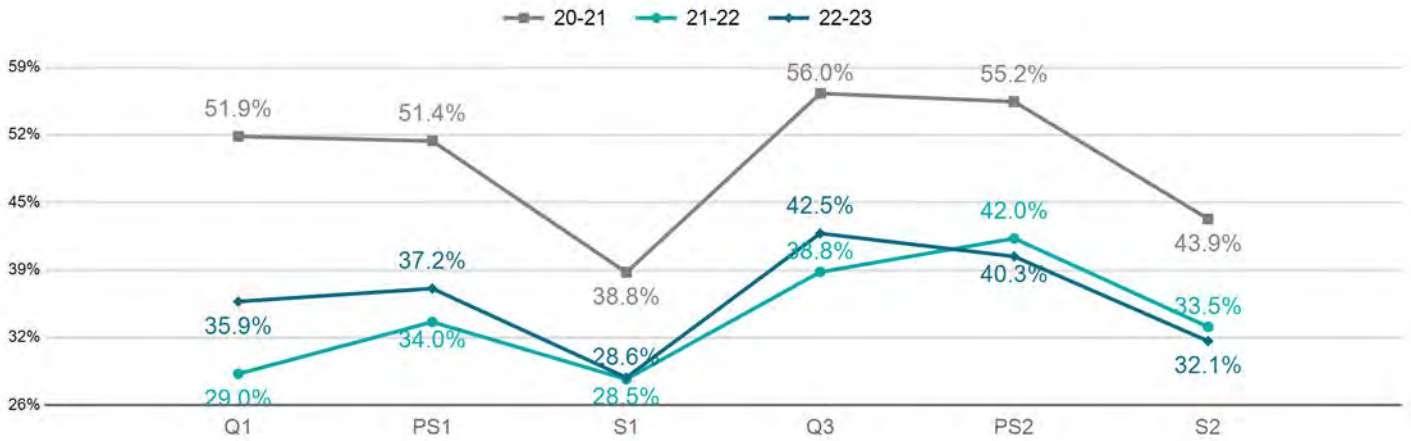
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

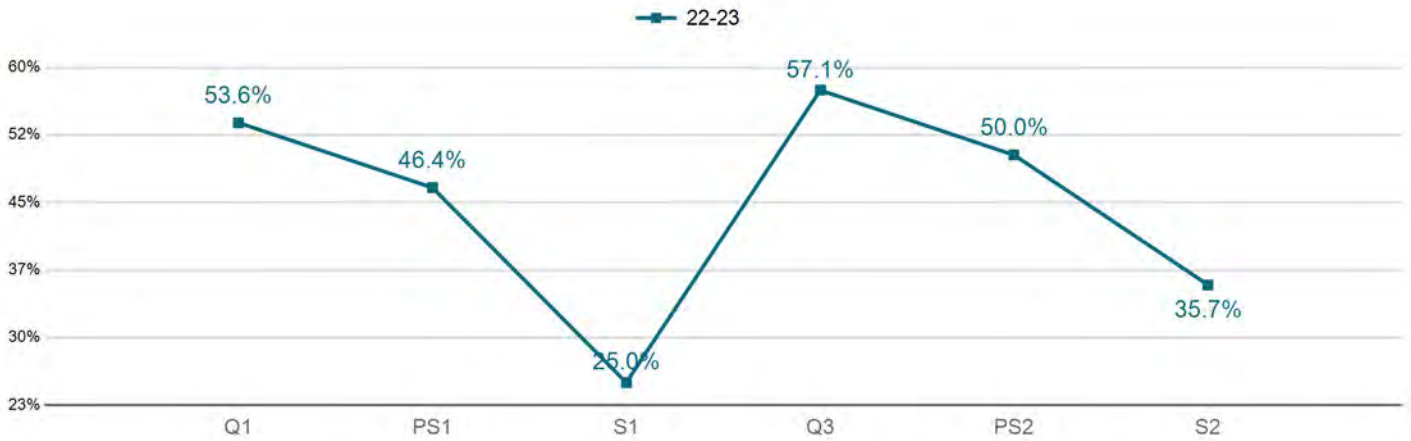
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male



Category: Gender - Subgroup: Nonbinary



[Submit Feedback](#)

Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

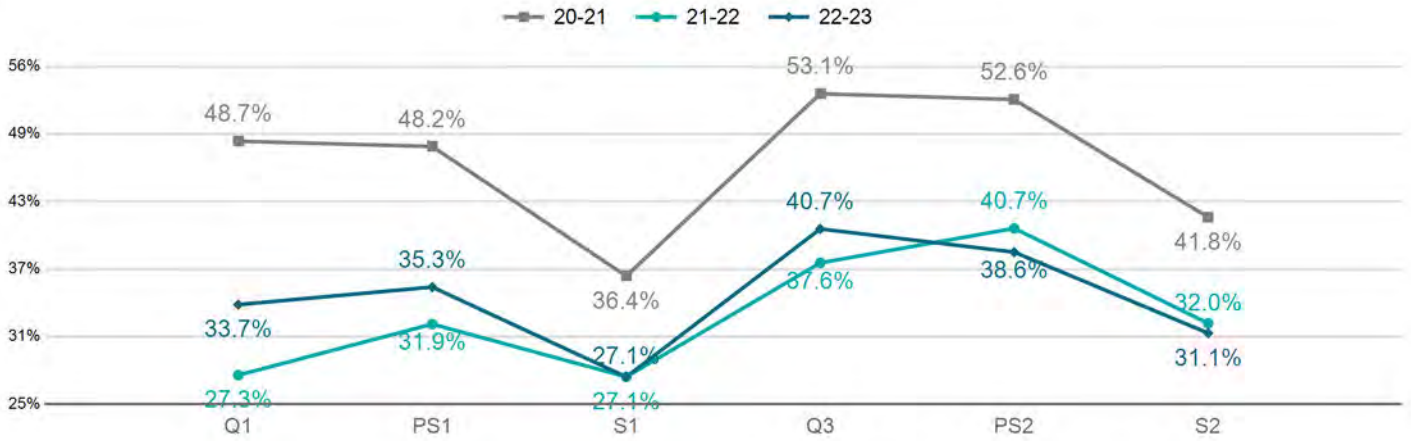
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Cabrillo D/F Rate - 3 year Comparison

