

Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Juan Cabrillo Middle School	43-69674-6048854	May 6, 2024	June 13, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Juan Cabrillo Middle School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This SPSA is designed to raise all student achievement through the improvement of Tiered MTSS Interventions. In addition, the SPSA targets under performing student groups and supports interventions, attendance, and academic engagement. The over arching goals are to:

- Improve Student Engagement
- Improve Attendance
- Improve the Academic Achievement of all students
- Increase the interventions for EL, SPED, and at risk students
- Use targeted curricular interventions for EL students.

Educational Partner Involvement

How, when, and with whom did your Juan Cabrillo Middle 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.

School Site Council: May 6, 2024 March 20, 2024, February 7, 2024
ELAC: March 20, 2024
School Leadership Team: April 3, 2024

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The dashboard does not show any overall indicator in the "red" or "orange" performance areas.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The dashboard shows "red" or "orange" performance indicators for specific student groups.

In Language Arts:
Red-EL and SPED students
Orange-Hispanic and SED

In Math:
Red-SPED
Orange- EL, Hispanic, and SED

Suspension Rate:
Red-none
Orange-SPED, SED, and Hispanic

Attendance:
Red-EL, Hispanic
Orange-SED, SPED, White

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Juan Cabrillo Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.35%	0.49%	3	3	4
African American	1.8%	2.47%	2.57%	16	21	21
Asian	24.8%	28.44%	28.27%	225	242	231
Filipino	6.9%	7.52%	6.73%	63	64	55
Hispanic/Latino	43.2%	41.01%	41.25%	392	349	337
Pacific Islander	0.7%	0.59%	0.24%	6	5	2
White	17.3%	14.34%	13.95%	157	122	114
Multiple/No Response	5.0%	4.94%	5.88%	45	42	48
Total Enrollment				908	851	817

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 in each group.
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 and has been consistent since.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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	187	232	4.1%	22.0%	28.4%

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	239	0	225	231	0	224	231	0.0	94.5	96.7
Grade 7	307	282	279	0	271	273	0	270	273	0.0	96.1	97.8
Grade 8	304	309	288	0	302	277	0	297	276	0.0	97.7	96.2
All Grades	879	829	806	0	798	781	0	791	780	0.0	96.3	96.9

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.	2528.		18.30	24.24		28.57	26.84		28.57	21.21		24.55	27.71
Grade 7		2567.	2555.		25.93	23.81		32.22	30.40		18.89	22.71		22.96	23.08
Grade 8		2588.	2569.		27.61	22.46		33.00	29.71		18.52	23.19		20.88	24.64
All Grades	N/A	N/A	N/A		24.40	23.46		31.48	29.10		21.49	22.44		22.63	25.00

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	23.38		55.61	49.78		26.01	26.84
Grade 7		24.91	16.48		55.76	63.74		19.33	19.78
Grade 8		29.25	22.83		52.38	53.62		18.37	23.55
All Grades		24.68	20.77		54.45	56.03		20.87	23.21

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	20.87		51.82	49.13		27.73	30.00
Grade 7		32.34	28.57		44.61	46.52		23.05	24.91
Grade 8		28.57	22.83		47.28	54.35		24.15	22.83
All Grades		27.59	24.26		47.64	50.06		24.78	25.67

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	16.02		68.61	72.73		17.49	11.26
Grade 7		19.33	16.85		72.86	71.43		7.81	11.72
Grade 8		16.95	19.93		70.51	66.67		12.54	13.41
All Grades		16.90	17.69		70.78	70.13		12.33	12.18

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	19.48		65.18	64.50		13.84	16.02
Grade 7		24.44	24.54		58.89	58.61		16.67	16.85
Grade 8		30.74	23.55		57.77	63.41		11.49	13.04
All Grades		25.82	22.69		60.25	62.05		13.92	15.26

Conclusions based on this data:

1. School-wide, more students were in two highest bands of 52% versus the lowest two bands at 48% overall in English Language Arts / Literacy
2. However, 3 out of 4 categories also showed a decline in the number of students "above standard" increasing the percentages in "at or near standard." There was also a similar decrease at "at or near" that showed students dropping to "below standard."
3. Scores show a large number of students in reading, writing, and listening skills in the At of Near Standard. This group of students should be targeted to increase overall scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	239	0	182	235	0	179	235	0.0	76.5	98.3
Grade 7	307	282	279	0	269	273	0	267	273	0.0	95.4	97.8
Grade 8	304	309	289	0	293	279	0	290	279	0.0	94.8	96.5
All Grades	879	829	807	0	744	787	0	736	787	0.0	89.7	97.5

