School Year: **2022-23**

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	October 13, 2022	October 25, 2022

School Profile

Cabrillo High School was recognized by the State of CalÍfornia 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 most statistically noteworthy racial/ethnic enrollment includes 49.4% Hispanic, 36% White, 3.6% African- American. 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 nearly 60 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. 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 Yearbook, the Automotive/3D Modeling and the Graphic Design/Innovations classrooms are each equipped with desktop computers necessary for their curricula. Using COVID-19 pandemic relief funds, the Lompoc Unified School District has established a 1:1 device program district-wide. All Cabrillo High School students are now equipped with Chromebooks. While most classrooms have interactive projectors, more recently every classroom was equipped with a 70-inch interactive smart TV. LUSD is reviewing our current capacity and working to ensure that our technology infrastructure is robust enough to handle current needs and anticipated future needs.

The Cabrillo Aquarium was upgraded in recent years with new tanks within the main aquarium and several wet lab stations for the Aquarium 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, a state-of-the art touch tank and wave tank displays. Aquarium staff are currently working on a grant for a new wetlands exhibit. During the COVID-19 pandemic Cabrillo Marine Science students booked nearly 100 elementary school classes for virtual Aquarium tours.

The Cabrillo staff continues to analyze the data from multiple sources, including the latest data from ELPAC, CAST and SBAC, as well as NWEA and Lompoc Standards Alignment Project formative assessments in English and math. Because the COVID-19 pandemic closed schools and curtailed State testing in the spring 2020 and 2021, the goals and action steps that have been established are the result of this analysis of the data from just the singular results of mandated State testing in the spring of 2022 and the review of our WASC self study and report. As Cabrillo continues to modify its practices to align with Common Core Standards (CCS) in English and math, each department is revising lessons, activities, interventions and assessments to channel students' learning to a deeper levels and requiring increasingly complex responses from students, both written and oral. Science is embracing Next Generation Science Standards (NGSS) and sharing cross-curricularly 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 staff has refined collaboration practices, making these opportunities to plan more meaningful. Departments meet to examine effective instructional strategies, common core materials, and assessments. Collaboration opportunities increased last year with the adoption of late start days every Wednesday. Faculty meetings, collaboration days and District Professional Development days include opportunities for professional development, new curriculum training and development of student supports.

The challenges and future success of the entering Freshmen (Cass 2026), serves as a unifying focus on Cabrillo's campus. Staff have identified students who in middle school performed below their ability, as determined by grades, teacher input, and testing scores. Cabrillo High School High School's Freshman Academy serves up to 75 ninth grade students in their core subjects (Math 1, English 9 and Integrated Science 1) and one additional "Success" elective class together. Another group of 60 students have been identified as freshman supported by Cabrillo's AVID program. Led by a group of teachers trained in AVID strategies these students help to close the gap in student achievement in preparation for often first-generation college attendance. All freshmen take Career and College Readiness (CCR) during their freshman year at Cabrillo. Curriculum resources, as well as staff training, are provided regularly 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 LINK Crew program. 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 had been expected to resume with appropriate health safety protocols in place when the school returned to in-person instruction to provide all students with additional academic support; however, finding staff willing to serve as tutors has been challenging during the return to in-person instruction 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

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.

The SPSA serves as the organizer for an individual school's improvement process. The plan is developed with a deep understanding of root causes of student academic challenges and identifies and implements research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards.

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 and CCR 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.

Academically, these surveys consistently identify dissatisfaction with the MVP math curriculum and concerns about low math and ELA test scores school wide. They also identify the learning gap between our white students who consistently score better than our Hispanic students. More recently, teachers indicate learning losses due to COVID and the need to lessen rigor to compensate.

Though state testing has been limited in the past several years, the School Site Council was pleased to see increased passing rates in math and ELA and credited last year's SPSA with providing necessary supports.

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, CST and local Illuminate benchmark assessments and NWEA are used and reviewed by Cabrillo staff to place students and collaborate on specific areas needed for targeted intervention and guided planning. Specifically, the Math and English Departments are currently undergoing a curriculum alignment process guided by Orenda Education. Orenda is also working with the Counseling Department to use data to set targeted short-term goals aimed at improving college readiness. 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 and 2021; therefore the goals of this plan are specifically derived from the singular 2022 administration of statewide assessments.