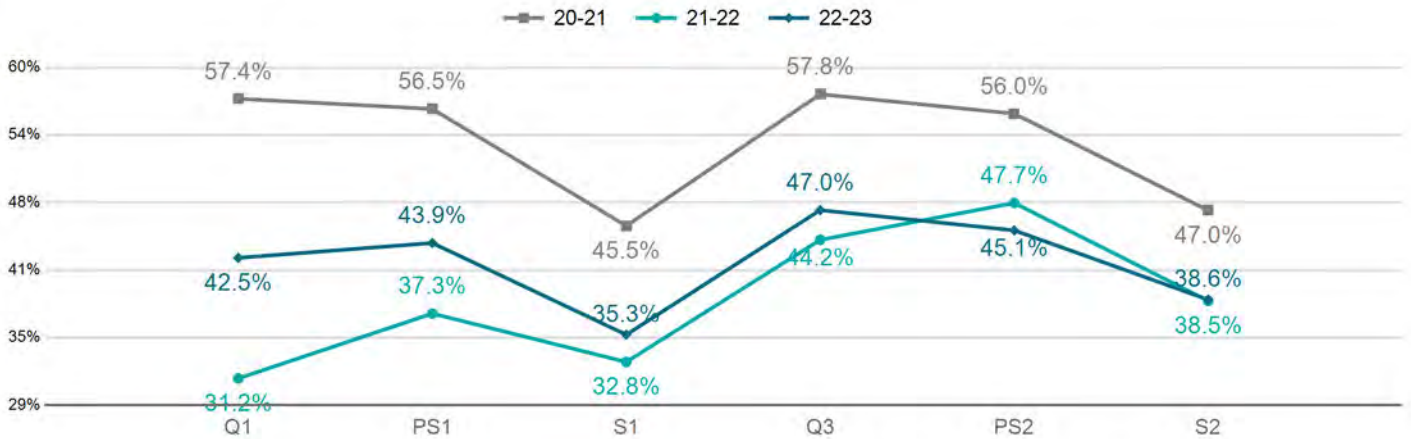
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

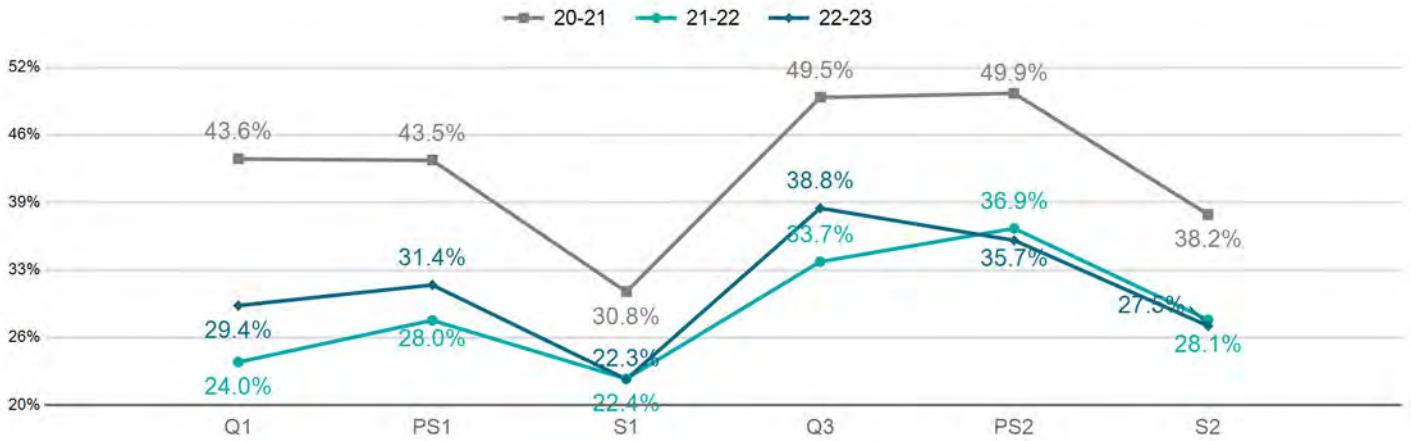
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

