

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
Juan Cabrillo Middle School	43-69674-6048854	May 17, 2023	June 8, 2023

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
Additional Targeted Support and Improvement
This document describes Cabrillo Middle School's plan to maximize the use of human and financial resources to address the academic and social / emotional needs of its students.

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

As a result of previously being designated as an ATSI (Additional Targeted Support and Improvement) school and having participated in Federal Program Monitoring (FPM) primarily due to under-performance of Students with IEPs on the CAASPP assessment, we are implementing the following strategies:

- *Make better use of the testing accommodations provided to these students
- *Administer the Interim Assessments (Practice Tests)
- *Recognize students for showing effort on the assessments
- *Provide nutritious snacks during the assessments
- *Break testing up into shorter increments
- *Have para-educators present to proctor the assessments

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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).

The students at Cabrillo were given the California Healthy Kids Survey last year. This survey allowed for us to get a collective looks at how our students were doing after the pandemic and areas that we need to focus on as a school staff. Multiple SEL interventions and check in by the Cabrillo school counselors this year have helped for the Cabrillo staff to get additional data on student needs.

Classroom Observations

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

Cabrillo administrators were frequently in classrooms in order to determine how instruction was going around campus, and the types of support teachers and students needed to get through the year. Cabrillo administrators also engaged in cycles of evaluation for specific staff members who were up for evaluation this year. The Cabrillo administration team also engaged in classified evaluations this year.

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)

All students are evaluated using state-mandated assessments, district-adopted inquiries and teacher-made tests . Efforts were made to make student performance data more accessible to staff through iReady assessment data and is regularly analyzed by teachers and administrators to monitor student learning and improve instructional practices.

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

All students are assessed using multiple measures including site-based, classroom, iReady assessments, and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators during collaboration time to monitor student learning and improve instructional practices.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

It is essential that all certificated staff be highly qualified and 100% of certificated staff are providing instruction in the curricular area for which they are fully credentialed.

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

Teachers in core academic subjects possess the appropriate credentials, authorization or intern credentials and demonstrate subject matter knowledge and competence. The school district provides professional development for teachers in all subject areas, grade levels, in special education, EL and technology that focus on full implementation of district-adopted curriculum, pacing guides, and the California Standards.

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

Staff participates in district professional learning opportunities throughout the school year, and will continue to do so next school year. The professional learning is based on district priorities which include EL support, MTSS, and professional learning communities.

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

Teachers receive support with instruction through ongoing professional learning opportunities that are aligned with district priorities. These include coaching, collaboration, and TOSA support. Instructional leadership providers include administrators, TOSAs, department chairpersons, grade level leads, teacher leaders, and outside consultants.

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

A structured plan has been developed for subject area departments which allows teachers time to collaborate multiple times per month and to analyze student work and other assessment data. This data is used to inform instruction, plan and share lessons and work to improve teaching and learning on campus.

Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the Master Schedule is centered upon prioritization of Intervention courses, and courses in both or English learner and Special Education programs.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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 teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The Santa Clara Unified School District's teachers consistently use research-based educational practices to raise student achievement, including reading recovery programs which include both designated and integrated EL instruction. The Cabrillo staff uses iReady data to regularly monitor student progress throughout the school year, and uses the data to inform instruction.

Parental Engagement

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

Programs that support students furthest from opportunity include support classes, OnTrack after school intervention, clubs, morning check in, tutoring, counseling, iReady MyPath lessons, Before and After School Programs, sports, library, summer school, alternative and faculty mentors.

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)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

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

Involved in the development of our SPSA, Annual Review and Update are classified staff, certificated staff, administrators, parents, guardians and students. These groups attend regular meetings, take surveys and give formal and informal input, which is collected and shared by the administration. We recognize that it is essential to elicit the input of all stakeholders in development of this plan.

Resource Inequities

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

Cabrillo has 8 full time special education teachers (6 SAI, 2 SDC), 14 para-educators (including student attendants), a school psychologist and a speech / language pathologist (SLP) to support the instructional program of our one hundred and fifty special education students. In recent years, we have strengthened our designated and integrated EL program by including reading, writing, science and math classes. We recognize that a disparity exists with regard to the resources available to support our ELs, when compared to the supports in place for our students in Special Education..

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	279	249	241
Grade 7	318	291	279
Grade 8	311	311	297
Total Enrollment	908	851	817

Conclusions based on this data:

1. In the past twenty years, Cabrillo Middle School has fluctuated between 800 and a thousand students. The schools population has stabilized at approx. 800 students.
2. The Hispanic, Asian and White subgroups are numerically significant, consistently making-up at least 10% of our student population. The Filipino subgroup is consistently near 10%.
3. Other than a significant drop in student population from 952 (in 2016 - 2017) to 893 (in 2017 - 2018), there the student population has reduced to roughly 800 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	221	214	141	24.30%	25.1%	17.3%
Fluent English Proficient (FEP)	249	243	290	27.40%	28.6%	35.5%
Reclassified Fluent English Proficient (RFEP)	9			4.1%		

Conclusions based on this data:

1. There has been a gradual decline in the number and percentage of English Learners, which make-up more than 17% of the total student population.
2. There has been a gradual increase in the number and percentage of Fluent English Proficient (FEP) students.
3. There has been an increase in the number and percentage of Reclassified Fluent English Proficient (RFEP) students due to increased staff efforts in this area.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	268	238		0	225		0	224		0.0	94.5	
Grade 7	307	282		0	271		0	270		0.0	96.1	
Grade 8	304	309		0	302		0	297		0.0	97.7	
All Grades	879	829		0	798		0	791		0.0	96.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2525.			18.30			28.57			28.57			24.55	
Grade 7		2567.			25.93			32.22			18.89			22.96	
Grade 8		2588.			27.61			33.00			18.52			20.88	
All Grades	N/A	N/A	N/A		24.40			31.48			21.49			22.63	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		18.39			55.61			26.01				
Grade 7		24.91			55.76			19.33				
Grade 8		29.25			52.38			18.37				
All Grades		24.68			54.45			20.87				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		20.45			51.82			27.73	
Grade 7		32.34			44.61			23.05	
Grade 8		28.57			47.28			24.15	
All Grades		27.59			47.64			24.78	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.90			68.61			17.49	
Grade 7		19.33			72.86			7.81	
Grade 8		16.95			70.51			12.54	
All Grades		16.90			70.78			12.33	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		20.98			65.18			13.84	
Grade 7		24.44			58.89			16.67	
Grade 8		30.74			57.77			11.49	
All Grades		25.82			60.25			13.92	

Conclusions based on this data:

1. School-wide, fewer students were in the lowest two bands (standard nearly met and not met) overall in English Language Arts / Literacy (44%) compared to math (55%)
2. The percent of students that met or exceeded standard overall in English / Language Arts (55%) maintained compared to prior to school closures due to the COVID-19 pandemic.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	268	238		0	182		0	179		0.0	76.5	
Grade 7	307	282		0	269		0	267		0.0	95.4	
Grade 8	304	309		0	293		0	290		0.0	94.8	
All Grades	879	829		0	744		0	736		0.0	89.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2506.			20.11			14.53			30.73			34.64	
Grade 7		2541.			26.59			17.60			21.35			34.46	
Grade 8		2558.			26.90			15.17			20.34			37.59	
All Grades	N/A	N/A	N/A		25.14			15.90			23.23			35.73	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6		16.18			41.04			42.77		
Grade 7		28.30			36.98			34.72		
Grade 8		23.79			46.55			29.66		
All Grades		23.63			41.76			34.62		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		17.88			48.60			33.52	
Grade 7		23.22			48.31			28.46	
Grade 8		25.17			47.59			27.24	
All Grades		22.69			48.10			29.21	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.41			64.80			21.79	
Grade 7		23.22			56.93			19.85	
Grade 8		23.79			52.07			24.14	
All Grades		21.06			56.93			22.01	

Conclusions based on this data:

1. Overall, students that met or exceeded on CAASPP math decreased from prior to the pandemic, from 45% (2019) to 41% (2022).
2. Overall, more students exceeded standard in Concepts / Procedures (31%) compared to Problem Solving and Modeling (29%) and Communicating Reasoning (27%).