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. In 2022-23 95% (52/55) are fully credentialed and have met the highly qualified teacher's requirements of the ESEA. The remaining 5% (3/55) are currently enrolled in a credential program and are working under appropriate emergency, temporary or intern credentials.

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

In 2019-20: 95% (57/60) teachers were fully credentialed. The percentage of teachers teaching outside their credentialed area was 8%, following the Education Code and Title 5 prescribed number of units and other requirements needed for teaching outside their credential authorization.
In 2021-22 English, math and Special Education teachers who teach English and math began a curriculum alignment process which includes benchmark testing using 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 Santa Barbara County Education 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. Opportunities to collaborate have been expanded with the adoption of a new schedule in 2021-22 which includes collaboration or meeting time every Wednesday morning throughout the school year.

Teaching and Learning

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

Cabrillo teaching staff regularly modify their 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 collegiate Concurrent and Dual 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)

All core instructional materials are SBE-adopted and are standards aligned, including intervention materials. In some courses appropriate supplemental materials are also used to enhance core instruction.

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. Free tutoring and assistance is available from teachers and online through the California library system. Local community members also offer fee-based tutoring for those choosing to access it.

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 core teachers are active in data analysis and reflection for input into the school and department WASC 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 the school in a variety of capacities.

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 in 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), Robotics, School Site Council, PTSA and in WASC accreditation years, Focus Groups.

Funding

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

Categorical funding is used to provide a bilingual liaison 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 general funding; Title I, Parent Engagement, andSupplemental Concentration funding; as well as Perkins/CTE funding and various grants to support its educational offerings.

Educational Partner 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 in the spring of 2022, continued on September 12 and will continue ongoing throughout the school year. The goals outlined in this plan were initially discussed in SSC in February and March 2022 and then approved that May. The SPSA goals and plan were presented to ELAC parents. The CHS Leadership Team also discussed Title 1 and LCFF funding towards the SPSA goals at one of their weekly meetings. Department chairs have 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 shared that feedback at the end of May. None of these stakeholder groups suggested revisions or asked for changes to the proposed SPSA with the exception of the site Leadership Team which corrected grammar and mechanical errors in several sections.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.09%	0.3%	0.82%	1	4	9
African American	3.8%	3.6%	3.47%	44	42	38
Asian	1.47%	2.1%	1.82%	17	25	20
Filipino	2.59%	2.6%	2.28%	30	30	25
Hispanic/Latino	48.45%	49.4%	50.18%	561	579	550
Pacific Islander	0.43%	0.2%	0.36%	5	2	4
White	37.56%	36.0%	35.04%	435	422	384
Multiple/No Response	5.53%	5.8%	6.02%	64	68	66
			Total Enrollment	1,158	1,173	1096

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	318	326	323
Grade 10	312	280	274
Grade 11	289	286	241
Grade 12	239	281	258
Total Enrollment	1,158	1,173	1,096

Conclusions based on this data:

1. The number of enrolled students attending Cabrillo HS may be leveling off.

2. The percentage of Hispanic students attending Cabrillo HS is increasing yearly while the number of White students is decreasing. Strategies need to be implemented to help Hispanic students succeed and close the achievement gap.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	36	29	33	3.1%	2.50%	3.0%
Fluent English Proficient (FEP)	253	260	232	21.8%	22.20%	21.2%
Reclassified Fluent English Proficient (RFEP)	24	13		38.7%	44.8%	

Conclusions based on this data:

1. The percentage of English Learners at Cabrillo HS is declining.
2. The percentage of Fluent English Proficient is steadily increasing.
3. The percentage of EL students being reclassified has more than doubled from two years ago and is steadily increasing.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	239	269	213	226	19	205	226	19	205	94.6	7.1	96.2
All Grades	239	269	213	226	19	205	226	19	205	94.6	7.1	96.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2579.	2694.	2609.	18.58	73.68	26.83	34.51	15.79	36.10	24.34	5.26	23.41	22.57	5.26	13.66
All Grades	N/A	N/A	N/A	18.58	73.68	26.83	34.51	15.79	36.10	24.34	5.26	23.41	22.57	5.26	13.66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	22.12	*	24.88	48.23	*	59.51	29.65	*	15.61
All Grades	22.12	*	24.88	48.23	*	59.51	29.65	*	15.61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	30.97	*	29.76	46.46	*	52.68	22.57	*	17.56
All Grades	30.97	*	29.76	46.46	*	52.68	22.57	*	17.56