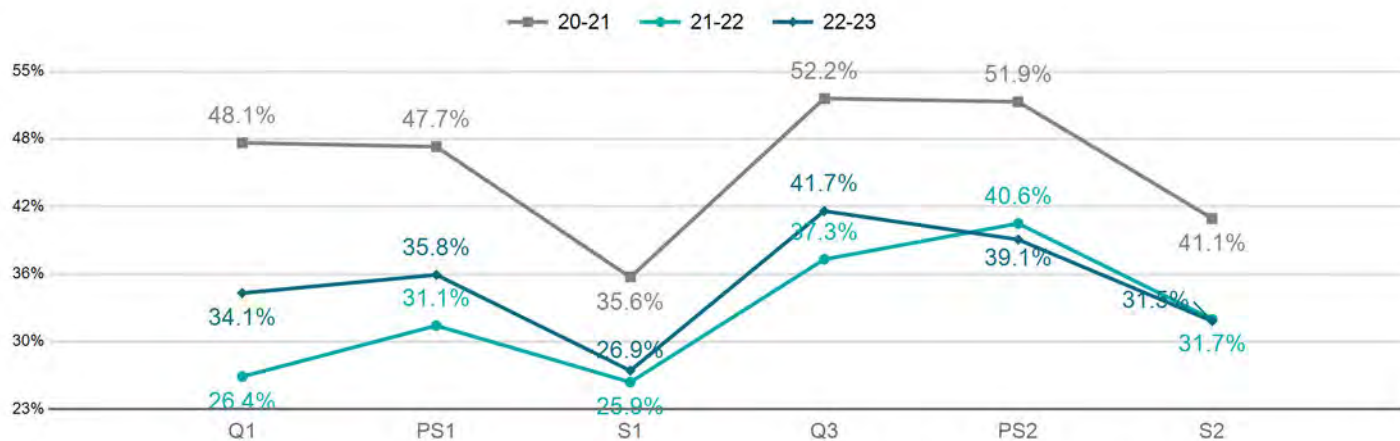


Cabrillo D/F Rate - 3 year Comparison

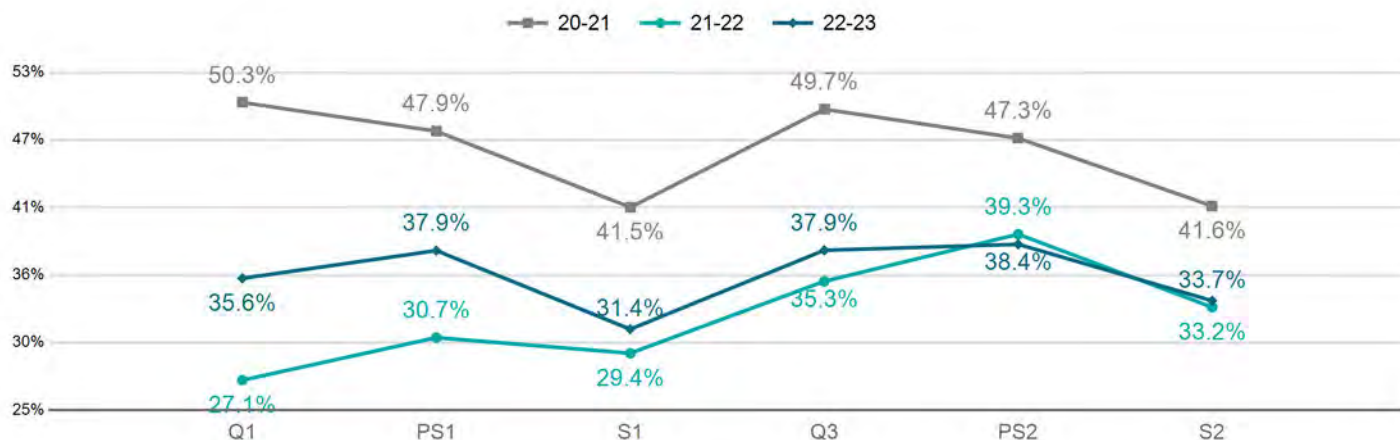
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

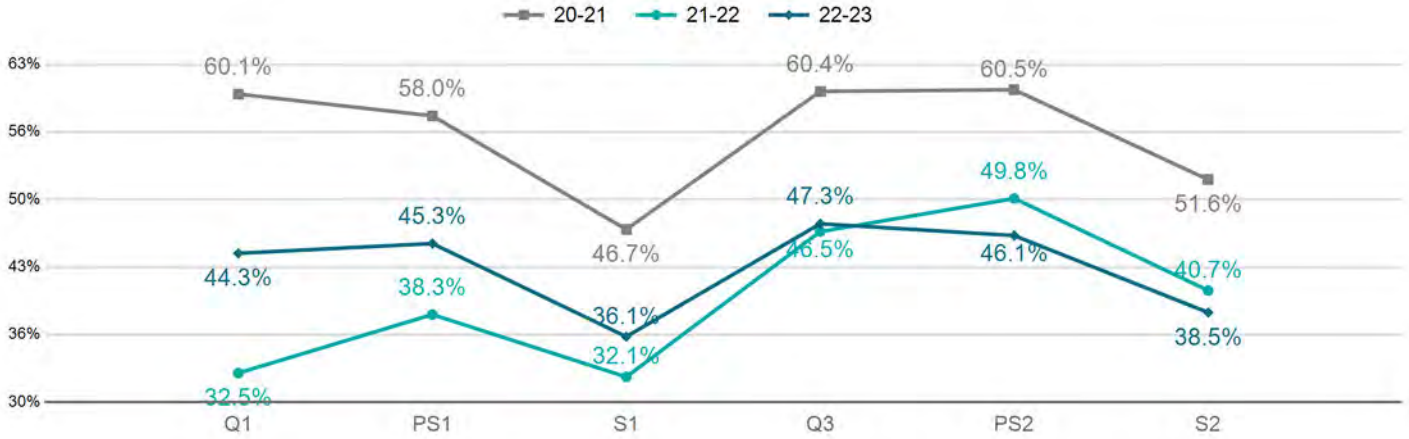


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

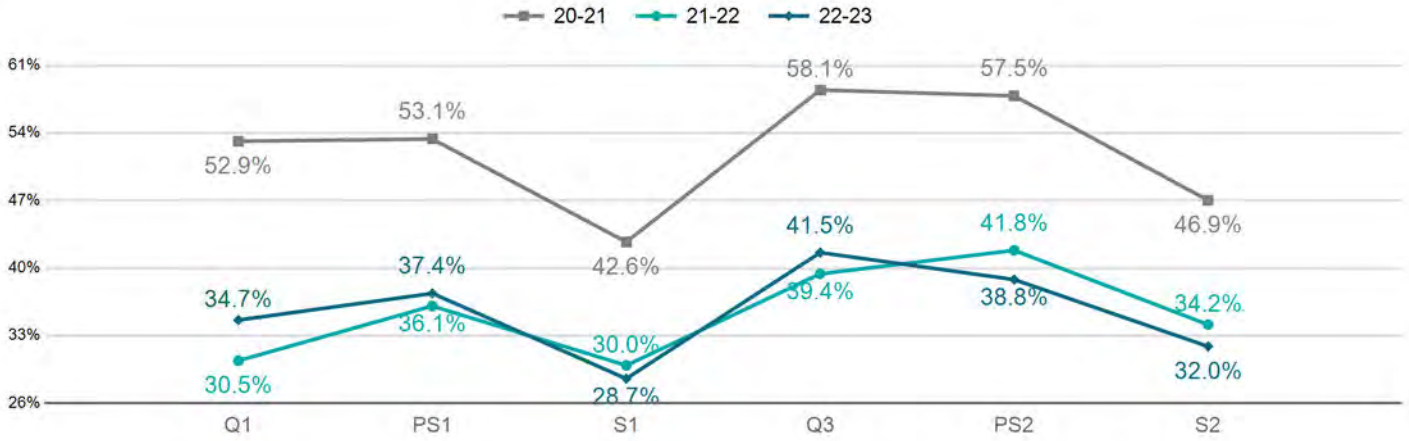
Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

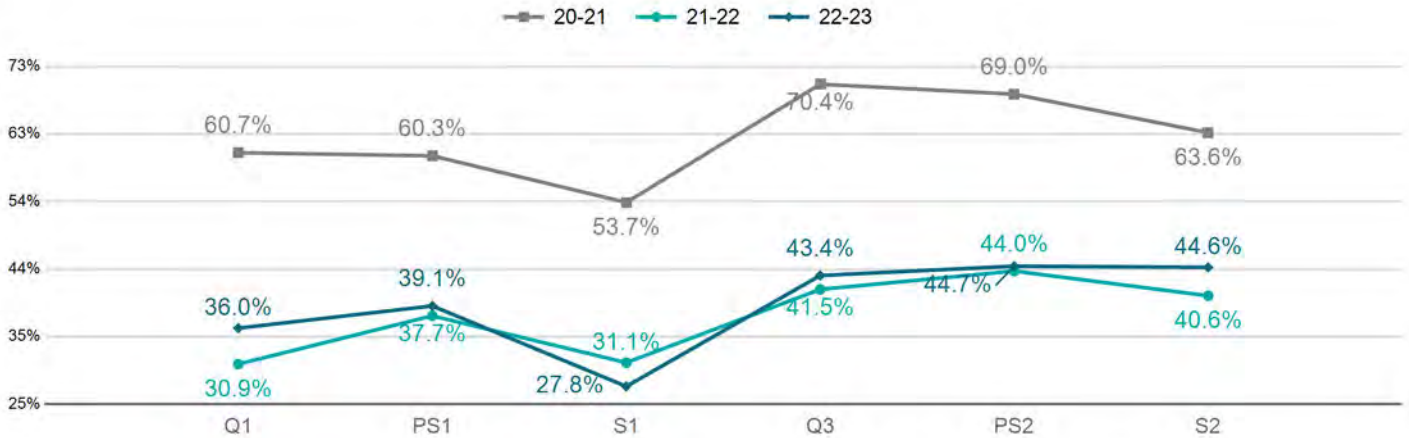
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