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1501.0	1505.4		1502.4	1505.4		1499.0	1504.9		67	59	
7	1522.2	1534.8		1517.7	1541.0		1526.2	1528.3		64	51	
8	1504.4	1561.8		1487.3	1566.8		1521.1	1556.4		61	59	
All Grades										192	169	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	16.42	10.17		28.36	37.29		34.33	22.03		20.90	30.51		67	59	
7	18.75	23.53		29.69	35.29		25.00	19.61		26.56	21.57		64	51	
8	11.48	28.81		27.87	37.29		29.51	20.34		31.15	13.56		61	59	
All Grades	15.63	20.71		28.65	36.69		29.69	20.71		26.04	21.89		192	169	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	26.87	27.12		43.28	37.29		8.96	11.86		20.90	23.73		67	59	
7	28.13	43.14		29.69	29.41		26.56	11.76		15.63	15.69		64	51	
8	13.11	38.98		36.07	32.20		27.87	18.64		22.95	10.17		61	59	
All Grades	22.92	36.09		36.46	33.14		20.83	14.20		19.79	16.57		192	169	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	0.00	3.39		16.42	15.25		46.27	44.07		37.31	37.29		67	59	
7	6.25	9.80		29.69	25.49		31.25	31.37		32.81	33.33		64	51	
8	8.20	20.34		27.87	15.25		26.23	50.85		37.70	13.56		61	59	
All Grades	4.69	11.24		24.48	18.34		34.90	42.60		35.94	27.81		192	169	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	17.91	11.86		64.18	62.71		17.91	25.42		67	59	
7	23.44	11.76		54.69	62.75		21.88	25.49		64	51	
8	26.23	18.64		50.82	61.02		22.95	20.34		61	59	
All Grades	22.40	14.20		56.77	62.13		20.83	23.67		192	169	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	49.25	45.76		32.84	30.51		17.91	23.73		67	59	
7	43.75	64.71		37.50	19.61		18.75	15.69		64	51	
8	9.84	57.63		57.38	32.20		32.79	10.17		61	59	
All Grades	34.90	55.62		42.19	27.81		22.92	16.57		192	169	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.97	5.08		23.88	32.20		70.15	62.71		67	59	
7	17.19	15.69		29.69	35.29		53.13	49.02		64	51	
8	24.59	23.73		27.87	27.12		47.54	49.15		61	59	
All Grades	15.63	14.79		27.08	31.36		57.29	53.85		192	169	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.48	10.17		74.63	61.02		20.90	28.81		67	59	
7	6.25	11.76		75.00	70.59		18.75	17.65		64	51	
8	1.64	8.47		72.13	79.66		26.23	11.86		61	59	
All Grades	4.17	10.06		73.96	70.41		21.88	19.53		192	169	

Conclusions based on this data:

1. 20.7% of students tested scored proficient on the ELPAC (Level 4).
2. 45% of students tested scored in levels 1 and 2 on the ELPAC.

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
851	37.4	25.1	0.1
Total Number of Students enrolled in Juan Cabrillo Middle 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	214	25.1
Foster Youth	1	0.1
Homeless	3	0.4
Socioeconomically Disadvantaged	318	37.4
Students with Disabilities	145	17.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.5
American Indian	3	0.4
Asian	242	28.4
Filipino	64	7.5
Hispanic	349	41.0
Two or More Races	42	4.9
Pacific Islander	5	0.6
White	122	14.3

Conclusions based on this data:

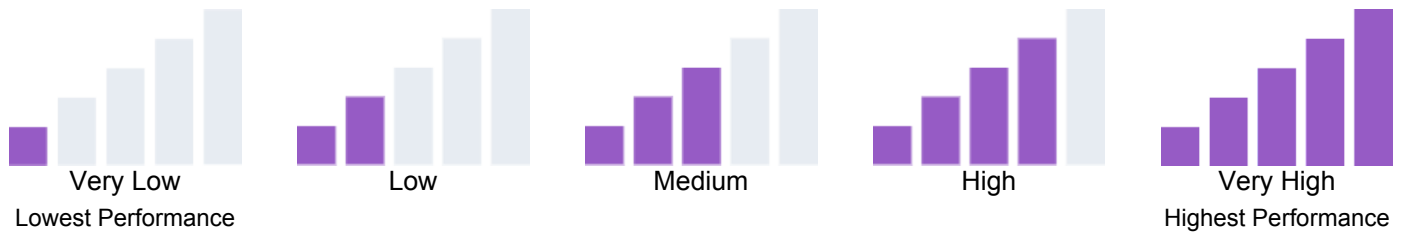
1. Hispanic students make-up Cabrillo's largest demographic subgroup (401 students / 44.9%)
2. Asian, Filipino and Pacific Islander students make-up the next most significant demographic subgroup (291 students / 32.6%), with white students making-up third most numerically significant subgroup with 15.8% (141 students) of the students population
3. As a result of being designated as an ATSI / FPM (Additional Targeted Support and Improvement) School primarily due to under-performance of Students with Disabilities on the CAASPP test, we are implementing the following strategies:
 - Make better use of the testing accommodations provided to these students
 - Administer the Interim Assessments (Practice Tests)
 - Recognize students for showing effort on the assessments
 - Provide nutritious snacks during the assessments
 - Break testing up into shorter increments

School and Student Performance Data

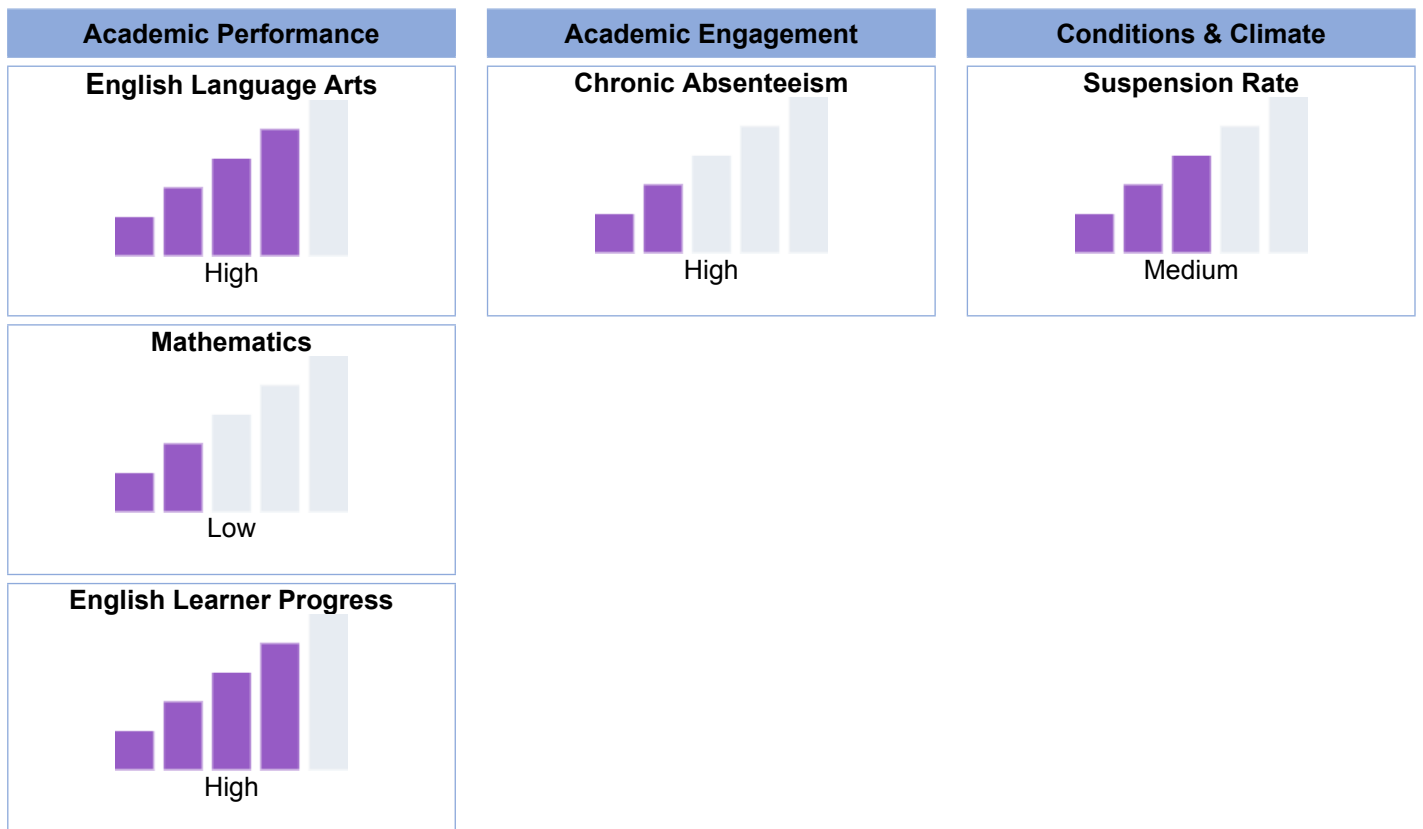
Overall Performance

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



Conclusions based on this data:

1. According to the Dashboard, students are performing in the "high" range in ELA and "low" range in Math.
2. Cabrillo is in the "high" range for Chronic Absenteeism. This is an area of concern for us.