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	22.57	*	19.51	61.50	*	71.71	15.93	*	8.78
All Grades	22.57	*	19.51	61.50	*	71.71	15.93	*	8.78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	24.34	*	22.93	54.42	*	61.46	21.24	*	15.61
All Grades	24.34	*	22.93	54.42	*	61.46	21.24	*	15.61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	239	269	214	225	19	205	225	19	205	94.1	7.1	95.8
All Grades	239	269	214	225	19	205	225	19	205	94.1	7.1	95.8

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2551.	2650.	2566.	11.56	36.84	11.22	16.44	21.05	19.02	26.67	26.32	26.34	45.33	15.79	43.41
All Grades	N/A	N/A	N/A	11.56	36.84	11.22	16.44	21.05	19.02	26.67	26.32	26.34	45.33	15.79	43.41

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	16.44	*	16.10	29.78	*	42.93	53.78	*	40.98
All Grades	16.44	*	16.10	29.78	*	42.93	53.78	*	40.98

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	11.11	*	12.20	44.44	*	62.93	44.44	*	24.88
All Grades	11.11	*	12.20	44.44	*	62.93	44.44	*	24.88

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	12.89	*	12.68	53.33	*	61.95	33.78	*	25.37
All Grades	12.89	*	12.68	53.33	*	61.95	33.78	*	25.37

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of students Exceeding Standard overall in math is increasing; however, the high percentages of students are sliding from Met Standard to Nearly Met Standard, and high percentages of the Nearly Met students are sliding into Did Not Meet. This is an alarming trend which indicates our neediest learners need much more support..
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1547.9	1528.7	1517.4	1558.6	1521.5	1505.3	1536.9	1535.5	1529.2	14	11	16
10	1542.3	*	*	1532.5	*	*	1551.5	*	*	13	7	7
11	1569.4	*	*	1572.1	*	*	1566.1	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	10	7	*
All Grades										48	27	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	14.29	0.00	6.25	35.71	45.45	37.50	42.86	27.27	31.25	7.14	27.27	25.00	14	11	16
10	7.69	*	*	53.85	*	*	23.08	*	*	15.38	*	*	13	*	*
11	27.27	*	*	27.27	*	*	27.27	*	*	18.18	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.58	3.70	3.45	39.58	48.15	37.93	33.33	29.63	24.14	12.50	18.52	34.48	48	27	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	35.71	27.27	6.25	50.00	36.36	56.25	7.14	9.09	12.50	7.14	27.27	25.00	14	11	16
10	38.46	*	*	38.46	*	*	7.69	*	*	15.38	*	*	13	*	*
11	27.27	*	*	45.45	*	*	9.09	*	*	18.18	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	22.22	10.34	43.75	48.15	44.83	12.50	11.11	13.79	12.50	18.52	31.03	48	27	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	0.00	0.00	21.43	18.18	18.75	35.71	45.45	43.75	42.86	36.36	37.50	14	11	16
10	0.00	*	*	23.08	*	*	61.54	*	*	15.38	*	*	13	*	*
11	0.00	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	3.70	3.45	27.08	22.22	13.79	47.92	40.74	41.38	25.00	33.33	41.38	48	27	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	7.14	0.00	6.25	71.43	81.82	68.75	21.43	18.18	25.00	14	11	16
10	0.00	*	*	84.62	*	*	15.38	*	*	13	*	*
11	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	3.85	3.45	72.92	76.92	62.07	18.75	19.23	34.48	48	26	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	92.86	36.36	43.75	0.00	45.45	31.25	7.14	18.18	25.00	14	11	16
10	76.92	*	*	7.69	*	*	15.38	*	*	13	*	*
11	63.64	*	*	18.18	*	*	18.18	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	77.08	48.15	37.93	10.42	37.04	31.03	12.50	14.81	31.03	48	27	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	7.14	9.09	0.00	42.86	54.55	56.25	50.00	36.36	43.75	14	11	16
10	15.38	*	*	61.54	*	*	23.08	*	*	13	*	*
11	9.09	*	*	54.55	*	*	36.36	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	7.41	3.45	54.17	55.56	48.28	37.50	37.04	48.28	48	27	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	7.14	0.00	0.00	71.43	63.64	62.50	21.43	36.36	37.50	14	11	16
10	7.69	*	*	76.92	*	*	15.38	*	*	13	*	*
11	0.00	*	*	100.00	*	*	0.00	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.17	19.23	3.45	83.33	61.54	58.62	12.50	19.23	37.93	48	26	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,096	**34.7**	**3.0**	**0.4**
Total Number of Students enrolled in Cabrillo High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	33	3.0
Foster Youth	4	0.4
Homeless	24	2.2
Socioeconomically Disadvantaged	380	34.7
Students with Disabilities	158	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	38	3.5
American Indian	9	0.8
Asian	20	1.8
Filipino	25	2.3
Hispanic	550	50.2
Two or More Races	66	6.0
Pacific Islander	4	0.4
White	384	35.0

