



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cabrillo High School	42692294230454	November 2, 2020	December 11, 2020

School Profile

Cabrillo High School Narrative:

Cabrillo High School was recognized by the State of California in 2015-16, as a GOLD RIBBON SCHOOL and has been honored for its variety of opportunities and school wide integration of Career Technical Education (CTE) programs. This recognition validates the continuing efforts by the Cabrillo community to create meaningful opportunities for students and staff to grow. The vision of Cabrillo High School's students, teachers, staff, parents, and community members is to develop the mind, character and physical well-being of every student. Our students will strengthen their ability to communicate, establish a pathway for future growth and practice positive citizenship by pursuing a rigorous standards-based education. Our mission is to lead, support and motivate the Cabrillo Community to maximize individual potential.

The student population is fairly diverse; currently the racial/ethnic enrollment represents 47% Hispanic, 39% White, 3% African- American, 4% Asian-American students. Over the past several years, the school has seen a steady increase in the percentage of Hispanic students with a corresponding decrease in White (non-Hispanic) students.

Cabrillo High School opened in 1965. There are many challenges that are associated with the facilities of a comprehensive high school campus that is more than 50 years old. Lompoc USD custodial and maintenance staff members have worked over the years to maintain a safe and clean school environment, however, fluctuating custodial/maintenance staffing ratios and budgets have impacted the site's ability to consistently provide the ideal environment that would be characterized by being completely safe, clean, and up-to-date. Site and LUSD grounds maintenance members care for the grassy areas (exterior, interior, and sports fields) of the campus along with the majority of the trees and shrubbery. In addition, the Cabrillo Horticultural students have planted and now maintain flowers and drought-resistant shrubs around the campus. This helps to create a park-like atmosphere for students and staff. Most recently, some areas of campus have had river rock put in place of dead or dying shrubbery to modernize and clean up the appearance of the campus.

During recent years Cabrillo has been able to purchase additional technology for student use on campus. The site currently has two computer lab classrooms for general use, one specifically for Science Department use, and one for the Yearbook class. The Automotive/3D Modeling and the Graphic Design/Innovations classrooms are each equipped with computers for student use. Multiple laptop computer carts are in place throughout the campus assigned to specific classes (ELD, World Languages, Career and College Readiness) or Departments (English, Social Studies, Math, and Science) or for general check out use. Interactive projectors have been installed in most of the core subject classrooms. LUSD is reviewing our current capacity and working to ensure that our technology infrastructure is robust enough to handle current needs as well as into the future. Specific to the spring of the 2019-20 and the fall of the 2020-21 school years the school has checked out all of the existing Chromebooks from our laptop carts to students, in addition to

purchasing and checking out approximately 330 more to facilitate distance learning brought on by the COVID-19 pandemic.

The Cabrillo Aquarium was upgraded in recent years with new tanks within the main aquarium and several wet lab stations for the Marine Science classroom and student projects. All Aquarium improvements were made possible by countless hours of service and grant writing by the students, staff and community. Additional updates recently completed or ongoing include: new display tanks for jellyfish, newly upgraded cabinetry in the control room, replacement AV equipment for the movie and presentation station, preparation for installation of a new security camera system, and a new state-of-the art touch tank display. During the COVID-19 pandemic Cabrillo Tourism students have booked nearly 100 elementary school classes for virtual Aquarium tours.

Cabrillo High School is now a schoolwide Title I Program Improvement school and is infusing funds into programs that support the appropriate sub-groups.

The Cabrillo staff will continue to analyze the data from multiple sources, including the latest data from ELPAC, CAST-Science and SBAC, as well as District Formative Assessments. Because the COVID-19 pandemic closed schools and curtailed State testing last year, the goals and action steps that were established are the result of this analysis of the data from the previous year and the review of our WASC self study and report. As Cabrillo continues to modify its practices to align with Common Core Standards (CCS), each department is revising lessons, activities, interventions and assessments to channel students' learning to a deeper level and requiring increasing complex responses from students, both written and orally. Science is embracing Next Generation Science Standards (NGSS) and sharing cross curricular and vertically throughout the district the lesson activities and modifications adopted to support Common Core structure. Weekly administrative walk-through observations and periodic debriefings keep the focus on questioning techniques and expanding the students' opportunities to develop critical thinking. Cabrillo will continue the practice of teachers visiting other classes during their prep period, twice during the school year.

Cabrillo Staff has refined collaboration practices, making these opportunities to plan more meaningful. Departments meet to examine effective instructional strategies, common core materials, and assessments. Staff meetings and Staff Buy Back Days are devoted to professional development, new curriculum training and development of student support.

The challenges and future success of the entering Freshmen (class 2024), serves as a unifying focus on Cabrillo's campus. Staff has identified students who in middle school performed below their ability, as determined by grades, teacher input, and testing scores. Cabrillo High School has brought back and refined its Freshman Academy. Up to 75 ninth grade students participate in their core subjects (Math 1, English 9 and Earth Science) and one additional "Success" elective class together. Another group of 30 students have been identified to be the freshman AVID group on Cabrillo's Campus. Led by a group of teachers trained in AVID strategies these students help to close the gap in student achievement in seeking college preparation. All freshmen take Career and College Readiness (CCR) during their freshman year at Cabrillo. Curriculum resources, as well as staff training, are being provided by Santa Barbara City College in coordination with Allan Hancock College and Academic Innovations' Focus on Success Team. To advance the social emotional growth of the Freshmen class, the school has adopted the high school extension program to "WEB" and has instituted "LINK". Select Juniors and Seniors are trained and matched up as mentors with groups of Freshmen for orientation and multiple activities throughout the year.