3. Suspensions are in the "medium" range due to more use of Restorative Practices to reduce our suspension numbers.

School and Student Performance Data

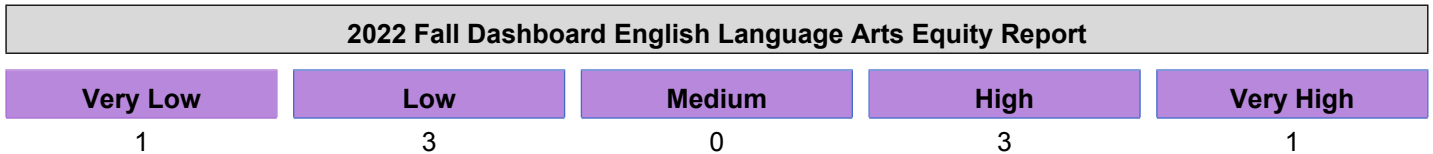
Academic Performance English Language Arts

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](#).

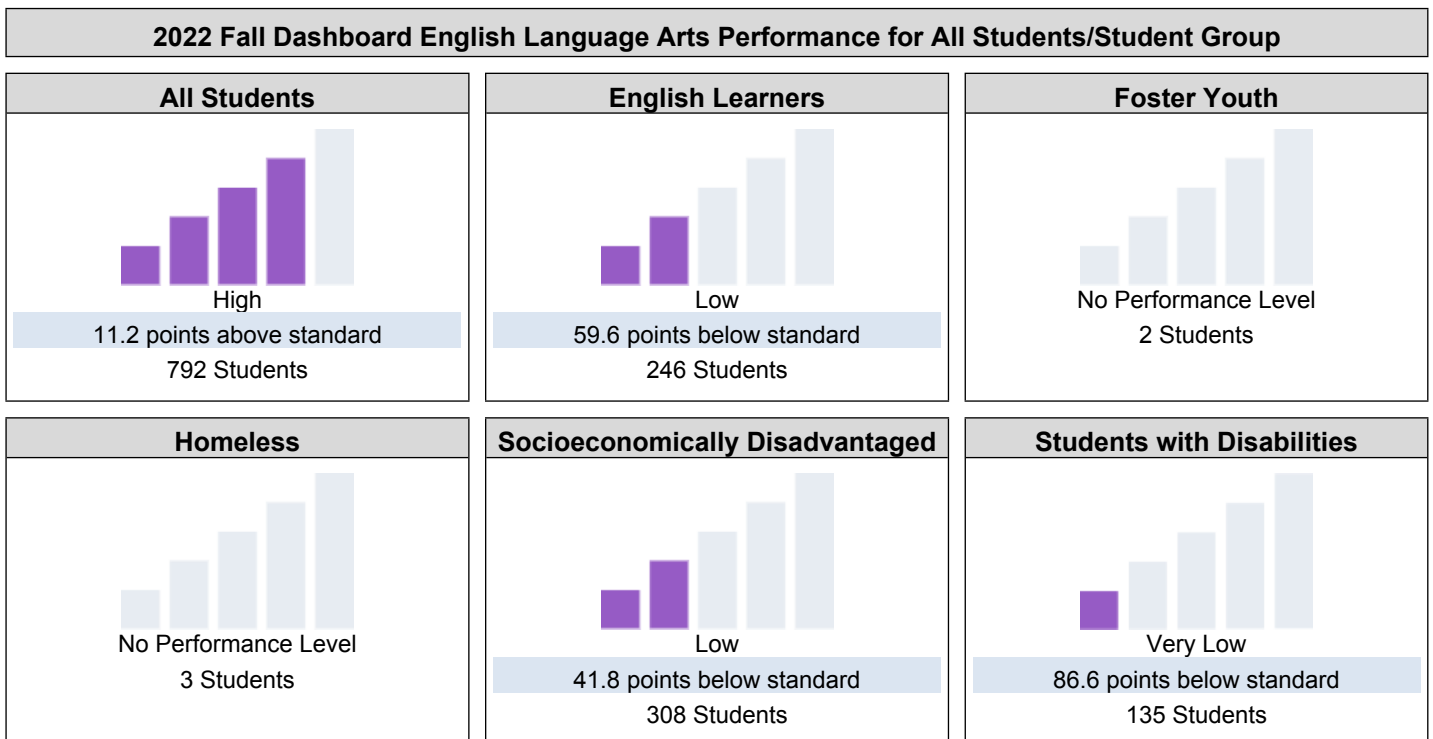
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



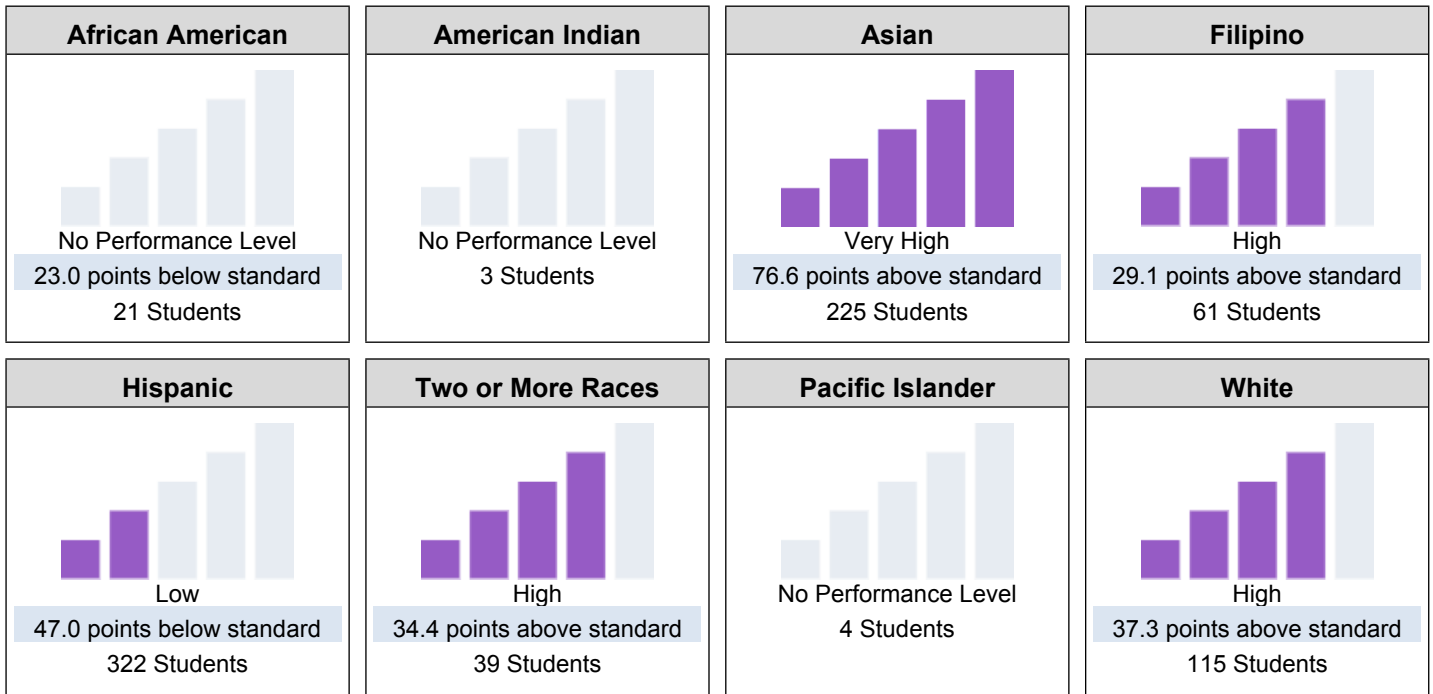
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
<p>121.2 points below standard</p> <p>108 Students</p>	<p>11.4 points below standard</p> <p>138 Students</p>	<p>28.0 points above standard</p> <p>371 Students</p>

Conclusions based on this data:

1. As a result of being designated as an ATSI (Additional Targeted Support and Improvement) School in FPM (Federal Program Monitoring), primarily due to under-performance of Students with Disabilities on the CAASPP test, we are implementing the following strategies:
 - Make better use of the testing accommodations provided to these students
 - Use of iReady assessments and data analysis.
 - Recognize students for showing effort through SPARK awards
 - Test in smaller environments with teacher's regular teacher
 - Break testing up into shorter increments
2. Developing strategies to better serve our English Learners who have not yet been redesignated. This includes continuing to offer designated and integrated EL courses.
3. Our third priority is to work with individual case managers to modify specific accommodations on the IEPs of students on their caseloads so that the students find more success in this area.