Conclusions based on this data:

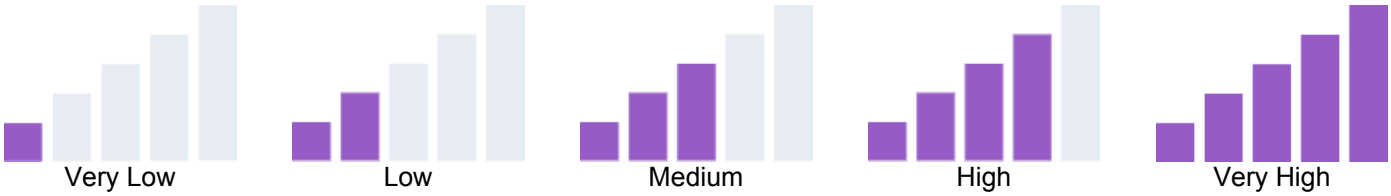
1. The two most statistically significant subgroups are Hispanic and White with the former comprising nearly half the student enrollment and the later just under 40%.
2. Cabrillo has a significantly high number of socioeconically disadvantaged students who, historically, need additional supports to succeed. It is important to note that Hispanics are typically disproportionately represented in the SED group.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Graduation Rate** High	**Suspension Rate** Medium
Mathematics Medium		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Cabrillo is doing very well getting students to high school graduation.
2. We are generally doing well overall with our college and career readiness and our suspension rate.
3. Math and English Language Arts need to be an area of focus.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	2	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
30.8 points above standard	6 Students	1 Student
196 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	No Performance Level
8 Students	2.7 points above standard	99.5 points below standard
	89 Students	21 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1.3 points above standard 14 Students		No Performance Level 3 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 7.3 points above standard 95 Students	No Performance Level 14.7 points above standard 12 Students		High 60.2 points above standard 66 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
2 Students	4 Students	35.8 points above standard 149 Students

Conclusions based on this data:

1. Overall, Cabrillo is trending downwards in English Language Arts at .2 points below the standard after a 4.3 point decline.
2. While both White and Hispanic students declined at roughly the same rate, the achievement gap remains significant as White students are 15.3 points above the standard and Hispanic students are 19.6% below the standard--a difference of nearly 35 points.
3. Students with Disabilities are by far the lowest performing group; however with a sample size more than five times larger, Socioeconomically Disadvantaged students are the second lowest performing group.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

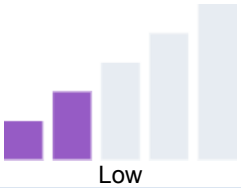
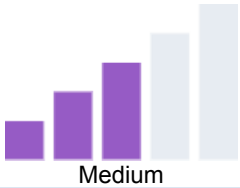
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	No Performance Level
55.9 points below standard	6 Students	1 Student
195 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
8 Students	94.0 points below standard	183.2 points below standard
	89 Students	21 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 90.2 points below standard 14 Students		No Performance Level 3 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 94.2 points below standard 95 Students	No Performance Level 31.0 points below standard 12 Students		 Medium 6.5 points below standard 66 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
2 Students	4 Students	49.1 points below standard 148 Students

Conclusions based on this data:

1. Overall, Cabrillo is trending downwards in math at noteworthy 74.3 points below the standard after a 9 point decline.
2. White and Hispanic students both declined; however White students declined almost double the points Hispanic students did. Both groups are below the standard. The achievement gap, however, is stark as White students are 54.7 points below the standard and Hispanic students are 93.9% below the standard--a difference of nearly 40 points..
3. Students with Disabilities are by far the lowest performing group; however with a sample size more than five times larger, Socioeconomically Disadvantaged students are the second lowest performing group.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

28.0 making progress towards English language proficiency

Number of EL Students: 25 Students

Performance Level: No Performance Level

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.