School-wide tutoring is expected to resume with appropriate health safety protocols in place when the school returns to in-person instruction to provide all students support. It is expected to be

available on Tuesday and Thursday afternoons in the Cabrillo Library, staffed by teachers, peer tutors and other adult community volunteers. A substantial number of students and staff engage in a wide variety of intervention, including APEX for credit recovery, Independent Study schedules, and other specialized enrichment programs, including Advanced Placement and Concurrent Enrollment. Each environment is rigorous and many are supported by outside grants, Perkins and CTE, as well as other community resources. Efforts are being made to connect more students and staff to the community through exploration and activities. Our desire is to create a link for all students to employment or further educational pathways.

Purpose and Description

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

Schoolwide Program

Targeted Support and Improvement

Additional Targeted Support and Improvement

The purpose of this plan is to provide schoolwide support along with Additional Targeted Support and Improvement to resource students.

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

Cabrillo High School was identified as a school needing Additional Targeted Support and Improvement (ATSI) for high suspension rates among Students with Disabilities (SWD). Goal 5 has been implemented for next year and is intended to provide needed support for SWD's academic and emotional support to keep students in class. In addition, professional development training will be provided to teachers to help them better understand and work with SWD. Special Education will also be trained in monitoring student IEPs and Behavior Intervention Plans (BIPs) to find alternatives to suspensions.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Student online surveys are provided on a variety of topics each year. In a typical year, parents are surveyed at Back-to-School night and through surveys sent home by grade level. Teachers are surveyed annually. The California Healthy Kids Survey, CCR Survey, and Senior Project Survey all address different aspects of the students' academic and social life on campus. Parent Surveys regarding academic rigor, school environment and culture are also used regularly for feedback. Results are reviewed by School Leadership, ASB, School Site Council, PTSA and Staff focus groups.

Classroom Observations

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

All new teachers are observed informally with mini visits and collaborative follow up as well as formal observations. All teachers are seen in rotation by administration through quick visits and in cycle, teachers are reviewed with the same protocol as new teachers to evaluate growth and identify needs for improvement. Observations and dialogues are conducted throughout the school year. In summary, all observations reveal a need for collaboration among students and more engaging activities for the students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CAASPP, STAR and local assessments are used and reviewed by Cabrillo staff to place students and collaborate on specific areas needed for inspection and planning. Staff leadership, as well as all core departments have been a part of training regarding the cycle of inquiry, action planning, assessment, review and modification of instruction. Following the 2016-17 WASC Accreditation, all staff has actively participated in reviewing the process of reviewing and utilizing data to improve instruction. The school closures due to the COVID-19 pandemic prevented California from administering statewide assessments in Spring 2020; therefore the goals of this plan remain tied to Spring 2019 assessment data.

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

Regular department created and reviewed assessments are a part of the unit planning and modification of instruction, including reteaching.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Cabrillo High maintains a highly-qualified and dedicated staff. Although no teachers possess a national certification, 96% have met the highly qualified teacher's requirements of the ESEA).

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

In 2018-19: 94% (51/54) teachers were fully credentialed. The percentage of teachers teaching outside their credentialed area was 6%, following the Education Code and Title 5 prescribed number of units and other requirements needed for outside their credential authorization.

In 2020-21 English, Math and Special Education was trained on STAR, the district's benchmark testing program and learned how to use the software to create interim common assessments to improve instruction.

Science continues actively working on Next Generation Standards with regular monthly meeting to write curriculum and designing labs to support the students in the transition to the new integrated standards and to support the Common Core Literacy and Math Standards.

The Social Science department adopted new textbooks for 2019-20 and has been trained by the district in the new curriculum..

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

The staff development is aligned to assist staff in the changing curriculum and instructional strategies to improve learning, as well as the cross-curricular communication of student educational needs and their response gathered through evidence/data. In addition, the curriculum is aligned to the Common Core State Standards and the Next Generation Science Standards as applicable.

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

Teachers are assisted in their growth through the variety of departmental, district, and County Office in-service and clinics, as well as the TIP program from SBCEO. The district's Teacher Support Providers (TSPs) provide additional assistance to new teachers and with more veteran teachers struggling with their professional practice.

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

Each department collaborates regularly with the intent and purpose to revise lesson activities and assessments to guide students' learning.

Teaching and Learning

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

Cabrillo teaching staff continues to modify its practices to align with the Common Core Standards and Next Generation Science Standards.

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

N/A

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

N/A

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

CHS offers a variety of programs and opportunities for all student groups, including English Language Learners, students with disabilities, and students in Advanced Placement or Concurrent College Enrollment programs. Cabrillo maintains compliance under the Williams Act making textbooks and materials available to all students.

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

Care is taken to allow access to the least restrictive environment for students with IEPs while providing support consistent to the standards, aligned materials in all core classes.

Opportunity and Equal Educational Access

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

Cabrillo has built its plan around offering students support through Freshman Academy, and other Success or AVID classes, staffed by highly qualified and motivated teachers. Weekly tutoring and assistance is available through both peer tutors, teachers and community members.

Evidence-based educational practices to raise student achievement

Both ELA and Math are trained in Common Core State Standards and are being trained in their curriculum utilizing best practices for student engagement and learning. A subgroup of school core teachers are active in data analysis and reflection for input into the school and dept. action plans. Science is on the forefront of developing, implementing and refining curriculum using the New Generation Science Standards.