School and Student Performance Data

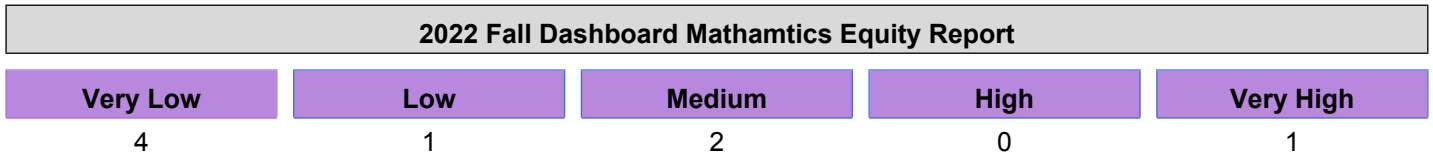
Academic Performance Mathematics

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](#).

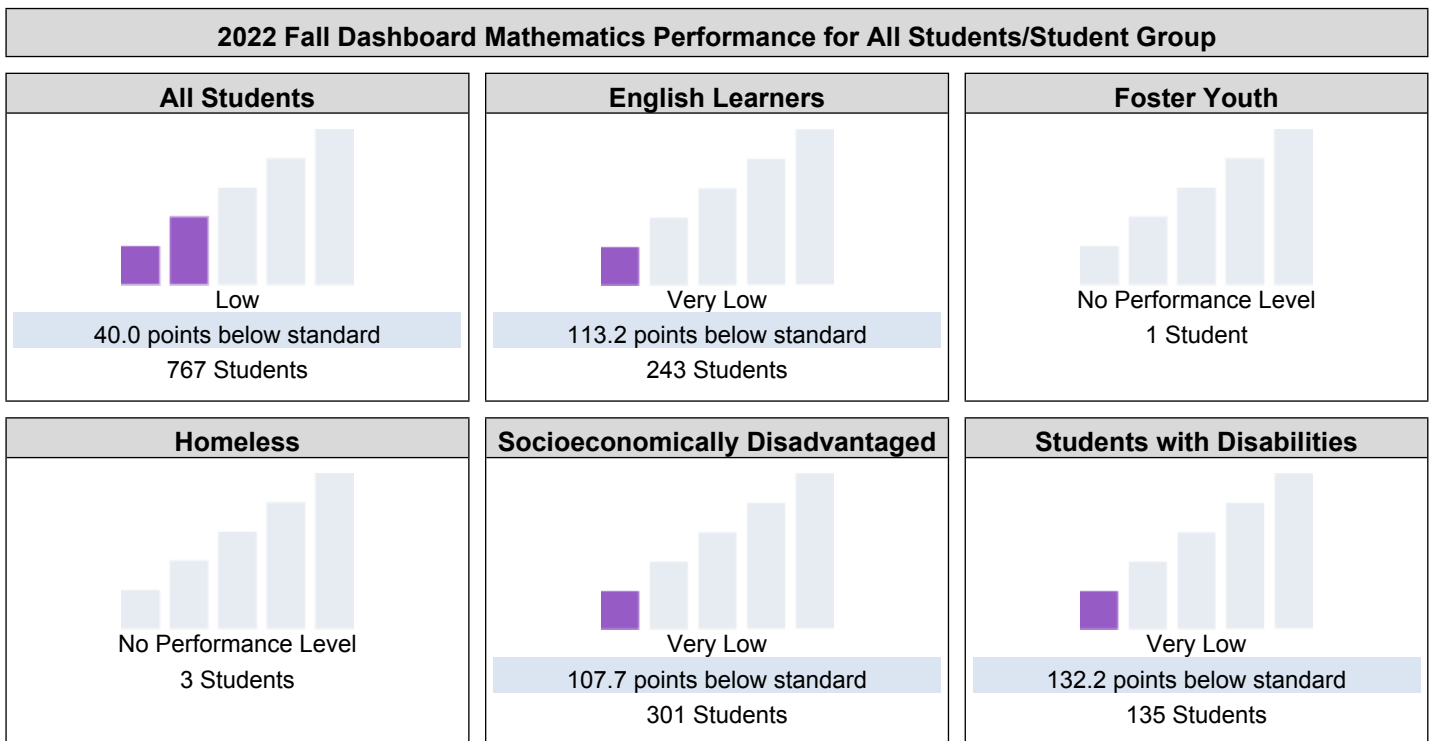
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



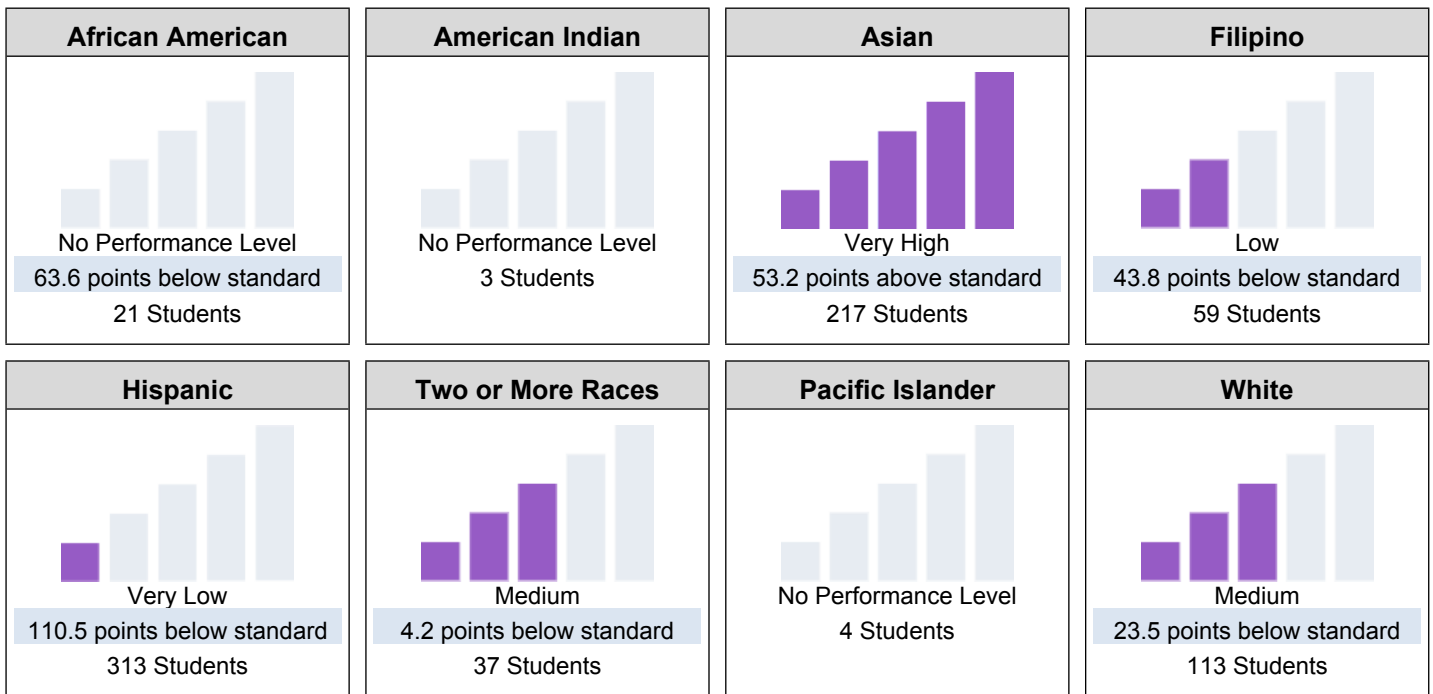
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
<p>174.1 points below standard 108 Students</p>	<p>64.5 points below standard 135 Students</p>	<p>27.5 points below standard 357 Students</p>

Conclusions based on this data:

1. As a result of being designated as an ATSI (Additional Targeted Support and Improvement) School in FPM (Federal Program Monitoring), primarily due to under-performance of Students with Disabilities on the CAASPP test, we are implementing the following strategies:
 - Make better use of the testing accommodations provided to these students
 - Use of iReady assessments and data analysis.
 - Recognize students for showing effort through SPARK awards
 - Test in smaller environments with teacher's regular teacher
 - Break testing up into shorter increments
2. Developing strategies to better serve our English Learners who have not yet been redesignated. This includes continuing to offering math support options.
3. Our third priority is to work with individual case managers to modify specific accommodations on the IEPs of students on their caseloads so that the students find more success in this area.