2022 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
16.0%	56.0%	0.0%	28.0%

Conclusions based on this data:

1. 46.3% of EL students are on an upward trajectory to English proficiency; however, 31.7% have decreased on ELPI level, and the rest have remained static.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. College and Career Readiness is moving in the right direction as 51% of our students were prepared, an increase of 3.7% over the prior year.
2. The percentage of students approaching prepardness year-over-year decreased over the last two years of data.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	1	0	3	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	No Performance Level	No Performance Level
92.8% graduated	Less than 11 Students	Less than 11 Students
278 Students	9 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Low
90% graduated	90.6% graduated	76.9% graduated
20 Students	170 Students	52 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
10 Students		6 Students	7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High	No Performance Level	No Performance Level	High
91.1% graduated	100% graduated	Less than 11 Students	94.3% graduated
146 Students	20 Students	1 Student	88 Students

Conclusions based on this data:

1. Graduation rate continues to be an areas of celebration as Cabrillo's graduation rate in 2019 was 96.2% overall--an increase of 1.1% over the year prior.
2. HIspanic and Socioeconomically Disadvantaged Students--two subgroups typically with significant double-counting--are both graduating at a lower rate than are White students; however all three subgroups are demonstrating high graduation rates.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
2	3	3	0	0

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.

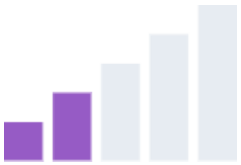
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
5.3% suspended at least one day	9.8% suspended at least one day	Less than 11 Students
1171 Students	41 Students	8 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	High	Very High
12.2% suspended at least one day	8.8% suspended at least one day	12% suspended at least one day
49 Students	525 Students	184 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Medium	No Performance Level	No Performance Level	No Performance Level
5.1% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
39 Students	10 Students	21 Students	27 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	Medium	No Performance Level	Medium
6.9% suspended at least one day	4.3% suspended at least one day	Less than 11 Students	3.7% suspended at least one day
598 Students	70 Students	4 Students	402 Students

Conclusions based on this data:

1. Overall, the suspension rate is good and headed in the right direction.
2. Although representing a smaller percentage of student enrollment, African American Students are suspended at a disproportionately higher rate than other subgroups.
3. Suspension rates for English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities all showed decline.

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 students who are not socioeconomically disadvantaged.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA scores for all students	In 2022, 62.93% of all students met or exceeded the standards in ELA representing a 9.84% increase over 2019.	Increase percentage of students overall meeting or exceeding the standards in ELA by at least 2.5% by 2023.
CAASPP Math scores for all students.	In 2022, 30.24% of all students met or exceeded the standards in math, representing a 2.24% increase over 2019.	Increase percentage of students overall meeting or exceeding the standards in math by at least 2.5% by 2023.
College and Career Indicator (CCI)	In 2019, 51% of all students were prepared for college and career, but only 35.4% of Socioeconomically Disadvantaged students were prepared.	Increase in percentage of Socioeconomically Disadvantaged students who are prepared for college and career by at least by 2.5% by 2023.

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

Provide supplemental materials, supplies, software and equipment for enriched instruction.

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.

47291	Title I

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

Add a .5 FTE supplemental Staff Secretary to coordinate Title 1 activities and expenditures and to provide additional services in counseling to support the academic and social emotional needs of all 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.

29564	LCFF Supp/Con

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide for hourly pay at the appropriate contractual rate for teachers to work on curriculum alignment, common assessments and professional development.

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.

6108	Title I

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

Provide for a robust athletics program to engage students and promote academic success by supplementing two additional hours for the Athletics Secretary.

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.

15751	Title I

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

Purchase high-interest supplemental reading materials for the library which support academic instruction in the classroom and overall student literacy.

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.

5000	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide funding for the repair and replacement of Chromebooks and chargers 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.

15000	LCFF Supp/Con

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase paper and other general office supplies in addition to copier repair as needed to meet the goals of the SPSA.

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	LCFF Supp/Con

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase software licenses to support academic instruction in the classroom.

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.

4750	LCFF Supp/Con

Annual Review

SPSA Year Reviewed: 2021-22

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 was brought back su 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 and has been continued for 2022-23. Approximately 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 math teachers did not find them to be adequately aligned to the MVP curriculum. Teachers have opted to create their own support resources or to supplement with other materials. Additionally, teachers have worked closely with Orenda for Education in order to align curricula and to bring appropriate and meaningful 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.