Parental Engagement

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

Cabrillo High School has a variety of active parental and community groups including PTSA, School Site Council, and ELAC. The school has looked for ways to cross-pollinate our Booster Clubs with these groups to provide an even broader array of participants and interests. The community around Cabrillo is active in supporting tutoring, clubs and senior project mentoring and judging.

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

Parents, students and community members are afforded various opportunities to participate on several advisory groups. Some of these include Booster Clubs for Athletics, Fine Arts, Band and Choral Music and Theater, as well as Aquarium, Horticulture, Automotive Technology, Future Business Leaders of America (FBLA), Interact, School Site Council and PTSA.

Funding

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

Categorical funding is used to provide a bilingual aide, after-school tutoring, and appropriate technology to help all students succeed. Support for AVID continues to help students seeking a first-generation post-secondary education.

Fiscal support (EPC)

Cabrillo High School receives discretionary funding, Supplemental Concentration funding, Perkins/CTE funding and various Grants to support its educational offerings.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During the school year, many groups are involved in the process of developing and monitoring the goals and budgets of the SPSA. The School Site Council (SSC) discussion regarding the SPSA, Title 1, and budgets began on November 2 and will continue roughly quarterly through the remainder of the school year. The goals outlined in this plan were initially discussed in SSC in April and May 2019 and then voted on that June. The SPSA goals and plan were presented to ELAC parents on November 27, 2019 and will be presented again at the November 2020 meeting. Parents were given the opportunity to share new ideas. The Leadership team has also discussed Title 1 and LCFF funding towards the SPSA goals at one of their weekly meetings, Department chairs have also worked in conjunction with the teachers in their departments to review the SPSA goals and provide input to the principal to share with the SSC. Department chairs share that feedback at the end of May. The principal also shared the Comprehensive Needs Assessment with the faculty on February 12, 2020. Teachers filled in the survey and returned to the principal. In addition, teachers voted on April 23, 2020 to go Title 1 schoolwide after a discussion about what it means and how it impacts all students in the future. This whole process has informed this year's SPSA, because of the fact that due to the COVID-19 pandemic there were no new State assessment results to discuss; additionally, a simultaneous change in school leadership delayed the writing of this plan until Fall 2020.

Resource Inequities

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

There are several resource inequities that have been identified based on the needs assessment. First, our Students with Disabilities (SWD) are being suspended at a higher rate and not finishing College and Career ready. Currently, our Resource department has one math teacher not fully credential. In addition, our GROW Therapeutic Learning Program which serves our most emotionally disturbed students does not have a fully credential teacher; however, a second teacher has been hired and the program serving the most severe Emotionally Disturbed students has been moved to another campus where their needs can be met more effectively. Having teachers not fully trained or properly credentialed has resulted in inequities in our SWD succeeding academically and socio-emotionally. Our students of poverty do not succeed at the same rate as non-poverty students. Work has begun to equip teachers to better serve these students; however, there is still work let to be done to help our students increase academic achievement. Finally, our students have struggled to succeed in math. These challenges have created the resources inequities on our campus.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.77%	0.43%	0.09%	10	5	1
African American	3.18%	3.23%	3.8%	41	38	44
Asian	1.94%	2.04%	1.47%	25	24	17
Filipino	1.70%	1.79%	2.59%	22	21	30
Hispanic/Latino	47.87%	46.68%	48.45%	618	549	561
Pacific Islander	0.23%	0.26%	0.43%	3	3	5
White	39.12%	39.29%	37.56%	505	462	435
Multiple/No Response	%	%	5.53%			1
Total Enrollment				1291	1,176	1,158

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	363	335	318
Grade 10	302	315	312
Grade 11	295	246	289
Grade 12	331	280	239
Total Enrollment	1,291	1,176	1,158

Conclusions based on this data:

1. The number of students attending Cabrillo HS continues to decline annually.
2. The percentage of Hispanic students attending Cabrillo HS every year is increasing while the number of White students is decreasing. Strategies need to be implemented to help Hispanic students succeed and close the achievement gap.
3. The number of students within subgroups other than Hispanic and White remains relatively stable.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	93	62	36	7.2%	5.3%	3.1%
Fluent English Proficient (FEP)	223	220	253	17.3%	18.7%	21.8%
Reclassified Fluent English Proficient (RFEP)	28	20	24	21.5%	21.5%	38.7%

Conclusions based on this data:

1. The percentage of English Learners at Cabrillo HS is declining; this may be due to the declining total enrollment.
2. The number of EL students that are being reclassified more than doubled from recent years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	330	288	239	311	283	226	311	283	226	94.2	98.3	94.6
All Grades	330	288	239	311	283	226	311	283	226	94.2	98.3	94.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2614.	2585.	2579.	29.26	24.38	18.58	35.37	27.92	34.51	18.65	24.73	24.34	16.72	22.97	22.57
All Grades	N/A	N/A	N/A	29.26	24.38	18.58	35.37	27.92	34.51	18.65	24.73	24.34	16.72	22.97	22.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.71	28.62	22.12	44.52	46.29	48.23	16.77	25.09	29.65
All Grades	38.71	28.62	22.12	44.52	46.29	48.23	16.77	25.09	29.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.26	35.34	30.97	43.09	40.64	46.46	18.65	24.03	22.57
All Grades	38.26	35.34	30.97	43.09	40.64	46.46	18.65	24.03	22.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.44	19.08	22.57	63.34	64.31	61.50	12.22	16.61	15.93
All Grades	24.44	19.08	22.57	63.34	64.31	61.50	12.22	16.61	15.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.45	31.10	24.34	49.68	44.52	54.42	13.87	24.38	21.24
All Grades	36.45	31.10	24.34	49.68	44.52	54.42	13.87	24.38	21.24