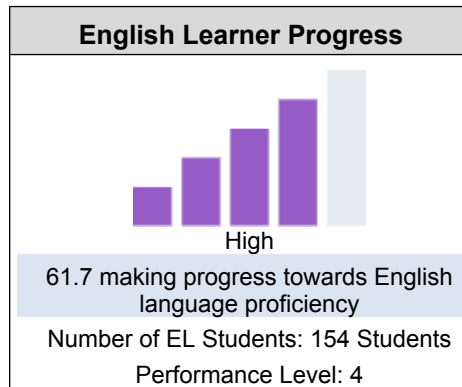
School and Student Performance Data

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



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
9.1%	29.2%	0.0%	61.7%

Conclusions based on this data:

- 61.7% of our English Learners are making progress toward English language proficiency.
- 29.2% of our English Learners are maintaining their progress level.
- The supports that we offer are allowing 61.7% of our ELs to be making progress.

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:

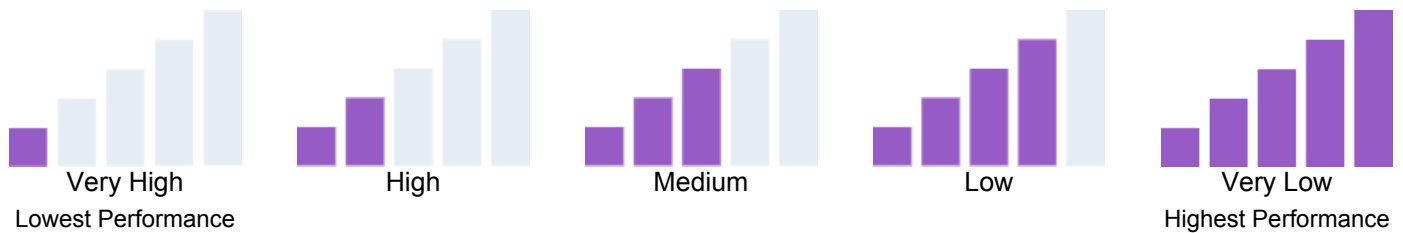
1. This module is for high schools only

School and Student Performance Data

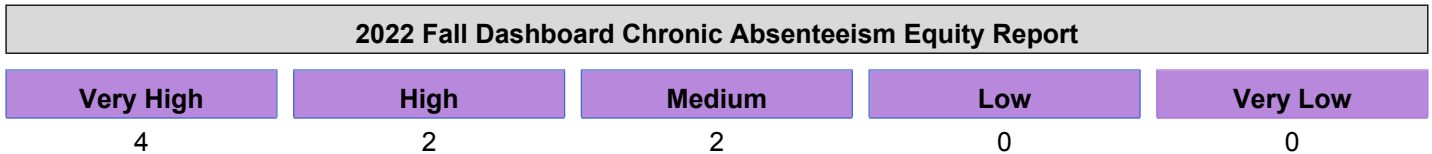
Academic Engagement Chronic Absenteeism

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](#).

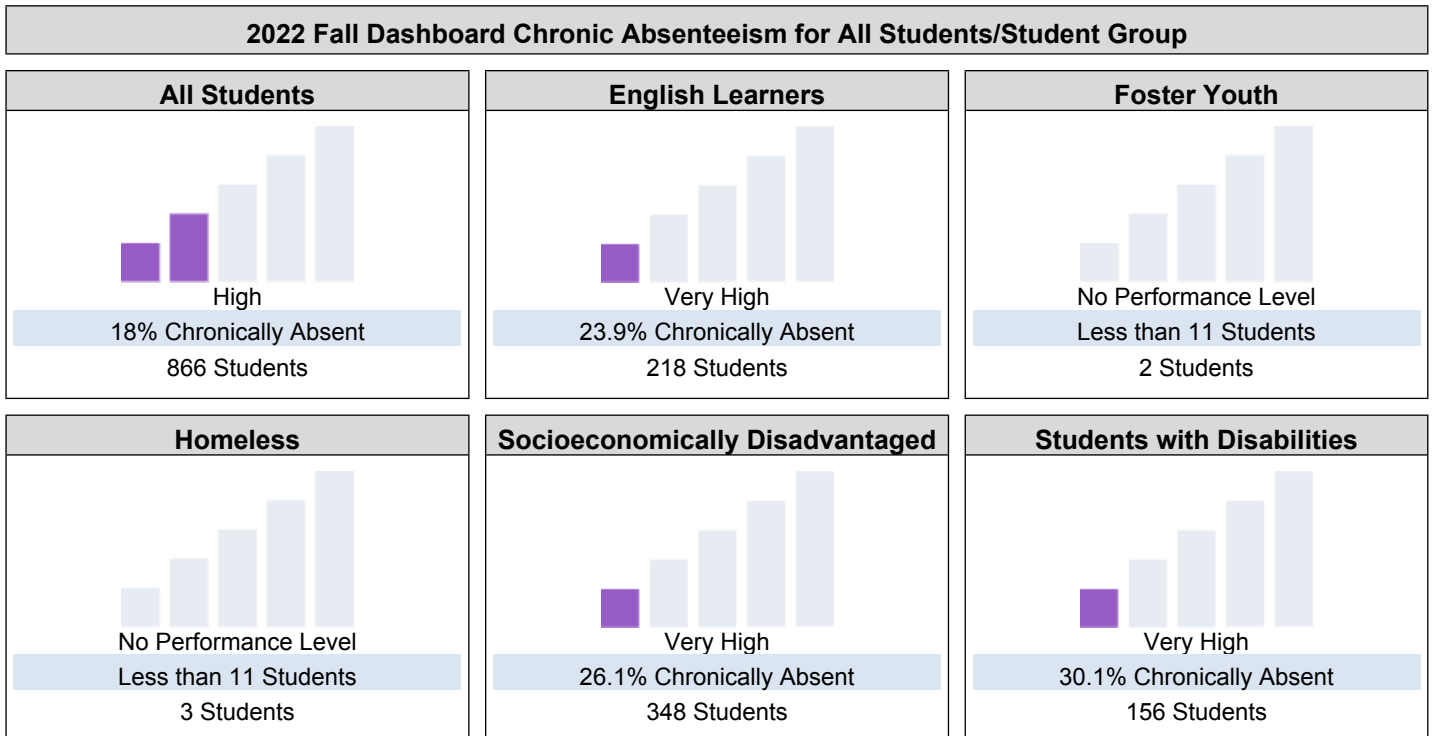
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



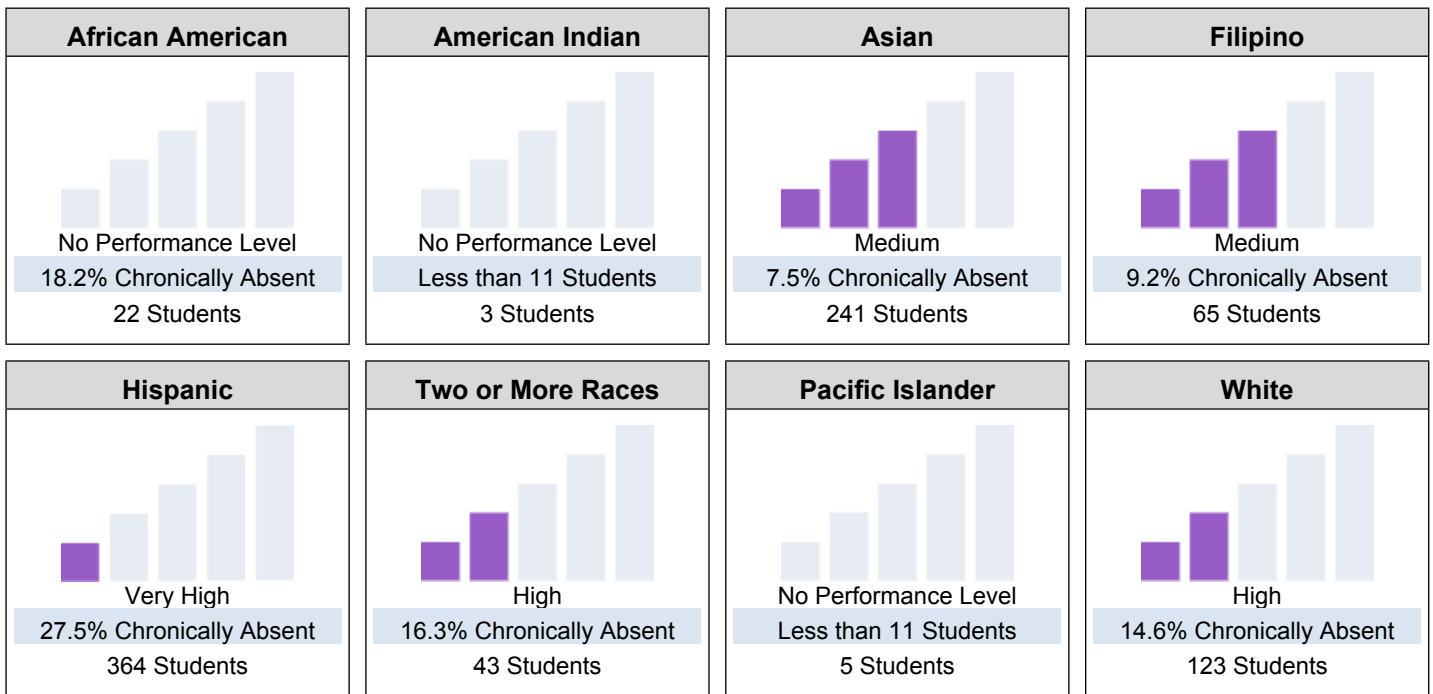
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Cabrillo needs to increase efforts for attendance with ELs and student with disabilities. Both groups have high levels of chronically absent students.
2. 27.5% of Cabrillo's Latinx population are showing high levels of absenteeism. Efforts are needed in this area.
3. There needs to be overall increased efforts with attendance at Cabrillo.