* 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.	2513.		20.11	25.96		14.53	16.17		30.73	19.15		34.64	38.72
Grade 7		2541.	2541.		26.59	26.74		17.60	17.58		21.35	22.34		34.46	33.33
Grade 8		2558.	2545.		26.90	28.32		15.17	11.11		20.34	18.28		37.59	42.29
All Grades	N/A	N/A	N/A		25.14	27.06		15.90	14.87		23.23	19.95		35.73	38.12

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	23.83		41.04	36.17		42.77	40.00
Grade 7		28.30	30.04		36.98	37.36		34.72	32.60
Grade 8		23.79	22.94		46.55	37.63		29.66	39.43
All Grades		23.63	25.67		41.76	37.10		34.62	37.23

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	22.55		48.60	43.40		33.52	34.04
Grade 7		23.22	19.78		48.31	54.95		28.46	25.27
Grade 8		25.17	24.37		47.59	44.09		27.24	31.54
All Grades		22.69	22.24		48.10	47.65		29.21	30.11

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	21.28		64.80	51.49		21.79	27.23
Grade 7		23.22	22.71		56.93	52.75		19.85	24.54
Grade 8		23.79	22.22		52.07	46.59		24.14	31.18
All Grades		21.06	22.11		56.93	50.19		22.01	27.70

Conclusions based on this data:

1. Overall, students that met or exceeded on CAASPP math increased slightly over the year from 42% from 40%
2. Overall, there is a drop in the number of students over the year in "nearly met" increasing the percentage of those who "did not meet" to 38.2% by 3% points.
3. The greatest area for growth is in Communicating Reasoning with 50% of students in the At or Near Standard mark.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	1509.1	1502.4	1505.4	1498.7	1499.0	1504.9	1519.0	67	59	55
7	1522.2	1534.8	1526.0	1517.7	1541.0	1516.4	1526.2	1528.3	1535.0	64	51	50
8	1504.4	1561.8	1549.9	1487.3	1566.8	1546.3	1521.1	1556.4	1553.1	61	59	35
All Grades										192	169	140

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	20.00	28.36	37.29	30.91	34.33	22.03	25.45	20.90	30.51	23.64	67	59	55
7	18.75	23.53	24.00	29.69	35.29	44.00	25.00	19.61	10.00	26.56	21.57	22.00	64	51	50
8	11.48	28.81	26.47	27.87	37.29	44.12	29.51	20.34	8.82	31.15	13.56	20.59	61	59	34
All Grades	15.63	20.71	23.02	28.65	36.69	38.85	29.69	20.71	15.83	26.04	21.89	22.30	192	169	139

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	36.36	43.28	37.29	32.73	8.96	11.86	9.09	20.90	23.73	21.82	67	59	55
7	28.13	43.14	36.00	29.69	29.41	34.00	26.56	11.76	10.00	15.63	15.69	20.00	64	51	50
8	13.11	38.98	38.24	36.07	32.20	35.29	27.87	18.64	8.82	22.95	10.17	17.65	61	59	34
All Grades	22.92	36.09	36.69	36.46	33.14	33.81	20.83	14.20	9.35	19.79	16.57	20.14	192	169	139

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	10.91	16.42	15.25	20.00	46.27	44.07	32.73	37.31	37.29	36.36	67	59	55
7	6.25	9.80	16.00	29.69	25.49	18.00	31.25	31.37	38.00	32.81	33.33	28.00	64	51	50
8	8.20	20.34	17.65	27.87	15.25	35.29	26.23	50.85	26.47	37.70	13.56	20.59	61	59	34
All Grades	4.69	11.24	14.39	24.48	18.34	23.02	34.90	42.60	33.09	35.94	27.81	29.50	192	169	139

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	20.00	64.18	62.71	56.36	17.91	25.42	23.64	67	59	55	
7	23.44	11.76	18.00	54.69	62.75	58.00	21.88	25.49	24.00	64	51	50	
8	26.23	18.64	23.53	50.82	61.02	55.88	22.95	20.34	20.59	61	59	34	
All Grades	22.40	14.20	20.14	56.77	62.13	56.83	20.83	23.67	23.02	192	169	139	

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	41.82	32.84	30.51	38.18	17.91	23.73	20.00	67	59	55	
7	43.75	64.71	51.02	37.50	19.61	30.61	18.75	15.69	18.37	64	51	49	
8	9.84	57.63	50.00	57.38	32.20	35.29	32.79	10.17	14.71	61	59	34	
All Grades	34.90	55.62	47.10	42.19	27.81	34.78	22.92	16.57	18.12	192	169	138	