Conclusions based on this data:

1. The number of students that met the standards has decreased by 15% over the last two years and the number of students that did not meet the standards has increased by 33% over the last two years. The percentage of Hispanics that are meeting the standards has decreased by around 10% over the last two years. 93% of ELs, 90% of SWD students, and 61% of SED students did not meet the ELA standards this year.
2. All areas of ELA need improvement but particularly in the area of reading.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	330	288	239	312	275	225	312	275	225	94.5	95.5	94.1
All Grades	330	288	239	312	275	225	312	275	225	94.5	95.5	94.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2574.	2562.	2551.	9.62	7.64	11.56	22.12	22.18	16.44	32.05	29.82	26.67	36.22	40.36	45.33
All Grades	N/A	N/A	N/A	9.62	7.64	11.56	22.12	22.18	16.44	32.05	29.82	26.67	36.22	40.36	45.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.59	14.18	16.44	36.22	34.91	29.78	45.19	50.91	53.78
All Grades	18.59	14.18	16.44	36.22	34.91	29.78	45.19	50.91	53.78

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	13.78	10.91	11.11	49.04	51.27	44.44	37.18	37.82	44.44
All Grades	13.78	10.91	11.11	49.04	51.27	44.44	37.18	37.82	44.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.10	12.36	12.89	60.90	56.73	53.33	25.00	30.91	33.78
All Grades	14.10	12.36	12.89	60.90	56.73	53.33	25.00	30.91	33.78

Conclusions based on this data:

1. The data for Math has changed very little over the past two years, only 5%.
2. Although all cluster areas show a need for strengthening, the Concepts and Procedures section reflects the strongest need for improvement.

3. 75% of Hispanics, 100% of ELs and SWD students, and 79% of SED students did not meet standards in Math this year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1533.1	1547.9	1526.6	1558.6	1539.3	1536.9	23	14
Grade 10	1594.6	1542.3	1596.8	1532.5	1592.0	1551.5	21	13
Grade 11	1523.7	1569.4	1519.8	1572.1	1526.9	1566.1	16	11
Grade 12	1575.6	*	1570.1	*	1580.6	*	14	10
All Grades							74	48

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	14.29	*	35.71	*	42.86	*	7.14	23	14
10	*	7.69	*	53.85	*	23.08		15.38	21	13
11	*	27.27	*	27.27	*	27.27	*	18.18	16	11
12	*	*	*	*		*		*	14	*
All Grades	32.43	14.58	36.49	39.58	20.27	33.33	*	12.50	74	48

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	35.71	*	50.00	*	7.14	*	7.14	23	14
10	66.67	38.46	*	38.46	*	7.69	*	15.38	21	13
11	*	27.27	*	45.45	*	9.09	*	18.18	16	11
12	78.57	*	*	*		*		*	14	*
All Grades	56.76	31.25	25.68	43.75	*	12.50	*	12.50	74	48

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	21.43	*	35.71	*	42.86	23	14
10	*	0.00	*	23.08	*	61.54	*	15.38	21	13
11	*	0.00	*	36.36	*	45.45	*	18.18	16	11
12	*	*	*	*	*	*	*	*	14	*
All Grades	16.22	0.00	29.73	27.08	28.38	47.92	25.68	25.00	74	48

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	7.14	56.52	71.43	*	21.43	23	14	
10	61.90	0.00	*	84.62	*	15.38	21	13	
11	*	18.18	75.00	63.64	*	18.18	16	11	
12	*	*	*	*	*	*	14	*	
All Grades	39.19	8.33	52.70	72.92	*	18.75	74	48	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	60.87	92.86	*	0.00	*	7.14	23	14	
10	66.67	76.92	*	7.69	*	15.38	21	13	
11	68.75	63.64	*	18.18	*	18.18	16	11	
12	92.86	*	*	*	*	*	14	*	
All Grades	70.27	77.08	20.27	10.42	*	12.50	74	48	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	7.14	*	42.86	56.52	50.00	23	14	
10	*	15.38	57.14	61.54	*	23.08	21	13	
11	*	9.09	*	54.55	*	36.36	16	11	
12	*	*	*	*	*	*	14	*	
All Grades	17.57	8.33	47.30	54.17	35.14	37.50	74	48	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	7.14	65.22	71.43	*	21.43	23	14
10	*	7.69	57.14	76.92		15.38	21	13
11	*	0.00	*	100.00	*	0.00	16	11
12	*	*	*	*		*	14	*
All Grades	28.38	4.17	59.46	83.33	*	12.50	74	48

Conclusions based on this data:

1. Writing is the domain that needs more attention and effective instructional strategies.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1176	47.6	5.3	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	62	5.3
Foster Youth	3	0.3
Homeless	26	2.2
Socioeconomically Disadvantaged	560	47.6
Students with Disabilities	120	10.2






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	3.2
American Indian	5	0.4
Asian	24	2.0
Filipino	21	1.8
Hispanic	549	46.7
Two or More Races	74	6.3
Pacific Islander	3	0.3
White	462	39.3

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>College/Career</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. Our highest performing area within equity is graduation levels.
2. Our ELs are not making the progress necessary for success and must be an area of priority.
3. Math continues to be a need in our school.