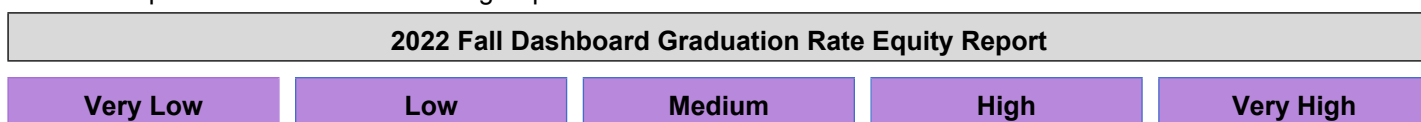
School and Student Performance Data

Academic Engagement Graduation Rate

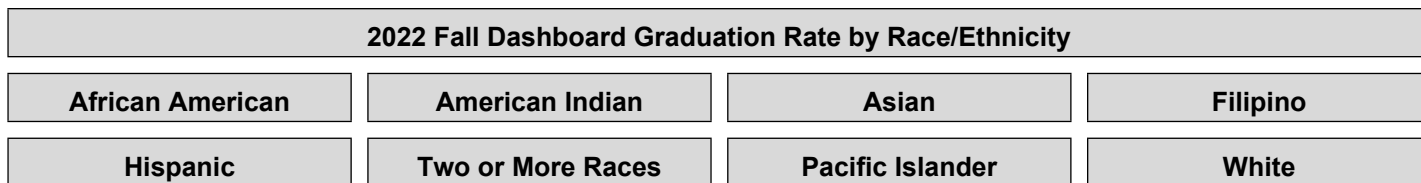
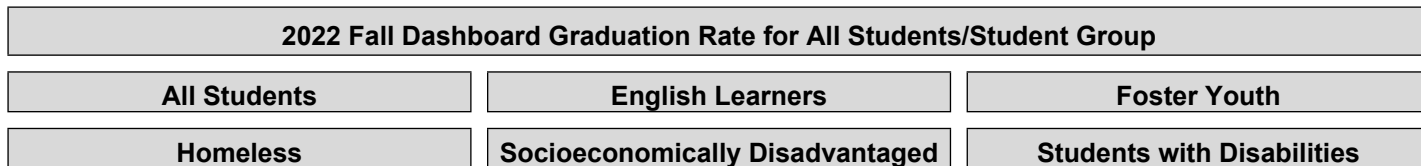
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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](#).

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. This is a high school module

School and Student Performance Data

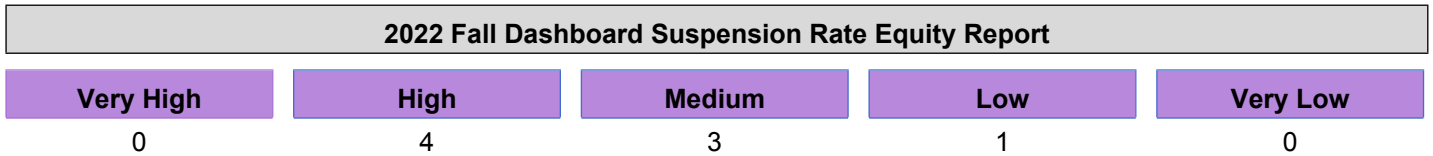
Conditions & Climate Suspension Rate

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](#).

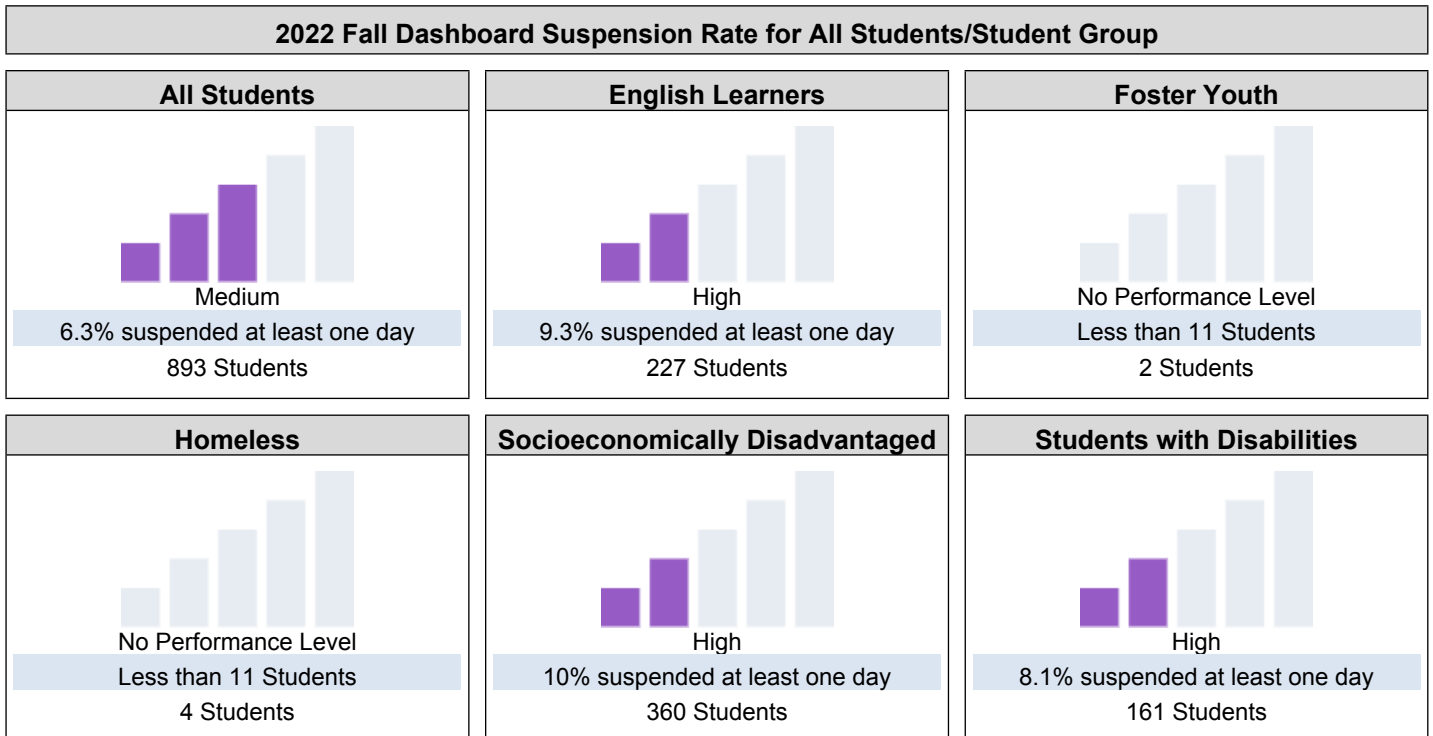
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