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	10.91	23.88	32.20	30.91	70.15	62.71	58.18	67	59	55	
7	17.19	15.69	18.00	29.69	35.29	44.00	53.13	49.02	38.00	64	51	50	
8	24.59	23.73	20.59	27.87	27.12	41.18	47.54	49.15	38.24	61	59	34	
All Grades	15.63	14.79	15.83	27.08	31.36	38.13	57.29	53.85	46.04	192	169	139	

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	16.36	74.63	61.02	63.64	20.90	28.81	20.00	67	59	55
7	6.25	11.76	14.00	75.00	70.59	64.00	18.75	17.65	22.00	64	51	50
8	1.64	8.47	20.59	72.13	79.66	61.76	26.23	11.86	17.65	61	59	34
All Grades	4.17	10.06	16.55	73.96	70.41	63.31	21.88	19.53	20.14	192	169	139

Conclusions based on this data:

1. Overall, there is a need to focus on speaking and listening to skills to increase competency based on the number of students in the Beginning and Somewhat/Moderate levels.
2. Overall there is a trend towards higher reading skills.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
817	48.1	17.3	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	141	17.3
Foster Youth		
Homeless	1	0.1
Socioeconomically Disadvantaged	393	48.1
Students with Disabilities	126	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.6
American Indian	4	0.5
Asian	231	28.3
Filipino	55	6.7
Hispanic	337	41.2
Two or More Races	48	5.9
Pacific Islander	2	0.2
White	114	14

Conclusions based on this data:

1. Hispanic students make-up Cabrillo's largest demographic subgroup (337 students at 41.2%)
2. Asian students make-up the next most significant demographic subgroup (231 students / 28.3%), with white students making-up third most numerically significant subgroup with (114 students 14%) of the student 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
 - Work to improve attendance

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. According to the Dashboard, students are performing in the "yellow" range in ELA and Math.
2. Cabrillo is in the "yellow" range for Chronic Absenteeism and Suspensions. These are areas of concern for us.
3. "Progress of English Learners and the school-wide efforts show with the overall achievement in the "green."

School and Student Performance Data

Academic Performance English Language Arts

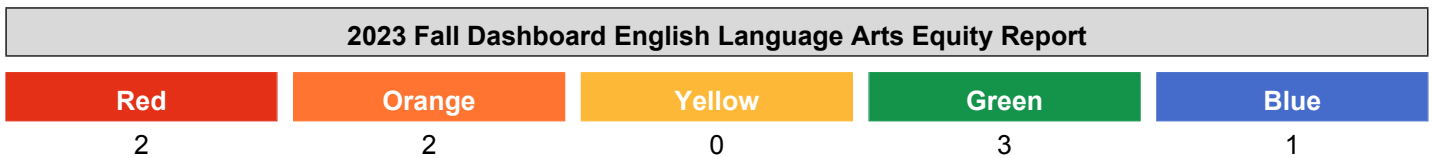
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 4 points above standard Decreased -7.2 points 760 Students	<p>English Learners</p>  Red 71.1 points below standard Decreased -11.5 points 226 Students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p> <p>Less than 11 Students 2 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 47.8 points below standard Decreased -6 points 360 Students	<p>Students with Disabilities</p>  Red 90.8 points below standard Decreased -4.2 points 128 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>23.1 points below standard</p> <p>Maintained +2.6 points</p> <p>20 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Green</p> <p>68.9 points above standard</p> <p>Decreased -7.7 points</p> <p>215 Students</p>	<p></p> <p>Green</p> <p>18.5 points above standard</p> <p>Decreased -10.6 points</p> <p>52 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>61.3 points below standard</p> <p>Decreased -14.2 points</p> <p>303 Students</p>	<p></p> <p>Blue</p> <p>53.1 points above standard</p> <p>Increased Significantly +18.6 points</p> <p>49 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Green</p> <p>33.4 points above standard</p> <p>Decreased -3.9 points</p> <p>108 Students</p>

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>140.1 points below standard</p> <p>Decreased Significantly -18.9 points</p> <p>84 Students</p>	<p>30.3 points below standard</p> <p>Decreased Significantly -18.8 points</p> <p>142 Students</p>	<p>21.2 points above standard</p> <p>Decreased -6.8 points</p> <p>365 Students</p>

Conclusions based on this data:

1. English Learners struggled on the exams and scored in the red. This is 226 students.
2. Hispanic students scored in the orange. This is 303 students.
3. Students with disabilities scored in the red. This is 128 students.