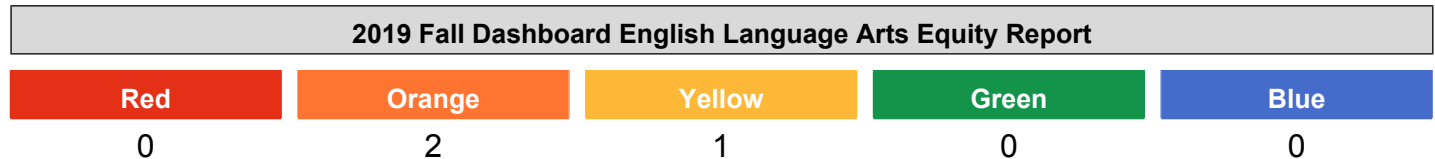
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 0.2 points below standard Declined -4.3 points 216	 No Performance Color 108.7 points below standard Declined -12.7 points 21	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 26.2 points below standard Maintained ++1.2 points 106	 No Performance Color 112.1 points below standard Increased Significantly ++21.1 points 20

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Orange 19.6 points below standard Declined -3 points 98	Two or More Races  No Performance Color 19.8 points above standard Declined -4 points 12	Pacific Islander  No Performance Color 0 Students	White  Yellow 15.3 points above standard Maintained -2.9 points 92

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 5	Reclassified English Learners 97.6 points below standard 16	English Only 12.1 points above standard Increased ++7.1 points 162
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Conclusions based on this data:

1.

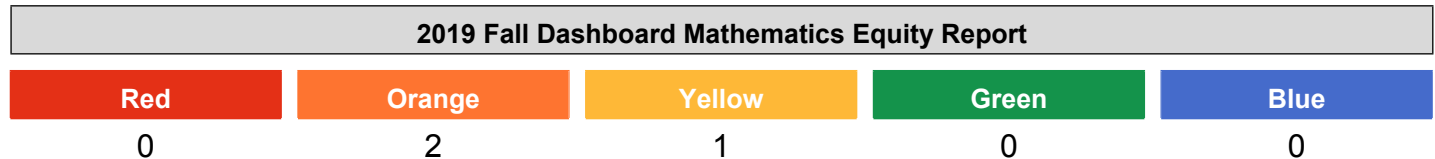
School and Student Performance Data

Academic Performance Mathematics






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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 74.3 points below standard Declined -9 points 215	English Learners  No Performance Color 195.9 points below standard Increased Significantly ++19.8 points 21	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Socioeconomically Disadvantaged  Orange 114.9 points below standard Declined Significantly -18.8 points 105	Students with Disabilities  No Performance Color 209.9 points below standard Declined -3.1 points 20

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Orange 93.9 points below standard Declined -6.6 points 98	Two or More Races  No Performance Color 60.1 points below standard Increased ++8 points 12	Pacific Islander	White  Yellow 54.7 points below standard Declined -11 points 91

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 5	Reclassified English Learners 180.9 points below standard 16	English Only 59.5 points below standard Maintained -2.1 points 161
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Conclusions based on this data:

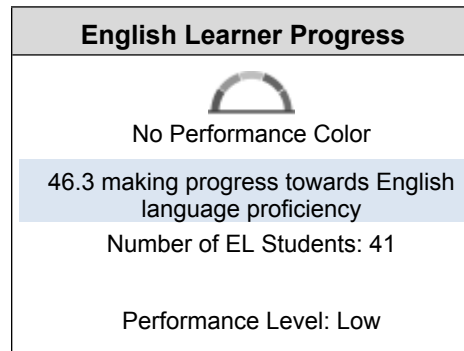
1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
31.7	21.9	2.4	43.9

Conclusions based on this data:

1. Academic progress and suspension rates for our English Learners must be an area of improvement for CHS.
2. Graduation rates for our English Learners is high and an area of success.

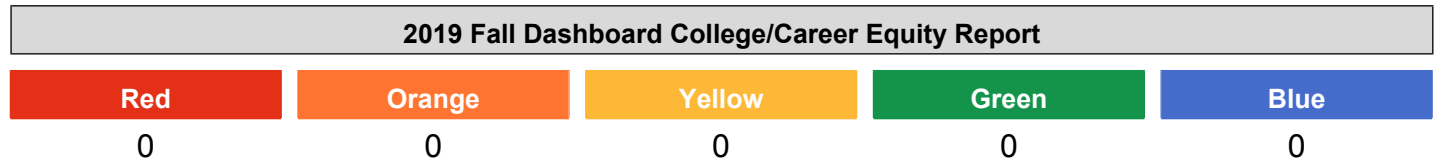
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Green <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">51</div> Increased +3.7 261	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
47.2 Prepared	47.2 Prepared	51 Prepared
19.4 Approaching Prepared	19.4 Approaching Prepared	16.5 Approaching Prepared
33.3 Not Prepared	33.3 Not Prepared	32.6 Not Prepared

Conclusions based on this data:

1. The assessment performance of our 11th graders went down significantly in ELA and increased a significant amount from last year.
2. The majority of our subgroups were low in terms of their College and Career Readiness.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