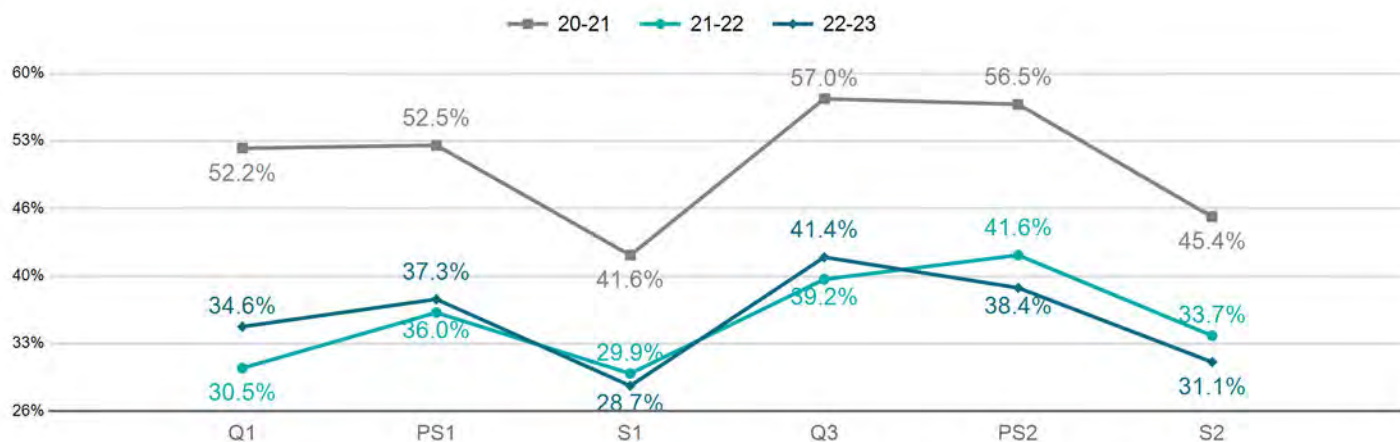


Category: Special Populations - Subgroup: Homeless

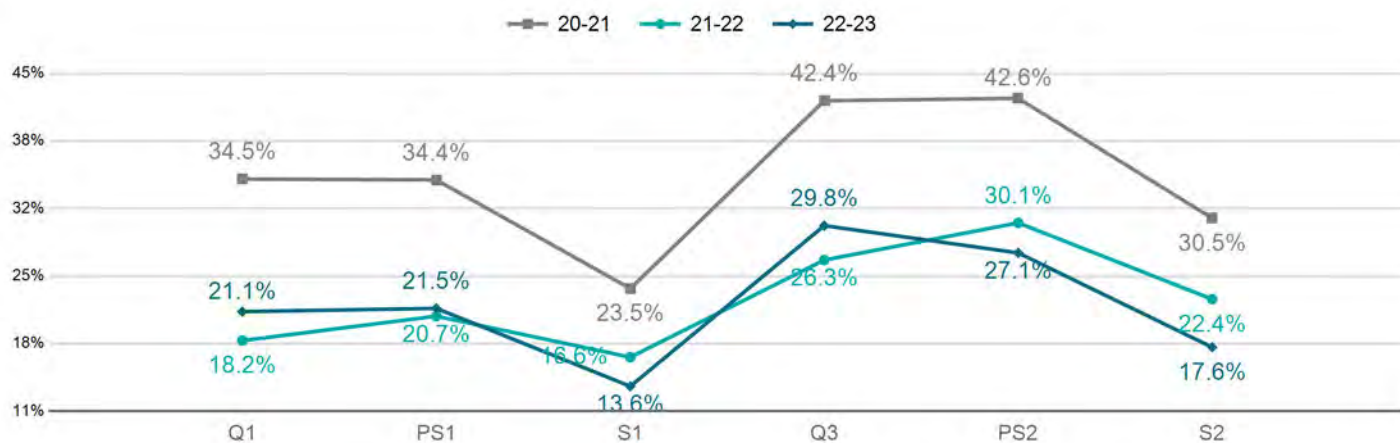
Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: GATE/Excel