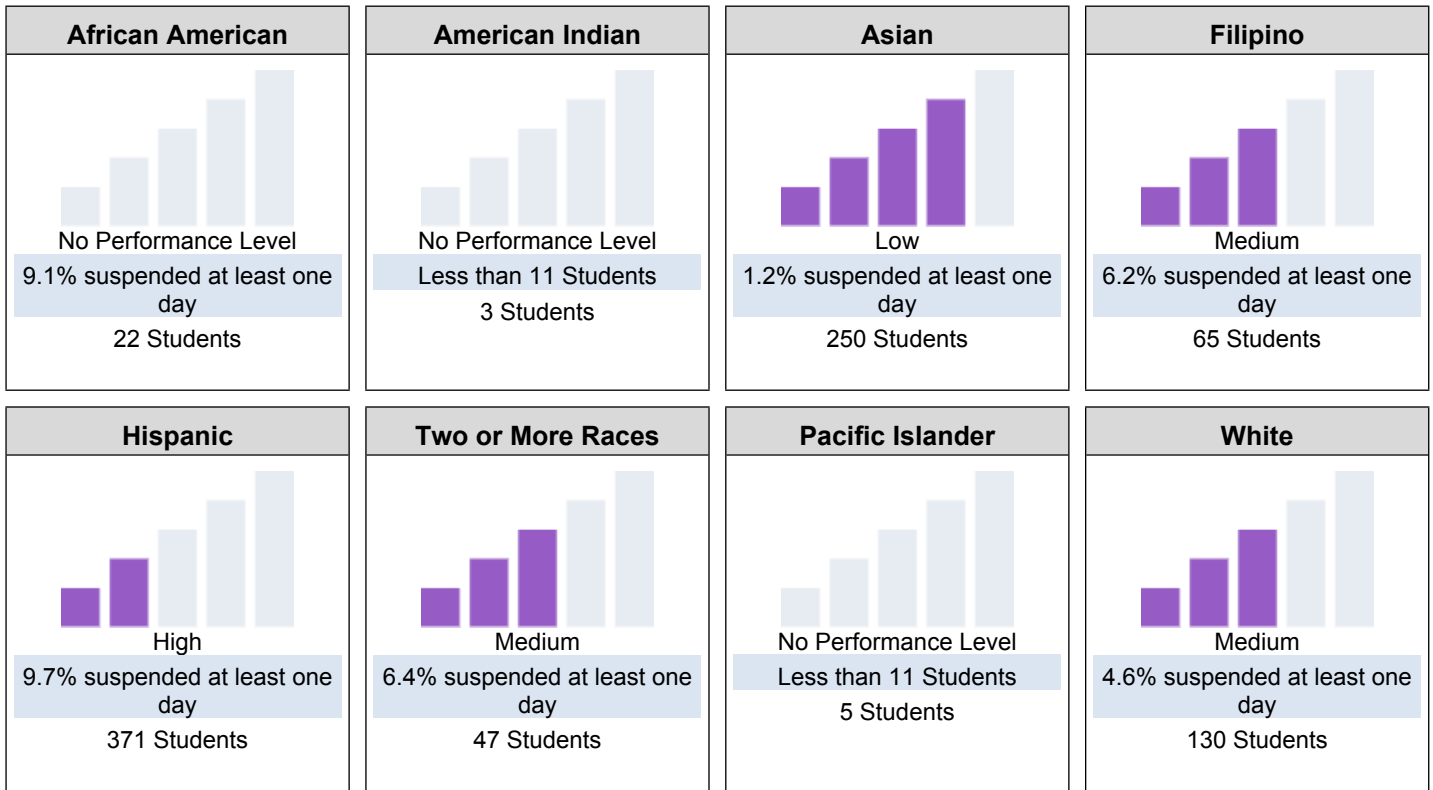
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Cabrillo has high levels of suspension with our Latinx students, students with disabilities, and our EL students.
2. Increased efforts with school-wide restorative practices will help in this area.
3. Overall suspension rates are "medium", which shows progress from previous years with the increase of some restorative practices.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 1

School Goal : ELL / LEA Goal

In coordination with LCAP Goals 2, 3, 6, 7, 9, 10,11, 17, 20 and as a result of assessment data which indicates that our EL population's assessment performance lags behind that of Non-EL students, our goal is to provide opportunities for teacher collaboration and observation for English learner support: This Goal is to ensure that Cabrillo staff has appropriate instructional support to implement the new SCUSD EL curriculum. Cabrillo will assess ELs multiple times a year, including ELPAC assessment to measure student gains to plan for differentiation of instruction and plan for further interventions. (Tier 1)

Identified Need

Our identified need is for our English Language Learners to show the same or greater academic growth as Non-ELLs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Met or Exceeded Percent	2021-22 English Learners: 15% Non-English Learners: 67%	2023-24 English Learners: 20% Non-English Learners: 67%
ELPAC Level 4 (Proficient) Percent	2021-22 Level 4: 20.7%	2023-24 Level 4:

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)

English Language Learners

Strategy/Activity

Strategy #1 Cabrillo teachers will have the opportunity to engage in peer observation opportunities to explore the new EL curriculum and the to implement the new EL pedagogy. This opportunity will combine with the new SCUSD EL support structure that provides designated and integrated EL courses depending on the students English designation. Teachers who choose to participate in peer observation can do for a full day, or by specific period in order to see a specific teaching strategy being used by a colleague.

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.

Amount(s)

Source(s)

0

Targeted Allocation
1000-1999: Certificated Personnel Salaries
For Cabrillo teachers to engage in peer
observation opportunities. To pay for substitute
teachers

3000.00

Targeted Carryover
1000-1999: Certificated Personnel Salaries
Substitute Teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

This funds will pay for a EL Coordinator stipend. The EL Coordinator disseminates I ready data to teachers and models instructional strategies for teachers to improve EL 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.

Amount(s)

Source(s)

5000.00

Targeted Allocation
1000-1999: Certificated Personnel Salaries
Stipend

800.00

Targeted Carryover
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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 will use teacher feedback, data on student engagement, attendance data, and iReady data to determine whether or not the specific teaching strategies they observed was able to be used to engage and support EL students at Cabrillo.

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

No major differences exist.

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.

No major changes have been made to this goal and the metrics that we are using to measure student performance have remained the same.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Reading, Writing, Math and Language Arts

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 2

The Cabrillo staff plans to support students with reading and tutoring through the use of iReady. We will implement multiple diagnostic assessments throughout the year, and use the data from the diagnostics to target specific students for specific intervention using the iReady MyPath lessons. We will also use the data from the iReady assessments to populate our intervention classes. Other interventions will include morning check-ins with a staff member, On Track for 6th graders, and 7th/8th grade tutorial. Additional support for students with IEPs in general education classes will include a 4 hour a day Para position and teacher read aloud for our designated students during CAASPP testing.

Identified Need

Improvement on Assessments, SBAC and i-Ready Reading. Students with disabilities were identified for Additional Targeted Support and Improvement (ATSI) due to very low status under the ELA and Math academic measure.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Standard Met or Exceeded Percent	2021-22 Overall: 56% Students with Disabilities: 15% Hispanic or Latino: 36% Black or African American: 45%	2023-24 Overall: 66 % Students with Disabilities: 25% Hispanic or Latino: 46 % Black or African American: 55 %
i-Ready Reading Early on Grade Level Percent	2022-23 Diagnostic 3 Overall: 52% Students with Disabilities: 17% Hispanic or Latino: 27% Black or African American: 37%	2023-24 Diagnostic 3 Overall: 62% Students with Disabilities: 27 % Hispanic or Latino: 37 % Black or African American: 47%
SBAC Math Standard Met or Exceeded Percent	2021-22 Overall: 41%	2023-24 Overall: 51%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities: 13% Hispanic or Latino: 17% Black or African American: 33%	Students with Disabilities: 23% Hispanic or Latino: 27% Black or African American: 43%
i-Ready Math Early on Grade Level Percent	2022-23 Diagnostic 3 Overall: 40% Students with Disabilities: 10% Hispanic or Latino: 16% Black or African American: 32%	2023-24 Diagnostic 3 Overall: 50% Students with Disabilities: 20% Hispanic or Latino: 26% Black or African American: 42%

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 who are struggling in Reading, Writing, and Language Arts

Strategy/Activity

Cabrillo will maintain its two after school homework support programs, On Track for the 6th graders and Tutorial for the 7th and 8th graders.

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.

Amount(s)

25000.00

Source(s)

Targeted Allocation
1000-1999: Certificated Personnel Salaries
After School Homework support programs. On Track for Grade 6, tutorial for Grade 7 and 8

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

The entire student population benefits from this strategy / activity.

Strategy/Activity

Cabrillo will also continue to use a staff led, "Morning Check-in" program for students who need additional help with homework.

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.

Amount(s)

2500.00

Source(s)

Targeted Allocation
2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with IEPs will benefit from this strategy

Strategy/Activity

These funds will go toward a 4 hour daily paraeducator position. This paraeducator will be going into multiple classrooms to support students with IEPs that are in general education classes. This staff will track student achievement data and meet case managers to monitor student progress.

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.

Amount(s)

40682.00

Source(s)

Targeted Allocation
2000-2999: Classified Personnel Salaries
Paraeducator for 4 hours daily.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This strategy will benefit students with IEPs

Strategy/Activity

This will fund Cabrillo staff time so that they can read aloud to students with IEPs during the CAASPP state testing process.

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.

Amount(s)

2000.00

Source(s)

Targeted Allocation
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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 will use iReady scores, and attendance data to determine the effectiveness of the interventions listed in goal #2, and adjust out support plan as appropriate.

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

No major difference exist.

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.