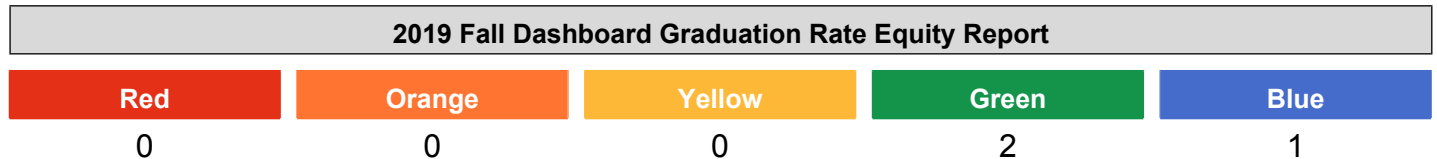
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 96.2 Increased +1.1 262	 No Performance Color 84.6 Declined -12.4 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 85.7 Declined -3.8 14	 Green 93.8 Maintained +0.7 145	 No Performance Color 89.3 Increased +1.1 28

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 93.6 Maintained -0.8 109	 No Performance Color 100 Maintained 0 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 97.4 Increased +3.3 113

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
95.1	96.2

Conclusions based on this data:

1. Although our graduation rate has declined slightly, it is still very high.
2. Our low-SES and Students with Disabilities are most at-risk of not graduating.

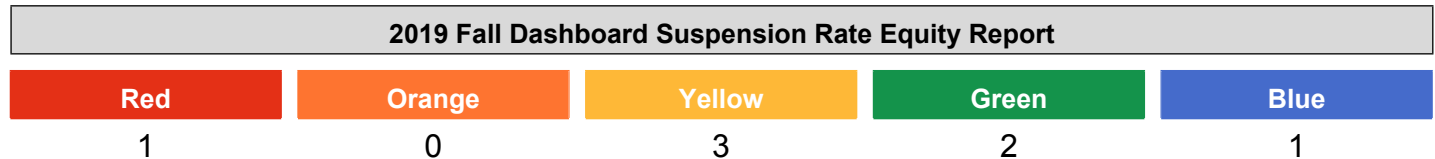
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 5 Declined -1.9 1254	English Learners  Yellow 9.8 Declined -0.5 82	Foster Youth  No Performance Color 21.4 Declined -13.4 14
Homeless  No Performance Color 6.9 Declined -13.1 29	Socioeconomically Disadvantaged  Yellow 7.3 Declined Significantly -3.7 674	Students with Disabilities  Yellow 8.5 Declined -10.5 142

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 11.4 Increased +2.5 44	American Indian  No Performance Color Less than 11 Students - Data 6	Asian  No Performance Color 4.2 Increased +4.2 24	Filipino  No Performance Color 12.5 Increased +3.4 24
Hispanic  Green 5.8 Declined Significantly -3.3 601	Two or More Races  Blue 0 Declined -4.3 77	Pacific Islander  No Performance Color Less than 11 Students - Data 3	White  Green 4 Declined -0.7 475

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7	5

Conclusions based on this data:

1. The suspension rate for Foster Youth and African American students has declined significantly.
2. The suspension rate for our Students with Disabilities and students of American Indian descent have increased the most significantly of all subgroups.
3. English Learners, Students with Disabilities, and Hispanic students are our most at-risk groups in terms of suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL #1: Maximize academic achievement of all students with performance at or above grade level in ELA and Math; and reduce disparity in levels of achievement among low income, English learners and foster youth.

Goal 1

SCHOOL GOAL #1: Cabrillo High School will provide a variety of interventions in all disciplines to maximize academic achievement for all students.

Identified Need

California Dashboard Data indicates that student achievement in ELA and Math has decreased year over year. In addition, students of minority groups and poverty are not succeeding at the same level as white and non-poverty students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA scores for all students	In 2018, there was an overall decline of 4.1 points.	Increase the rate of students who are proficient in ELA by at least 2.5% by 2021.
CAASPP Math scores for all students.	In 2018, there was a 12.1 decline in overall scores.	Increase the rate of students who are proficient in Math by at least 2.5% by 2021.
College and Career Indicator (CCI)	In 2018, CCI increased by 4.9% but EL and SWD rates are much lower.	Increase in percent of student groups who are prepared for college and career at least by 2.5% by 2021.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1 - Provide appropriate interventions for all students not succeeding:

- Increase tutoring opportunities.
- Provide multiple opportunities for students to retest in all subjects.
- Provide professional development for teachers in the core subjects: ELA, Math, Social Science, and Science, including CTE teachers.
- Provide collaboration time to create common formative assessments.
- Provide professional development in effective and engaging instructional strategies.

Proposed Expenditures for this Strategy/Activity

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

8000	LCFF - Supplemental
8500	Title I
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2 - Expand the Career Center on the campus to increase college going rates and increase students who complete a CTE pathway.

- Schedule college admissions counselors to present about their school.
- Schedule field trips to nearby colleges and universities.
- Revisit the 10 year plan for all students.
- Provide career aptitude testing for students.

Proposed Expenditures for this Strategy/Activity

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

17000	Title I
	None Specified
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3 - Add .5 counselor FTE in order to have another full time counselor.

Proposed Expenditures for this Strategy/Activity

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

42820

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

4 - Provide professional development on effective instructional strategies for English Learners:
a. Continue work with Dr. Pagan from SBCEO to train teachers on effective EL strategies.
b. Implement effective AVID strategies in all classrooms.
c. Send key EL teachers to the CABE conference.