School and Student Performance Data

Academic Performance Mathematics

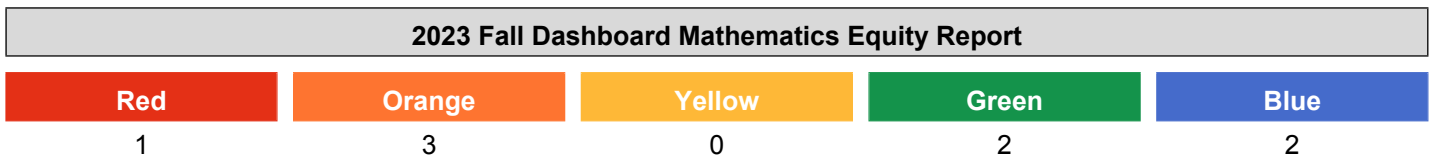
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
28.3 points below standard Increased Significantly +16.9 points	115.7 points below standard Increased +4.2 points	0 Students
756 Students	224 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	 Orange	 Red
	99.2 points below standard Increased Significantly +18.7 points	144.1 points below standard Maintained -0.6 points
	356 Students	127 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>91.2 points below standard</p> <p>Decreased -13 points</p> <p>20 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Blue</p> <p>65.6 points above standard</p> <p>Increased +13.3 points</p> <p>215 Students</p>	<p></p> <p>Green</p> <p>20.8 points below standard</p> <p>Increased Significantly +28.2 points</p> <p>50 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>110.8 points below standard</p> <p>Increased +7.8 points</p> <p>302 Students</p>	<p></p> <p>Blue</p> <p>48.5 points above standard</p> <p>Increased Significantly +58.2 points</p> <p>49 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Green</p> <p>7.9 points below standard</p> <p>Increased Significantly +21.9 points</p> <p>107 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>163.8 points below standard</p> <p>Increased Significantly +22.6 points</p> <p>83 Students</p>	<p>87.3 points below standard</p> <p>Decreased Significantly -20.6 points</p> <p>141 Students</p>	<p>12.7 points below standard</p> <p>Increased Significantly +21.3 points</p> <p>363 Students</p>

Conclusions based on this data:

1. Significant learning loss has occurred for our students who are socially economically disadvantaged. This is 356 students.
2. Students with disabilities have scores in the red for math. This is 127 students.
3. Students of Hispanic descent are in the orange and this is 302 students.

School and Student Performance Data

Academic Performance English Learner Progress

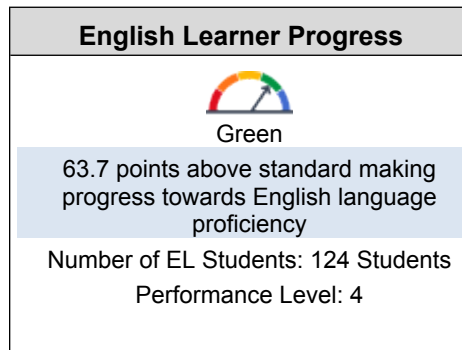
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
6	37	2	76

Conclusions based on this data:

1. 76 of our English Learners progressed at least one level.
2. 37 of our English Learners are maintaining their progress level.
3. 6 of our students decreased one level.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

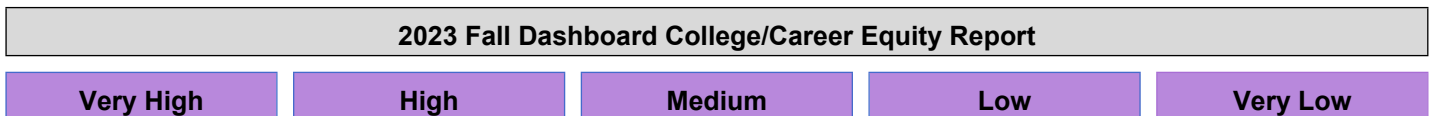
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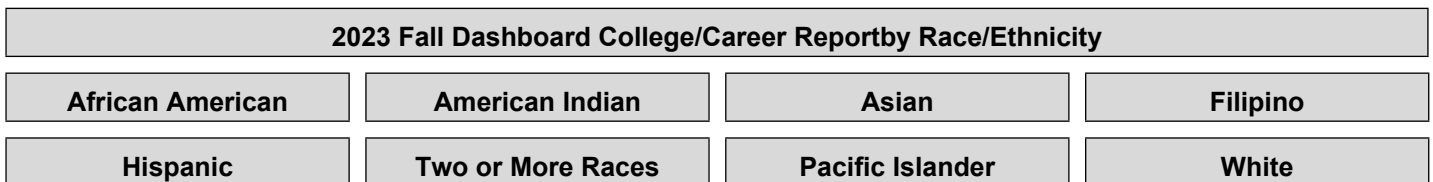
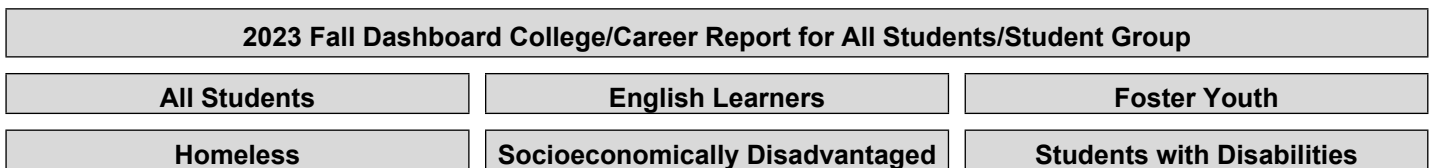
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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