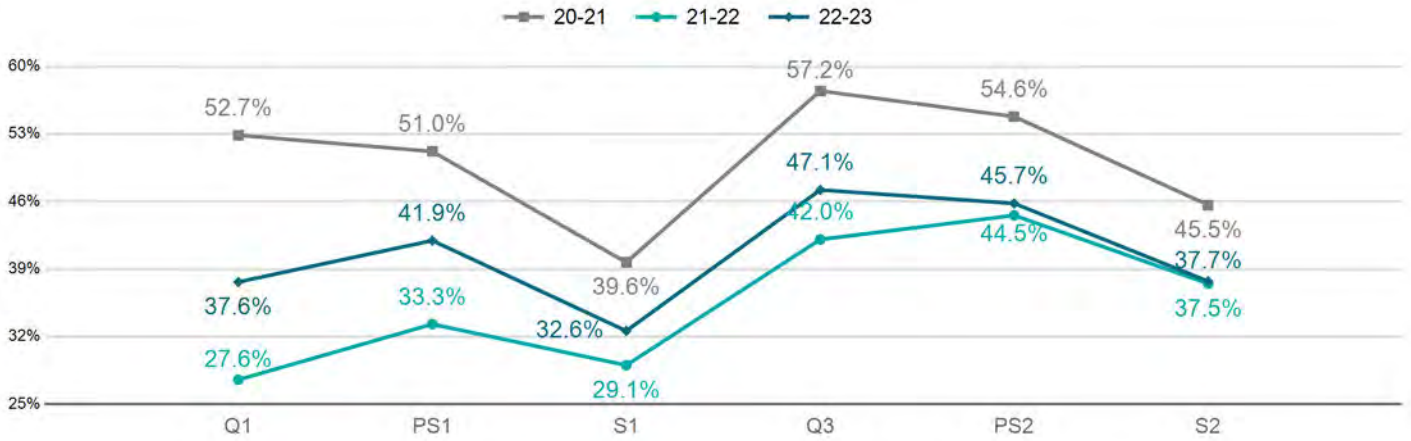


Cabrillo D/F Rate - 3 year Comparison

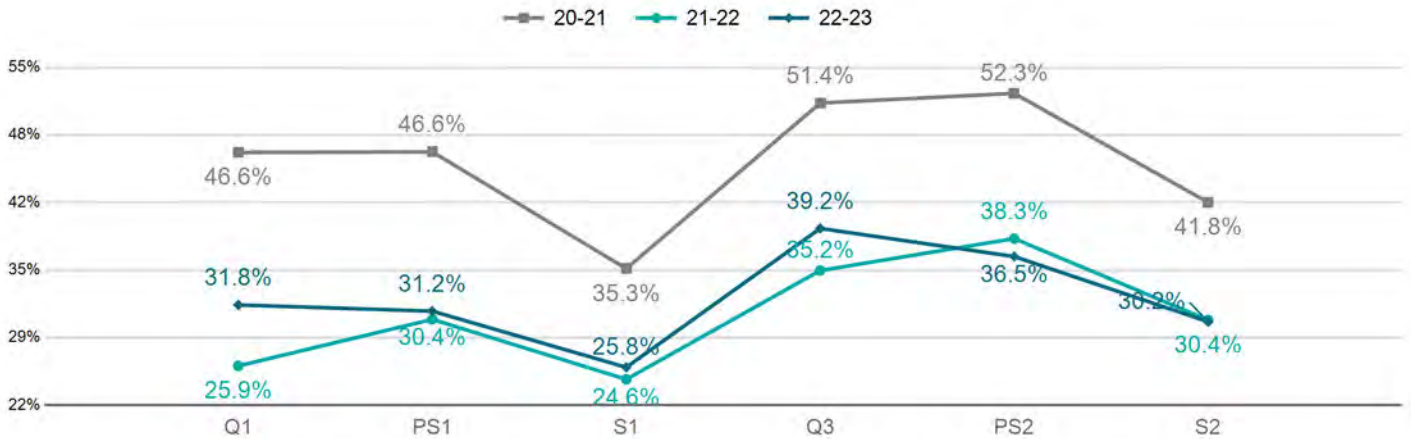
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

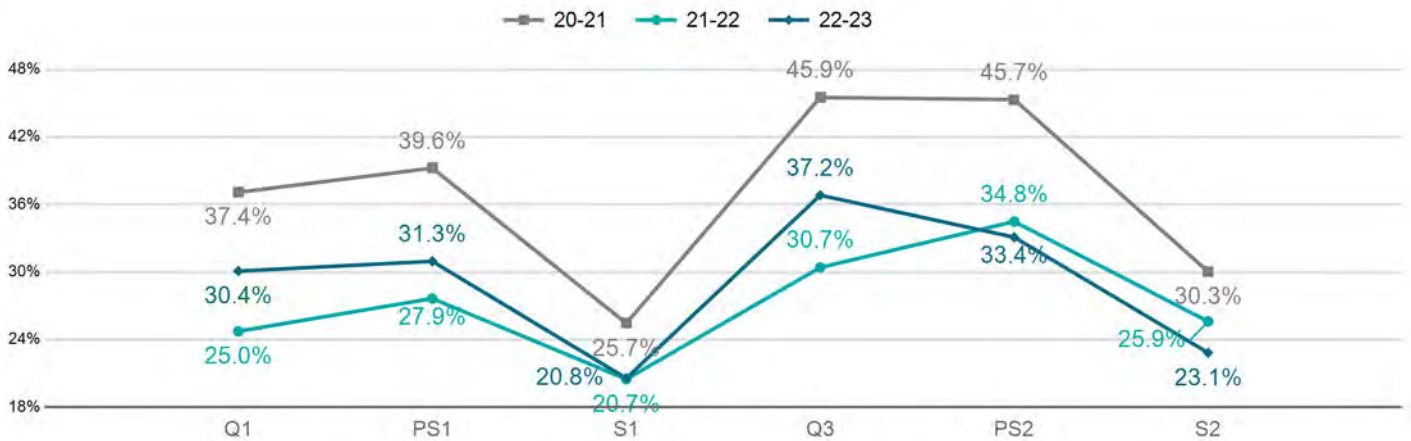
Category: SLC - Subgroup: Cabrillo - AGL



Category: SLC - Subgroup: Cabrillo - CAL-J



Category: SLC - Subgroup: Cabrillo - CED

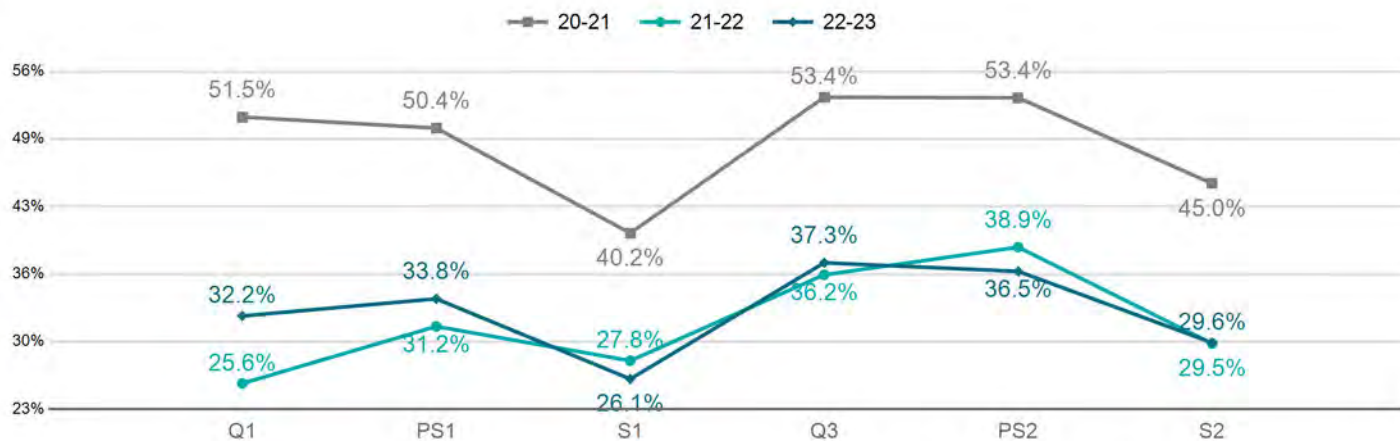


Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: SLC - Subgroup: Cabrillo - SACMAA





School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) -

Cabrillo High School -

If ATSI, identify subgroups:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input checked="" type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC **10/24/2023**

Signature of Principal

Signature of SSC Chair

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities (*optional*)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

Home School Compact
Cabrillo High School

The staff and parents/guardians at Cabrillo High School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Cabrillo High School agree to implement the following activities:

THE SCHOOL

- School will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- School staff will be positive role models for students.
- School will provide tutoring when resources are available.
- The school will involve parents/guardians in the governance of the school.
- The school will keep parents informed of their child's progress via progress reports, report cards, and Canvas courses.