Proposed Expenditures for this Strategy/Activity

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

7000

Title I

1860

Title I Part A: Parent Involvement

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5 - Provide enrichment activities to enhance curriculum.

Proposed Expenditures for this Strategy/Activity

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

6211

Title I

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Cabrillo High School has successfully implemented and/or maintained intervention activities for students at-risk of failing. After the previous leadership cancelled the relatively new Freshman Academy program, the Academy has been brought back for 2020-21 with the goal of helping incoming freshmen with academic potential but limited built-in support systems effectively transition to the rigors of high school. Over 75 freshmen are currently enrolled.

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

The MVP Mathematics support materials were not purchased as they were deemed to be unhelpful with the curriculum. Instead teachers have worked closely with SBCEO Math coaches in order to bring appropriate instructional strategies into all Math classes.

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

Continue funding the position for a career tech for all students. Create and implement a parent program for Spanish speaking parents to learn how to navigate the educational system.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LGAP GOAL #2: Promote effective communication among students, staff, community, and stakeholders.

Goal 2

SCHOOL GOAL #2: Cabrillo High School will continue a system of communication that is accessible to CHS students, parents, and staff including but not limited to the CHS website, Parent Link, Remind Google Classroom, Student Portal (QZangleConnect), and school events.

Identified Need

Increase parent involvement and communication to parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of parents attending ELAC and DLAC meetings	In 2018, meetings averaged 4 parents per meeting.	Increase the number of parents to at least 6 parents by the end of 2021 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

1 - Schedule Parent Group informational Meetings :

- Freshman Parent Q and A workshop / August
- Senior Project Parent Night / August
- Counseling: Freshman Parent Night / September
- Counseling: Senior Parent Night / September
- Counseling: Junior Parent Night / November
- Counseling: Sophomore Parent Night / February
- Eight Grade Parent Orientation/ February
- Back to School Night / August
- Celebration of Learning (Open House)/ May
- Parent/Coach Athletic Meetings / Fall & Spring
- FAFSA Night / January
- Cash for College / October
- Principal's Coffee / Beginning of each semester, as needed

Proposed Expenditures for this Strategy/Activity

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

2000	LCFF - Supplemental
8000	Title I
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

2 - Increase Spanish-Speaking parent involvement.

- Hold a monthly ELAC meeting.
- Create and implement an educational program in Spanish for parents to learn the educational system.

Proposed Expenditures for this Strategy/Activity

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

	LCFF - Supplemental
	Title I Part A: Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3 - Explore creating an app for communication via the phone.

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

All strategies were fully implemented this school year and we maintained the typical number of families in attendance at our various school activities. Although we have seen increases in some programs such as the Aquarium, we were unable to reach our goal of a 10% increase at all school activities.

Because we have reached almost 74,000 visits on our website, Cabrillo HS more than met their goal related to those visits.

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

We had no major differences between the intended strategies and the implemented strategies this school year.

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

We will implement parent educational classes in Spanish to increase the participation of our Spanish-speaking families and explore creating an app to better communicate with students and parents.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL #3: Develop the capacity of all staff to meet the academic needs of all students.

Goal 3

SCHOOL GOAL #3: Cabrillo High School will develop the capacity of all staff to meet the academic, emotional, and social goals of all students.

Identified Need

There has been a decrease in ELA and Math SBAC scores. In addition, surveys indicate that students are challenged by the social/emotional issues which impede their academic success. Social emotional needs have been greatly exacerbated by the distance learning brought on by the COVID-19 pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students who are proficient in ELA.	In 2018, ELA scores declined by 28.1 points.	Increase in ELA proficiency by 2.5% of students by the end of 2021 school year.
Increase the number of students who are proficient in Math.	In 2018, math scores declined by 12.1 points and 65.2 points below the standard.	Decrease the gap between our score and the standard by at least 50% by the end of the 2021 school year.
Academic Engagement - increase in graduation rates for all groups	The graduation rate in 2018 was 95.1.	Increase in graduation rate for all students groups.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including at risk students

Strategy/Activity

1 - Provide Professional Development opportunities for all teachers in ...

- Technology - use student devices and other technology to enhance learning.
- Engaging students in lessons.
- Active learning
- Administrator walk throughs on a regular basis with feedback to teachers and staff.

Proposed Expenditures for this Strategy/Activity

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

1000	LCFF - Supplemental
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2 - Provide mentor teachers for all new teachers to our campus - paid and volunteer.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

#3. - Provide professional development in Math to increase student learning.
a. Teachers/Admin to attend training for MVP.
b. Provide training in Active Learning through Cal Poly professor.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4 - Increase the number of available Chromebooks for students.

Proposed Expenditures for this Strategy/Activity

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

45000

Title I

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5 - Implement AVID strategies schoolwide.

- a. AVID conferences
- b. Materials and supplies for the classrooms.

Proposed Expenditures for this Strategy/Activity

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

12254

LCFF - Supplemental

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Math teachers, in particular, will need more support as they continue to learn how to most effectively utilize the MVP curriculum. Math, English and Special Education need additional training on the STAR assessment tool.

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

AVID/Google/Student Engagement PD, especially as it relates to distance learning was provided this fall.

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

Our principal has developed a collaborative relationship with the Math Department at Cal Poly, SLO and they will be providing professional learning to our teachers next year. Along with the conversation strategies that teachers have learned at the AVID Summer Institute, our Math Teachers will be utilizing "productive struggle" strategies in their classrooms next fall. With the support of the Cal Poly folks and administrative walk-throughs, we expect to see improvements in our Math test scores.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL #4: Provide a safe and respectful learning environment for students and staff.