Conclusions based on this data:

1. This module is for high schools only

School and Student Performance Data

Academic Engagement Chronic Absenteeism

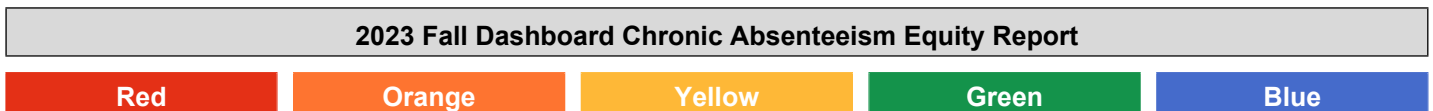
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 17% Chronically Absent Declined -1 848 Students	English Learners Red 25.6% Chronically Absent Increased 1.8 164 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Orange 24.8% Chronically Absent Declined -1.4 420 Students	Students with Disabilities Orange 24.3% Chronically Absent Declined -5.8 144 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>18.2% Chronically Absent Maintained 0 22 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>Green 6.3% Chronically Absent Declined -1.2 239 Students</p>	<p>Yellow 9.1% Chronically Absent Maintained -0.1 55 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Red 27.6% Chronically Absent Maintained 0.1 352 Students</p>	<p>Green 7.1% Chronically Absent Declined -9.1 56 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>Orange 15.5% Chronically Absent Increased 0.9 116 Students</p>

Conclusions based on this data:

1. Cabrillo needs to increase efforts for attendance with ELs and Hispanic students. Both groups are in the red.
2. Overall, 17% of students show chronic absence.
3. SED students and SPED students are in the yellow for absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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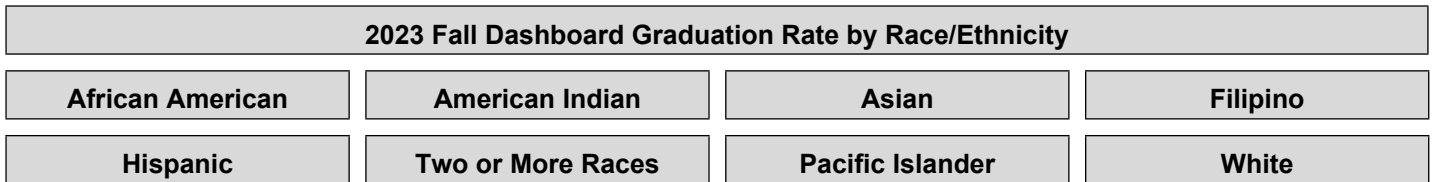
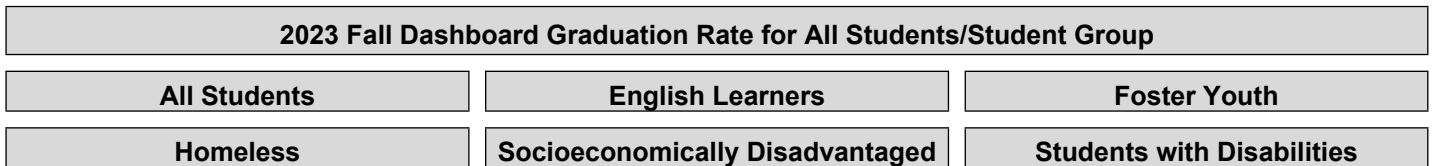
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
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