THE HOME

- Parents/Guardians will, to the extent possible, send their children to school well-rested and on time every day.
- Parents/Guardians will provide a quiet place for their children to study.
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their children.

THE STUDENT

- Students will come to school prepared to learn by being on time and coming well-rested.
- Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- Students will strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- Students will interact with teachers and peers in a positive manner.

The Long Beach Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender expression, gender identity, immigration status, national origin, religion, race or ethnicity, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer: Steve Rockenbach, Director of Employee Relations, 1515 Hughes Way, Long Beach, CA 90815, 562-997-8220, srockenbach@lbschools.net and Title IX Coordinator: Kimberly Dalton, Director of Human Resource Services, 1515 Hughes Way, Long Beach, CA 90815, 562-997-8108, kdalton@lbschools.net.

Pacto entre la escuela y el hogar
Escuela Cabrillo

El personal y los padres/tutores de la Escuela Cabrillo tienen altas expectativas de los estudiantes de la escuela y de ellos mismos. En un esfuerzo por brindar un programa instructivo de la más alta calidad a los estudiantes, el personal y los padres/tutores de la Escuela Cabrillo están de acuerdo de implementar las siguientes actividades:

LA ESCUELA

- La escuela proporcionará un programa instructivo riguroso basado en los Estándares del Estado de California para cada nivel de grado.
- El personal de la escuela serán modelos positivos para los estudiantes.
- La escuela proporcionará tutoría cuando haya recursos disponibles.
- La escuela involucrará a los padres/tutores en el gobierno de la escuela.
- La escuela mantendrá informados a los padres sobre el progreso de sus hijos a través de informes de progreso, boletas de calificaciones y cursos de Canvas.

EL HOGAR

- Los padres/tutores enviarán a sus hijos a la escuela bien descansados y a tiempo todos los días.
- Los padres/tutores proporcionarán un lugar tranquilo para que sus hijos estudien.
- Los padres/tutores asistirán a todas las conferencias solicitadas por los maestros para discutir el progreso académico de sus hijos.

EL ESTUDIANTE

- Los estudiantes vendrán a la escuela preparados para aprender y llegarán a tiempo y bien descansados.
- Los estudiantes serán responsables al prestar atención en clase, leer todos los días y hacer lo mejor que puedan en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser un estudiante cooperativo y comprometido.
- Los estudiantes trabajaran con los maestros y compañeros en una manera positiva.

El Distrito Escolar Unificado de Long Beach prohíbe la discriminación, la intimidación, el acoso (incluido el acoso sexual) basado en la ascendencia real o percibida de una persona, el color, la discapacidad, el género, la expresión de género, la identidad de género, el estado migratorio, el origen nacional, la religión, la raza o etnicidad, sexo, orientación sexual o asociación con una persona o grupo con una o más de estas características reales o percibidas. Para preguntas o quejas, comuníquese con el Oficial de Cumplimiento de Equidad: Steve Rockenbach, Director de Relaciones de Empleados, 1515 Hughes Way, Long Beach, CA 90815, 562-997-8220, srockenbach@lbschools.net y la Coordinadora del Título IX: Kimberly Dalton, Directora de Servicios y Recursos Humanos, 1515 Hughes Way, Long Beach, CA 90815, 562-997-8108, kdalton@lbschools.net.



Juan Rodriguez Cabrillo High School
2001 Santa Fe Avenue, Long Beach, CA 90810
(562) 951-7700 Fax (562) 951-7797
<https://lbcabrillo.schoolloop.com>



Parent Involvement Guidelines 2023-2024

Cabrillo High School has developed jointly with the members of the School Site Council and distributed to parents of participating children, a school Parent Involvement Guidelines. The Guidelines establish Cabrillo High School's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the Parent Involvement Guidelines.

PART I: CABRILLO HIGH SCHOOL AGREES TO IMPLEMENT THE FOLLOWING REQUIREMENTS:

1. Jointly develop with parents, and distribute to parents of participating children, a school Parent Involvement Guidelines that the school and parents of participating children agree on.
2. Notify parents about the school Parent Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to parents in a language the parents can understand.
3. Make the school Parent Involvement Guidelines available to the local community.
4. Periodically update the school Parent Involvement Guidelines to meet the changing needs of parents and the school. The School Site Council (SSC) must approve these Guidelines annually.
5. Adopt the school's Home-School Compact as a component of its school Parent Involvement Guidelines. The School Site Council must approve the Compact annually.
6. Agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT INVOLVEMENT GUIDELINES COMPONENTS

1. Cabrillo High School will take the following actions to involve parents in the joint development and joint agreement of its school Parent Involvement Guidelines and its school-wide plan. School will update periodically its Parental Involvement Guidelines to meet the changing needs of parents and the school:
 - A. Attendance at one of the districts' trainings or school site training:
 - 1) Responsibilities & Roles of the School Site Council (SSC) and its members
 - 2) Composition of SSC
 - 3) Budgetary considerations
 - 4) SinglePlan for Student Achievement or WASC Action Plan
 - 5) LCFF, Title I, and categorical funding requirements & mandates

- B. Plan meetings with SSC & ELAC parents (at a convenient time) to review assessment data, Single Plan for Student Achievement, and previous year's Parent Involvement Guidelines
 - 1) Invite other parents and stakeholders to attend the meeting via flyers shared on Canvas
 - 2) Advertise on the Cabrillo website
 - 3) Announce at Back-to-School Night
 - 4) Use School Messenger and the school website to announce dates/location of meetings

- C. At Meeting
 - 1) Review School Plan, Parent Involvement Guidelines, and Home School Compact. As a group, make changes (deletions or additions) as necessary
 - 2) School Site Council (SSC) must vote to approve the Parent Involvement Guidelines & Home School Compact. This vote must be stated in the meeting minutes.
 - 3) Oral and written translations will be made available for Spanish-speaking parents.