Goal 4

SCHOOL GOAL #4: Aligned with LUSD LCAP Goal #4, Cabrillo High School will provide a safe physical and social environment for students and staff.

Identified Need

Conditions and Climate - Suspension rates at Cabrillo increased last year by 2.9%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Lower suspension rate for all students.	In 2018, 7% of Cabrillo students were suspended at least once.	Reduce the percent of students who get suspended by at least 1% by the end of the 2021 school year.
Decrease in referrals to the office.	In 2018, 967 referrals were sent to the office.	Decrease the number of office referrals by at least 5% by the end of the 2021 school year.
Safety Team will meet regularly to create, implement, and monitor a safety plan.	Currently, an updated safety plan is needed.	Consistent safety meetings with agendas and minutes by the end of the 2021 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1 - Improve student behavior by ...

- Creating and implementing Tier 1, 2, and 3 researched based strategies for social/emotional concerns.
- Update and monitor school dress code.
- Hold beginning of the year class meetings to present student expectations.
- Increase admin visits to classrooms and programs.
- Provide training to teachers and students on the dangers of drugs and vaping.

f. Provide training to staff regarding gang activity.

Proposed Expenditures for this Strategy/Activity

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

	None Specified
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

2 - Hold regular safety meetings.

- a. Create a safety committee of a variety of stakeholders.
- b. Meet at least once a month; September - May.
- c. Begin to install new blinds in classrooms as funding is available.
- d. Install security cameras as budget allows.
- e. Ensure students are properly supervised at all times.
- f. Run safety drills on a regular basis.

Proposed Expenditures for this Strategy/Activity

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

	None Specified
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

	Title I
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Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

We have worked hard to reduce suspensions this year and the data shows that the total number of suspensions has dramatically decreased from last year. Through the end of May we had 99 suspensions as compared with 168 from last May. The California Dashboard lists our percentage of students suspended (at least once) to be 7%. We will look at the updated data on the Dashboard next fall to see how this percentage has changed. Overall, we have successfully implemented all safety strategies on our campus; however, some of the strategies are on-going and still being fully developed. This includes surveys and developing new protocols with the Sheriff's Department. All of this work has been slowed if not stopped while we manage distance learning due to the COVID-19 pandemic and our safety concerns have shifted from the physical campus to online safety.

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

We are still researching an appropriate Character Education Program to implement at our school and will complete this when practicable. Although we had a strong group of Link Crew leaders, we did not fully utilize them for tasks such as working individually with struggling Freshmen or anti-bullying programs. These students are a valuable part of our student body and we will work hard next year to employ their help.

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

We will expand community learning around vaping, drugs, and gang activity. Cameras will be installed around campus to provide the ability to track students and keep them safe.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Provide support services to teachers and students with disabilities to increase student achievement.

Identified Need

Students with disabilities (SWD) are not College and Career Ready at the same rate as their peers and also have a higher suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the suspension percentage of SWD by 5%.	In 2018, 19% of our SWD were suspended at least once.	Reduce the percent of SWD who are suspended to 17% or lower by the end of the school year 2021.
Increase the number of hours for mental health counseling.	In 2018, CHS provided approximately 8 hours of additional mental health counseling.	Increase the number of hours for a mental health counselor to 16 hours by the end of the 2021 school year.
Each SWD has an updated four year plan preparing them for college.	In 2018, 3.1% of SWD were prepared for college and career.	Increase the percent of SWD who are college and career ready to at least 10% by the end of the school year 2021.
Review transcripts three times a year to ensure students are on track.	In 2018, 87.5% of SWD graduated.	Increase the graduation rate of SWD to 90% by the end of the 2021 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

#1 - Provide more mental health support by:

a. Extra hours for a mental health counselor to be more available to help SWD.

- b. Provide professional development to help staff understand mental health issues.
- c. Review all BIPs for effectiveness.

Proposed Expenditures for this Strategy/Activity

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

4500

LCFF - Supplemental

10500

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

#2 - Provide a Career Technician to help students understand and get to a college after high school.

- a. Counselors, teachers, and Career Tech will review transcripts three times a year for all SWD.
- b. Plan and take trips to colleges.
- c. Progress monitor each student to ensure they are passing classes and on track to graduate.

Proposed Expenditures for this Strategy/Activity

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

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

3 - Review and implement effective IEPs.

- a. IEP training for teachers by district and county personnel.
- b. Accommodations training for teachers by site and district personnel.

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

N/A

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$104,071
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$174,645.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	70,574	0.00
Title I	102,211	0.00
Title I Part A: Parent Involvement	1,860	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	70,574.00
Title I	102,211.00
Title I Part A: Parent Involvement	1,860.00

School Site Council Membership

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

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

Name of Members	Role
Mark Swanitz	Principal
Catherine Borgard	Classroom Teacher
Stacey Gray	Classroom Teacher
Gary Kesselring	Classroom Teacher
Jennifer Mason	Classroom Teacher
Rob Morey	Classroom Teacher
Marty Schaller	Other School Staff
Eric Aguilar	Secondary Student
Evan Lee	Secondary Student
Sania Mitchell	Secondary Student
Kiara Ricci	Secondary Student
Jennifer McGahey	Parent or Community Member
Kate Remington	Parent or Community Member
Patricia Trover	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 3, 2019.

Attested:



Principal, Mark Swantz on 11/2/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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