No major changes exist.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Physical and Emotional Safety

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 3

Ensure that all students are supported physically and social emotionally. Increase efforts for physical safety on campus, before, during and after school. Enhance social emotional well being of students by providing extra supervision during lunch time and by providing an advisory period. The staff will continue to have a SEL team that will plan and provide multiple tiers of support for all students. The Cabrillo staff will engage all students with relevant and just in time levels of tiered support to ensure that all students are given the opportunity to have a healthy social and emotional growth.

Identified Need

Physical, Social and emotional well being. Students with disabilities chronic absenteeism rate is very high which identified them from Additional Targeted Support and Improvement (ATSI).

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will benefit from this strategy

Strategy/Activity

These funds will go towards a daily Noon Duty Supervisor so that more adults will be monitoring students during the lunch periods every day.

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.

Amount(s)	Source(s)
14000.00	Targeted Allocation 2000-2999: Classified Personnel Salaries Noon Duty Supervisor - 2 hours per day
4000.00	Targeted Carryover 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

These strategies and activities will benefit all students.

Strategy/Activity

Develop, implement and monitor a tiered support system for all students using MTSS

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.

Amount(s)	Source(s)
2400.00	Targeted Allocation 1000-1999: Certificated Personnel Salaries Pay for Substitute teacher for certificated release time to develop and collaborate on MTSS

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students benefit from these strategies and activities.

Strategy/Activity

Supplies to implement MTSS

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.

Amount(s)	Source(s)
2000.00	Targeted Allocation 4000-4999: Books And Supplies
2000.00	Targeted Carryover 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students will benefit from this strategy

Strategy/Activity

Professional Development to ensure instruction is developed and aligned to MTSS strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000.00

1200.00

Source(s)

Targeted Allocation

1000-1999: Certificated Personnel Salaries
Substitute salary for Certificated release time

Targeted Carryover

1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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 will use data from the CA Healthy Kids Survey, attendance data, and behavioral referral data to determine overall effectiveness of the MTSS support strategies.

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

No major difference exist between intended implementation and budgeted expenditures.

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.

Site leaders will convene to alter support programs so that all students are benefitting from the additional support measures.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student connectedness to school

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 4

The Cabrillo staff believes in the importance of engagement and support programs designed to increase student "connectedness" to school and to find new innovative ways to guide students and their parents through academic programs at Cabrillo.

Identified Need

To reduce our suspension rate in order to move Cabrillo from the green to blue band school-wide, with special emphasis on reducing suspensions for students with IEPs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	2021-22 Overall: 6.3% Students with disabilities: NA (Unavailable)	2023-24 Overall: % Students with disabilities: %

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)

These activities will bring the school community together and provide an increase sense of student safety for all involved.

Strategy/Activity

Specialty Events to enhance student and family connectedness at school .Events like Anti-Bullying, College and Career Week, Multi-Cultural Event, BTSN, Open House, 8th Grade Promotion

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.

Amount(s)	Source(s)
2000.00	Targeted Allocation 4000-4999: Books And Supplies School Culture Events
4000.00	Targeted Carryover 4000-4999: Books And Supplies School Culture Events

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students benefit from these strategies having the opportunity to engage in hands-on learning in various classes.

Strategy/Activity

Ensure engaging hands-on learning for all students at Cabrillo. Materials for Innovation Lab for hands on learning, STEAM activities for 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.

Amount(s)	Source(s)
2000.00	Targeted Allocation 4000-4999: Books And Supplies Supplies for Innovation Lab
5000.00	Targeted Carryover 4000-4999: Books And Supplies Supplies for Innovation Lab

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will benefit from this strategy by having a staff member available to organize and run the Innovation Lab throughout the school year. This will help to make sure that teachers will want to use the lab since having a staff member running it will make things easier for all teachers to use the room.

Strategy/Activity

Ensure that Innovation Lab is organized and accessible to all teachers and students to use by providing a staff member to manage the Innovation Lab

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.

Amount(s)	Source(s)
42130.00	Targeted Allocation 2000-2999: Classified Personnel Salaries Design Lab Technician

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students benefit from this strategy by having the opportunity to go off campus for additional hands-on learning opportunities.

Strategy/Activity

Cabrillo students will have the option to participate in various academic field trips throughout the year

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.

Amount(s)	Source(s)
15000.00	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Field Trips
1000.00	Targeted Carryover 5000-5999: Services And Other Operating Expenditures Field Trips

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will benefit from this strategy by having multiple education applications to use with their district-issued Chromebook. This will help to bring more technology into the classroom and increase engagement for all students.

Strategy/Activity

Ensure engaging and supportive learning with technology by purchasing and maintaining licenses for educational applications

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.

Amount(s)

12000.00

Source(s)

Targeted Allocation
5000-5999: Services And Other Operating Expenditures
Licenses for Educational Applications

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Incoming 6th students will benefit from this program since they will be having a mentor from an upper grade level. This program will increase a sense of school connectedness for all incoming 6th graders. This program also provides leadership opportunities for members of the upper grade levels who serve as WEB leaders.

Strategy/Activity

WEB program activities to ensure that incoming 6th graders transition successfully to middle school.

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.

Amount(s)

2000.00

Source(s)

Targeted Carryover
1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students benefit from this strategy

Strategy/Activity

Funding for classroom equipment and communication supplies that facilitate educations process.

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.

Amount(s)

3781.00

Source(s)

Targeted Allocation
4000-4999: Books And Supplies
IT materials

794.00

Targeted Carryover
4000-4999: Books And Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students benefit from this strategy by having the opportunity to print projects at the print shop after participating in a project based learning activity.

Strategy/Activity

These funds will go towards print shop fees for various school needs and projects

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.

Amount(s)

2000.00

Source(s)

Targeted Carryover
5000-5999: Services And Other Operating Expenditures
Print shop fees

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This strategy benefits all students by providing lunchtime sports activities

Strategy/Activity

Provide students with increased connectedness with sports at lunchtime while having additional supervision on campus through Allera Sports.

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.

Amount(s)

16500.00

Source(s)

Targeted Allocation
5000-5999: Services And Other Operating Expenditures
Sports Coaches from Allera Sports

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This strategy benefits all students.

Strategy/Activity

Cabrillo will engage all students in the love of reading by hosting Teen Read Week. These funds go toward purchasing newly published books for the Cabrillo library

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.

Amount(s)	Source(s)
5000.00	Targeted Allocation 4000-4999: Books And Supplies Library Books
1000.00	Targeted Carryover 4000-4999: Books And Supplies Library books

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This strategy benefits all students.

Strategy/Activity

This provides for one additional hour for our Library Assistant position to ensure that all students and staff have timely access to all library services so that students can engage in reading throughout the school year.

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.

Amount(s)	Source(s)
15123.00	Targeted Allocation 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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.

Data from the CA Healthy Kids Survey, parent feedback surveys, student feedback surveys, attendance data, and behavioral referral data will help to determine the effectiveness of these goals.

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

There is no major difference between the intended implementation and the budgeted expenditures.

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.

Site leaders will convene to make changes to our program offerings if data is showing that measures being put in place are not effective in supporting and engaging Cabrillo students/families.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$235,910.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Targeted Allocation	\$209,116.00
Targeted Carryover	\$26,794.00

Subtotal of state or local funds included for this school: \$235,910.00

Total of federal, state, and/or local funds for this school: \$235,910.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation 16-17	203,333	203,333.00
Targeted Allocation	193,332	-15,784.00
Targeted Allocation	181,256	

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	209,116.00
Targeted Carryover	26,794.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	43,400.00
2000-2999: Classified Personnel Salaries	118,435.00
4000-4999: Books And Supplies	27,575.00
5000-5999: Services And Other Operating Expenditures	46,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	36,400.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	114,435.00
4000-4999: Books And Supplies	Targeted Allocation	14,781.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	43,500.00
1000-1999: Certificated Personnel Salaries	Targeted Carryover	7,000.00

2000-2999: Classified Personnel Salaries	Targeted Carryover	4,000.00
4000-4999: Books And Supplies	Targeted Carryover	12,794.00
5000-5999: Services And Other Operating Expenditures	Targeted Carryover	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,800.00
Goal 2	70,182.00
Goal 3	27,600.00
Goal 4	129,328.00

School Site Council Membership

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

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

Name of Members	Role
Terry Flora	Principal
Mary Pat Phillips	Classroom Teacher
Arleen Cardenas Llanes	Classroom Teacher
Phil Kittower	Classroom Teacher
Rohit Tirumala	Parent or Community Member
Sajeemas "Mint" Paskadee	Parent or Community Member
Aileen Eveleth	Parent or Community Member
Soma Baral	Other School Staff
Iqbal Chadda	Other School Staff
Aldea Ambrosio	Secondary Student
Ainsley Cleveland	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

Other: School Health Council

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 05-11-23.

Attested:



Principal, Terry Flora, Ed.D. on 05-11-23



SSC Chairperson, Aileen Eveleth on 05-19-23