2. Cabrillo High School will take the following actions to distribute the Cabrillo Parent Involvement Guidelines to parents of participating children and the local community:
 - SSC & ELAC meetings
 - Main Office Bulletin Board
 - Back-to-School Night
 - Cabrillo website
 - Back to School packet

3. Cabrillo High School will convene a Title I Meeting to inform parents of the following:
 - Parents' right to be involved in parent advisory committees (SSC, ELAC)
 - Meetings offered to hold a flexible number of meetings at varying times
 - Notifications/flyers sent home in languages that parents understand
 - An announcement made on school marquee, through Canvas and School Messenger
 - Incentives, refreshments, and child care provided

4. Cabrillo High School will provide timely information about programs to support students and parents of participating children in a timely manner:
 - Section of Newsletter
 - At Annual Orientation meetings
 - In the Main Office
 - At SSC, DCAC, ELAC, Parent Institute, and other parent meetings (PTSA/CAAP, etc.)
 - At Back-to-School Night
 - On school website
 - Through Pathways and Special Programs outreach
 -
 - School Messenger

5. Cabrillo High School will provide families of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - Student-Parent Information Night, 9th-grade orientation
 - Parent information meetings about graduation requirements, etc.

- Pathways provided information to parents
 - School newsletters
 - Parent attendance at IEP meetings
 - Principal and Counselor forums
6. Cabrillo High School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Parent-Teacher conferences, personal or automated calls to parents in their home language, email
 7. Cabrillo High School will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Cabrillo High School will build capacity for strong parental involvement in order to ensure effective parent/school partnership and to improve student academic achievement, through the following activities specifically described below:
 - Cabrillo Parent Center information distribution and training sessions
 - Parent-Teacher-Counselor conferences
 - Parent workshops
 - College/FAFSA information meetings
 - Attendance information meetings
 - SSC, ELAC, Parent Leadership Council meetings
 - Support provided through Pathways and AVID Advisories
 - Volunteers in Public Schools (VIPS), Parent Booster groups support school logistics and academics
 - Cabrillo College & Career Center information hubs and outreach
 - District and site training offered for parents and staff, including DCAC, DELAC, Superintendent Forums
 - California Conference for Equality and Justice (CCEJ) workshops
 - District website resources: click "P" for Parent Involvement, or "Parent University"
2. Cabrillo High School will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:
 - Outlines the shared responsibility of the home, school, and student in academic achievement
 - Developed/reviewed at first SSC and ELAC meetings
 - School Site Council must vote to approve the compact
3. Cabrillo High School will provide assistance to parents in understanding:
 - Common Core standards
 - The State's academic content standards
 - The State and local academic assessments including alternate assessments
4. Cabrillo High School will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners and build ties between parents and schools by:
 - Teacher/Staff in-services

5. Cabrillo High School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language, the parents can understand.

PART IV: DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINE COMPONENTS

1. Providing necessary literacy training for parents from categorical funds, if the school district has exhausted all other reasonably available sources of funding for that training;
2. Establish and maintain a Parent Center to provide information and training to parents;
3. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
4. Training parents to enhance the involvement of other parents;
5. Adopting and implementing model approaches to improving parental involvement;
6. Provide other reasonable support for parental involvement activities as parents may request.

PART V: ADOPTION

These Cabrillo High School Parental Involvement Guidelines have been developed jointly with and agreed upon by, parents of Cabrillo students. The Guidelines were adopted by the School Site Council members on September 19, 2023, and will be in effect for the period of 1 year. The school will post the Guidelines for all parents on the Cabrillo High School website. Cabrillo High School, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Signature of Principal

Date

The Long Beach Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender expression, gender identity, immigration status, national origin, religion, race or ethnicity, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer: Steve Rockenbach, Director of Employee Relations, 1515 Hughes Way, Long Beach, CA 90815, 562-997-8220, srockenbach@lbschools.net and Title IX Coordinator: Kimberly Dalton, Director of Human Resource Services, 1515 Hughes Way, Long Beach, CA 90815, 562-997-8108, kdalton@lbschools.net.



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Guía de Participación para Padres 2023-2024

La Escuela Secundaria Cabrillo ha desarrollado, junto con los miembros del Consejo Escolar y distribuido a los padres de los niños participantes, unas Pautas de participación de los padres en la escuela. Las Pautas establecen las expectativas de Cabrillo High School para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El Pacto Hogar-Escuela está incorporado en las Pautas de participación de los padres.

PARTE I: CABRILLO HIGH SCHOOL ACEPTA IMPLEMENTAR LOS SIGUIENTES REQUISITOS:

1. Desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes unas Pautas de participación de los padres en la escuela que la escuela y los padres de los niños participantes acuerden.
2. Notificar a los padres sobre las Pautas de participación de los padres de la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un idioma que los padres puedan entender.
3. Poner a disposición de la comunidad local las Pautas de participación de los padres de la escuela.
4. Actualizar periódicamente las Pautas de participación de los padres de la escuela para satisfacer las necesidades cambiantes de los padres y la escuela. El Consejo Escolar (SSC) debe aprobar estas pautas anualmente.
5. Adoptar el Pacto entre el hogar y la escuela como componente de sus Pautas de participación de los padres en la escuela. El Consejo Escolar debe aprobar el Convenio anualmente.
6. Acepta registrarse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición.

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA

1. Cabrillo High School tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de padres escolares y su plan para toda la escuela. La escuela actualizará periódicamente sus Pautas de participación de los padres para satisfacer las necesidades cambiantes de los padres y la escuela:
 - A. Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar:
 - 1) Responsabilidades y funciones del Consejo Escolar (SSC) y sus miembros

- 2) Composición de SSC
- 3) Consideraciones presupuestarias
- 4) Plan Único para el Rendimiento Estudiantil o Plan de Acción WASC
- 5) LCFF, Título I y requisitos y mandatos de financiación categórica

B. Planificar reuniones con los padres de SSC y ELAC (en un momento conveniente) para revisar los datos de las evaluaciones, Plan Único para Rendimiento estudiantil y pautas de participación de los padres del año anterior

- 1) Invitar a otros padres y partes interesadas a asistir a la reunión mediante folletos.compartido en lienzo
- 2) Anuncios en la web de Cabrillo
- 3) Anuncio en la noche de regreso a clases
- 4) Utilice School Messenger y el sitio web de la escuela para anunciar fechas/lugar de reuniones

C. En la reunión

- 1) Revisar el plan escolar, las pautas de participación de los padres y el pacto entre el hogar y la escuela. Como grupo, realice cambios (eliminaciones o adiciones) según sea necesario.
- 2) El Consejo Escolar (SSC) debe votar para aprobar las Pautas de participación de los padres y el Pacto entre el hogar y la escuela. Este voto deberá constar en el acta de la reunión.
- 3) Habrá traducciones orales y escritas disponibles para el español.-padres hablantes.