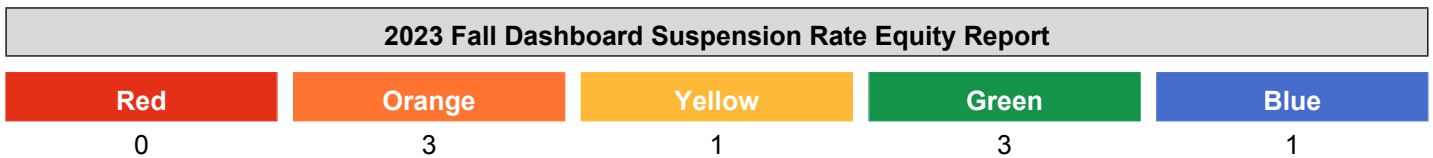
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 6.1% suspended at least one day Maintained -0.1 863 Students	English Learners Orange 10.6% suspended at least one day Increased 1.3 170 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Yellow 8.2% suspended at least one day Declined -1.8 429 Students	Students with Disabilities Orange 8.2% suspended at least one day Maintained 0.1 146 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>4.5% suspended at least one day</p> <p>Declined -4.5 22 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> Green</p> <p>0.8% suspended at least one day</p> <p>Declined -0.4 244 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -6.2 56 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>11.4% suspended at least one day</p> <p>Increased 1.7 361 Students</p>	<p align="center"> Green</p> <p>5.4% suspended at least one day</p> <p>Declined -1 56 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> Green</p> <p>4.3% suspended at least one day</p> <p>Declined -0.3 116 Students</p>

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 MTSS planning, implementation, and tiered support are needed.
3. Suspension rates maintained but are still twice that of the state average. Improvement and alternatives to suspension are needed.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELL/MLL Student Achievement
 School Goal :
 All ELL/MLL students will progress 1 level on the ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:
 Goal 1 - Academic Achievement and Graduation for All Students
 Goal 2 - Equitable Social Emotional and Behavioral Supports for All Students
 Goal 3 - Family, Student, and Community Partnerships for the Success of All Students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ELL/MLL students continue to score lower than their peers on all standardized tests. This past year, teachers focused on supporting our ELL/MLL students through the use of sentence frames and providing opportunities for the students to speak and listen more often. Teachers received PD in these areas and the TOSA and EL Facilitator visited department meetings to follow up and discuss student and teacher needs. Additionally, all teachers were observed and feedback was provided.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Met or Exceeded Percent	2022-23 English English Learners: 11.48% 2022-23 Math English Learners: 6.87%	2024-25 English English Learners: 16% 2022-23 Math English Learners: 12%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All teachers will continue to increase opportunities for EL students to improve speaking and listening	EL Students	0 None Specified None Specified

	skills. They will continue to use sentence frames and develop content rich vocabulary.		
1.2	Counselors will work to decrease the number of EL students with F grades in English/Reading by 50%. They will accomplish this through 1 on 1 meetings, small groups meetings, and Student Ambassador activities. These funds will support the student activities.	EL Students	500 Targeted Allocation 4000-4999: Books And Supplies
1.3	Increase parent an family engagement by: <ul style="list-style-type: none"> calling home for introductions to discuss ELPAC status and student goals to invite to ELAC to invite to RFEP ceremony to communicate student progress provide food and child care for meetings supplement counseling activities with Spanish speaking groups provide for translation services 	EL Students	1,225 Targeted Allocation 4000-4999: Books And Supplies
1.4	All EL students will increase their proficiency level on the ELPAC by 1 level.	EL Students	0 None Specified None Specified
1.5	Administration will make every attempt to place bi-lingual TAs in core classrooms at the request of the teacher. They will make sure that the TA course exists in the course catalog and has cleared the district curriculum committee.	EL Students	0 None Specified None Specified
1.6	Use the 2024-2025 school year to develop an Ambassador program for EL Students to help support transition into English classrooms.	EL Students	0 None Specified None Specified Costs for teacher planning time, if needed, to come from general fund.
1.7	Fund a 4 hour daily bi-lingual, Spanish speaking classroom para to support students/classes. The primary target classrooms would be Newcomer and EL1. However, the para may also be moved at times to support students in their core classes at the teacher's discretion.	EL Students	26,500 Targeted Carryover 2000-2999: Classified Personnel Salaries
1.8	Counseling will meet with Newcomer EL students though out the year with the goal of increasing their feelings of school connectedness. They will compare Q1 to Q4 survey data from their first year at Cabrillo. Counselors will complete check ins and surveys with each student. The goal is that 75 % of newcomer students will feel connected to school by the end of Q4.	EL Students	0 None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall goals were met in 2023-24 and because they proved to be effective, they will continue in 2024-25.

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

Because the school will be reaching out to the EL parent community more in 2024-25, the budget for 1.3 has been increased slightly.

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.