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 2: Promote positive, effective communication among our community, District, students, staff 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, ParentSquare, Remind, Google Classroom, Student and Parent Portals in the student information system, 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/DLAC and other parent meetings.	In 2018, ELAC meetings averaged 4 parents per meeting.	Increase the number of parents to at least 10 parents by the end of 2022-23 school year.
Increase membership in the PTSA.	PTSA finished the 2021-22 school year with 46 active members.	Increase the number of members in the PTSA to 75 in the 2022-23 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

Schedule meetings for parent and community engagement (printing and mailing costs, meeting supplies)

a. Freshman Parent Q and A workshop / August
b. Counseling: Freshman Parent Night / September
c. Counseling: Senior Parent Night / September
d. Counseling: Junior Parent Night / November
e. Counseling: Sophomore Parent Night / February
f. Eight Grade Parent Orientation/ February
g. Back to School Night / August
h. Celebration of Learning (Open House)/ May
i. Parent/Coach Athletic Meetings / Fall & Spring

j. FAFSA Night / January
k. Cash for Colleqe / October
l. Principal's Coffee / beginning of each semester, as needed
m. Provide funding for postage for mailings related to parent meetings.

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.

5500	Title I
807	Title I Part A: Parent Involvement

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

Increase Spanish-Speaking parent involvement.
a. Hold a monthly ELAC meeting.
b. 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.

800	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

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: 2021-22

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.

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 and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

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 2022, 62.93% of all students met or exceeded the standards representing a 9.84% increase over 2019.	Increase percentage of students overall meeting or exceeding the standards in ELA by at least 2.5% by 2023.
Increase the number of students who are proficient in Math.	In 2022, 30.24% of all students met or exceeded the standards, representing a 2.24% increase over 2019.	Increase percentage of students overall meeting or exceeding the standards in math by at least 2.5% by 2023.
Academic engagement - increase the graduation rates for all groups	The graduation rate in 2019 was 96.2, an increase of 1.1% over 2018.	Increase the graduation rate for all students groups by at least 1.5% over 2019 rates.

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

Provide professional development opportunities for all teachers--including core, elective and CTE teachers.

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.

15000	Title I
3549	LCFF Supp/Con

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

Provide mentor teachers for all new teachers to our campus.

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: 2021-22

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 NWEA 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.

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.

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: Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

Goal 4

SCHOOL 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 2019, 7% of Cabrillo students were suspended at least once, a reduction of 2% over 2018; however, it is important to note that schools shut down in March of 2020.	Reduce the percent of students who get suspended by at least 1% by the end of the 2022-23 school year.
Decrease in referrals to the office.	In 2018-19, the last full pre-pandemic school year, 967 referrals were sent to the office.	Decrease the number of office referrals by at least 5% by the end of the 2022-23 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 2022-23 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

Improve student behavior using the following strategies:
a. Developing a Positive Behavior Intervention System
b. Update and monitor school dress code.
c. Hold beginning of the year class meetings to present student expectations.

d. Increase admin visits to classrooms and programs.
e. 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.

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

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.

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

Supplement existing campus supervision with a noon duty aide to help ensure a safe, secure learning environment.

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.

7807	LCFF Supp/Con

Annual Review

SPSA Year Reviewed: 2021-22

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.

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	$163928
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$163,927.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	94650	0.00
LCFF Supp/Con	67670	0.00
Title I Part A: Parent Involvement	1,607	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supp/Con	67,670.00
Title I	94,650.00
Title I Part A: Parent Involvement	1,607.00

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

5 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Mark Swanitz	Principal
Catherine Borgard	Classroom Teacher
Stacey Gray	Classroom Teacher
Jennifer Mason	Classroom Teacher
Rob Morey	Classroom Teacher
Jennifer Peterson	Classroom Teacher
Lori Segura	Other School Staff
Sharon Landis	Parent or Community Member
Joe Ledoux	Parent or Community Member
Jennifer McGahey	Parent or Community Member
Patrica Tovar	Parent or Community Member
Katharina Robel	Secondary Student
Nicolas Lo	Secondary Student
Brynn Wiley	Secondary Student

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
	Departmental Advisory Committee
	Other: Site Leadership Team

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 October 10, 2022.

Attested:

	Principal, Mark Swanitz on 10/13/22
	SSC Chairperson, Stacey Gray on 10/13/22

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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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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