2. La Escuela Cabrillo tomará las siguientes acciones para distribuir las Pautas de participación de padres de Cabrillo a los padres de los niños participantes y a la comunidad local:

- Reuniones del SSC y ELAC
- Tablón de anuncios de la oficina principal
- Regreso a Escuela
- Sitio web de Cabrillo
- Paquete de regreso a clases

3. La Escuela Cabrillo convocará una Título I Reunión para informar a los padres de lo siguiente:

- PAGESI derecho de los padres a participar en los comités asesores de padres (SSC, ELAC)
- Reuniones ofrecidas para celebrar un número flexible de reuniones en diferentes horarios.
- Notificaciones/volantes enviado a casa en idiomas que los padres entienden
- Un anuncio realizado en marquesina escolar, a través de Canvas y School Messenger
- Se proporcionan incentivos, refrigerios y cuidado infantil.

4. Escuela Secundaria Cabrillo proporcionará información oportuna sobre programas para apoyar a los estudiantes y padres de niños participantes de manera oportuna:

- Sección de Newsletter
- En las reuniones anuales de orientación
- En la oficina principal
- En SSC, DCAC, ELAC, Instituto de Padres y otras reuniones de padres (PTSA/CAAP, etc.)
- En la noche de regreso a clases

- En el sitio web
 - A través de la extensión de Caminos y Programas Especiales
 - Mensajero escolar
5. La Escuela Cabrillo proporcionará familias con una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes:
- Noche de información para padres y estudiantes, Noveno grado orientación
 - Reuniones de información para padres sobre los requisitos de graduación, etc.
 - Pathways proporcionó información a los padres
 - boletines escolares
 - Asistencia de los padres a las reuniones del IEP
 - Foros de directores y consejeros
6. La Escuela Cabrillo brindará a los padres de los estudiantes, si los padres lo solicitan, oportunidades de reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:
- Conferencias de padres y maestros, llamadas personales o automáticas a los padres en su idioma materno, correo electrónico
7. La Escuela Cabrillo presentará al distrito cualquier comentario de los padres si el plan para toda la escuela según la sección (1114)(b)(2) no es satisfactorio para los padres.

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. La Escuela Cabrillo desarrollará la capacidad para una fuerte participación de los padres con el fin de garantizar una asociación efectiva entre padres y escuela y mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación:
- Distribución de información y sesiones de capacitación del Centro de Padres Cabrillo
 - Conferencias de padres, maestros y consejeros
 - PadreTalleres de trabajo
 - Reuniones informativas universitarias/FAFSA
 - Reuniones informativas de asistencia
 - Reuniones del SSC, ELAC y del Consejo de Liderazgo de Padres
 - Apoyo brindado a través de Pathways y AVID Advisories
 - Voluntarios en Escuelas Públicas (VIPS), grupos de refuerzo de padres apoyan la logística y lo académico de la escuela
 - Centros de información y extensión de Cabrillo College & Career Center
 - Capacitación del distrito y del sitio ofrecida para padres y personal, incluidos DCAC, DELAC y foros de superintendentes.
 - Talleres de la Conferencia de California para la Igualdad y la Justicia (CCEJ)
 - Recursos del sitio web del distrito: haga clic en "P" para Participación de los padres o "Universidad para padres"
2. La Escuela Cabrillo incorporará el Pacto Hogar-Escuela como un componente de sus Pautas de Participación de los Padres en la Escuela:
- Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
 - Desarrollado/revisado en las primeras reuniones del SSC y ELAC

- El Consejo Escolar debe votar para aprobar el pacto
3. La Escuela Cabrillo brindará asistencia a los padres para que comprendan:
 - Los estándares de Núcleo común
 - Los estándares de contenido académico del Estado
 - Las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas.
 4. Cabrillo High School, con la ayuda de su distrito y los padres, educará a sus maestros y a personal sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales y construir vínculos entre los padres y las escuelas al:
 - Servicios de maestros/personal
 5. Cabrillo High School, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas, reuniones y otras actividades para padres se envíe a los padres en un formato comprensible y uniforme, incluyendo formatos alternativos a pedido y en un idioma que los padres puedan entender.

PARTE IEN: COMPONENTES DE LA GUÍA DE PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA DISCRECIONAL

1. Proporcionar la capacitación necesaria en alfabetización para los padres con fondos categóricos, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación.;
2. Establecer y mantener un Centro de padres para brindar información y capacitación a los padres.;
3. Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado infantil, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;
4. Formar a los padres para mejorar la implicación de otros padres;
5. Adoptar e implementar enfoques modelo para mejorar la participación de los padres;
6. Proporcionar otro apoyo razonable para las actividades de participación de los padres según lo soliciten los padres.

PARTE V: ADOPCIÓN

Estas Pautas de participación de los padres de Cabrillo High School han sido desarrolladas conjuntamente y acordadas por los padres de los estudiantes de Cabrillo. Las Pautas fueron adoptadas por los miembros del Consejo Escolar el 19 de septiembre de 2023 y estarán vigentes por un período de 1 año. La escuela publicará las pautas para todos los padres en el sitio web de Cabrillo High School. La Escuela Secundaria Cabrillo, cuando sea posible, proporcionará una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

la empresa de Principal

Fecha

El Distrito Escolar Unificado de Long Beach prohíbe la discriminación, intimidación, acoso (incluido el acoso sexual) o acoso basado en la ascendencia, color, discapacidad, género, expresión de género, identidad de género, estatus migratorio, origen nacional, religión, raza o origen étnico, sexo, orientación sexual o asociación con una persona o grupo con una o más de estas características reales o percibidas. Para preguntas o quejas, comuníquese con Oficial de Cumplimiento de Equidad: Steve Rockenbach, Director de Relaciones con los Empleados, 1515 Hughes Way, Long Beach, CA 90815, 562-997-8220, srockenbach@lbschools.net y Coordinadora del Título IX: Kimberly Dalton, Directora de Servicios de Recursos Humanos, 1515 Hughes Way , Long Beach, CA 90815, 562-997-8108, kdalton@lbschools.net.