The administration is working to develop a comprehensive ELAC committee. While this work started in 2023-24, the goal is to improve parent opportunities by increasing attendance at ELAC meetings, providing parent educational opportunities, and parent nights with offerings in Spanish. Additionally, SSC has chosen to use carryover funds for a para professional in the EL classrooms for 4 periods a day as seen in Strategy 1.7.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts Achievement

Cabrillo will increase its English CAASPP scores by 4% from 52% to 56% and will target specific student groups that demonstrate there is a gap with their peers.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Goal 1 - Academic Achievement and Graduation for All Students

Goal 2 - Equitable Social Emotional and Behavioral Supports for All Students

Goal 3 - Family, Student, and Community Partnerships for the Success of All Students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall the number of students scoring "met or exceeded" on the ELA CAASPP is at 52% which leaves 48% percent below standard.

Additionally, specific student groups have not met standards are are much lower than their classmates.

EL - 11.5% met or exceeded

SPED - 15.7% met or exceeded

Hispanic - 26.5% met or exceeded

SED - 31.6% met or exceeded

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Standard Met or Exceeded Percent	2022-23 Overall: 52.56% Students with Disabilities: 15.8% Hispanic or Latino: 26.28% EL: 11.48% SED: 31.64	2023-24 Overall:57% Students with Disabilities: 25% Hispanic or Latino: 31% SED 35%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Fund 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.	All Students	7,400 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.2	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.	All Students	3,000 Targeted Allocation 4000-4999: Books And Supplies
1.3	Fund 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.	Special Students	Education 26,500 Targeted Allocation 2000-2999: Classified Personnel Salaries Paraeducator for 4 hours daily.
1.4	Teachers will use i-Ready Q1 2024-25 scores as baseline for the year and will look to improve each quarter through an analysis of student work towards the standards and modifying instruction as needed.	All Students	0 None Specified None Specified
1.5	Special education teachers will be focusing on improving student outcomes in curriculum based reading and instructional text. They will teach students how to use a reflective rubric so that they may assess their own learning of the main idea and details of the text.	Special Students	Education 0 None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All of the goals are continuing from the previous year as they have been successful supports for students.

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

Because overall targeted funds have decreased for 2024-25, there is a slight budget decrease for Strategy 1.2.

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.

This small budget change will mean that a few less new books are purchased for the school library. There will be an attempt to make up this difference using the general fund.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement & Behavior

Cabrillo will work with students to increase a sense of belonging, support wellness, and develop age appropriate coping mechanisms to help reduce suspensions from 6.1% to the state average of 3.5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Goal 1 - Academic Achievement and Graduation for All Students

Goal 2 - Equitable Social Emotional and Behavioral Supports for All Students

Goal 3 - Family, Student, and Community Partnerships for the Success of All Students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Cabrillo suspended 6.1% of its students well above the state average of 3.5% at least one day. Suspension rates are the highest for the following students:

EL: 10.6%

Hispanic: 11.4%

SPED: 8.2%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	6.1 % overall EL: 10.6% Hispanic: 11.4% SPED: 8.2%	3.5% overall EL: 3.5% Hispanic: 3.5% SPED: 3.5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Develop, implement and monitor a MTSS system for all students. Develop Tier 2 & 3 interventions, counseling, events, groups, reward systems, check in/out, etc. Allow for the purchase of food and rewards as needed to support the interventions.	All Students	1,000 Targeted Allocation 4000-4999: Books And Supplies

	Support both the 8th grade boys group and the 8th grade girls groups in counseling.(Safety Plan Goal)		
1.2	Develop and implement a Tier 1 PBIS Behavior Program through ASB, student activities, classroom lessons, posters on campus, handouts, and allow for the purchase of supplies to support this process. (Safety Plan Goal)	All Students	1,300 Targeted Allocation 4000-4999: Books And Supplies
1.3	Develop and implement a PBIS student rewards system and allow for the purchase of said rewards and programming which will further support student connection to the school including food for student rewards, field trips costs, etc.	All Students	1,000 Targeted Allocation 4000-4999: Books And Supplies
1.4	Develop an MTSS Staff Leadership team and provide for pull out days, overtime pay, and professional development as needed to move MTSS/PBIS forward.	All students	9,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.5	Work with PTSA and ELAC to increase parent connectivity by hosting events, providing an open line of communication, ensuring translation services, coordinating with outside providers like the YMCA, YAC, Resource Center, and Adult Ed to bring information to our families.	All Students	0 None Specified None Specified
1.6	Provide increased supervised sports activities at lunch through Allera Sports.(Safety Goal)	All Students	16,500 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures
1.7	Provide for increased supervision at lunch through the addition of two noon supervisors.(Safety Plan Goal)	All Students	15,000 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.8	Host Specialty Events to enhance student and family connectedness at school like College and Career Week, Multi-Cultural Day, BTSN, Open House, 8th Grade Promotion, Incoming 6th Grade Parent Night, etc.	All Students	3,000 Targeted Allocation 4000-4999: Books And Supplies
1.9	Provide for academic fieldtrips to increase student engagement to include busses and entrance fees.	All Students	15,000 Targeted Allocation 4000-4999: Books And Supplies
1.10	Ensure engaging educational opportunities by providing classified staff to manage the Innovation Lab so that it can be used by all staff and students.	All Students	40,000 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.11	Host incoming 6th Grade WEB program in the summer.	6th Graders	1000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.12	Cabrillo will maintain its two after school homework support programs, On Track for the 6th graders and Tutorial for the 7th and 8th graders.	All Students	17,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries

1.13	It will be recommended to all teachers that they use the student time tracker to record work daily. Provide a tracker for every student.	All Students	4,300 Targeted Allocation 4000-4999: Books And Supplies
1.14	Maintain a safe and clean campus teaching students to respect their community at the same time. (Safety Plan Goal)	All Students	0 None Specified None Specified
1.15	Teachers will ensure that learning objectives are placed on the board or in their presentation so that students will be able to show progress towards the objective and understand how they are to be using their time in class.	All students	0 None Specified None Specified
1.16	Purchase supplies for use in the maker space labs for all students to use.	All Students	5,013 Targeted Allocation 4000-4999: Books And Supplies
1.17	Use carryover funds as specified by SSC to increase afterschool programming preferably Starting Arts. The money will be used to encourage all students to increase language skills through theater. EL Students will be encouraged to participate and teachers will introduce this opportunity during EL class time.	All Students	8,876 Targeted Carryover 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Portions of the goal carryover and portions are new. Success was seen in our maker spaces, with our 8th grade boys group, in all opportunities to engage students through fieldtrips and school programming, additional support in SPED classrooms, lunch supervision, and organized sports opportunities have also been successful. Goals that will remain the same for 24-25 are:

- 1.6
- 1.7
- 1.9
- 1.10
- 1.11
- 1.12
- 1.13
- 1.15.

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

The biggest change in this goal is that it now provides time for an MTSS leadership team to drive the overall Tier 1 process and report back to the entire staff. The cost for 3 pull out days is approximately \$9,000 and this includes sub time for 8 teachers and 1 classified employee.

Goals that are new are:

- 1.4
- 1.14
- 1.17 - The 2023-24 SSC voted to carryover funds to support an increase in afterschool programming, field trips, guest programs, rallies, etc. Funds should be about 15% from 2023-24 budget or \$35,000.

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.

The budget increase for 2024-25 as noted in this goal covers the new goals, 1.4 and 1.14. The carryover budget noted in this goal will be instrumental due to 2024-25 budget cuts in the school's ability to support extracurricular and co-curricular activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math Achievement

By June 2024, 47% of Cabrillo students in grades 6th, 7th and 8th will meet or Exceed standards on the CAASPP/SBAC. 11% of English Learner students at Cabrillo Middle School will score a level of Met or Exceed Standard. Math teachers will focus on 3 priorities - Math Language Routines using designated math-specific academic word banks and sentence frames, growth mindset exposure, and common MARs tasks by grade level.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Goal 1 - Academic Achievement and Graduation for All Students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Only 41.93% of Cabrillo students meet or exceed standards on the CAASPP. This number drops for some student populations even lower:

EL - 6.9%
 SPED - 9.3%
 Hispanic - 15.3%
 SED - 18.7%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2022-2023 Overall - 41.93% EL - 6.9% SPED - 9.3% Hispanic - 15.3% SED - 18.7%	2024-2025 Overall - 51% EL - 15% SPED - 13% Hispanic - 19% SED - 23%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Provide for math classroom supplies, calculators, software, manipulatives, etc. to support learning.	All students	5,000 Targeted Allocation 4000-4999: Books And Supplies General Fund will pick up this expense.
1.2	Teachers will use i-Ready Q1 2024-25 scores as baseline for the year and will look to improve each quarter through an analysis of student work towards the standards and modifying instruction as needed.	All Students	0 None Specified None Specified
1.3	Math teachers will focus on 3 priorities - Math Language Routines using designated math-specific academic word banks and sentence frames, growth mindset exposure, and common MARs tasks by grade level.	All Students	0 None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is a new goal and will be measured in 2024-25 for effectiveness.

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

As noted in this goal, the expenditures will go towards supporting math classrooms with supplies, calculators, software, manipulatives, etc.

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 changes as this is a new goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve Attendance
Cabrillo will reduce chronic absenteeism by 4% or more from 17% to 13%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:
Goal 1 - Academic Achievement and Graduation for All Students
Goal 2 - Equitable Social Emotional and Behavioral Supports for All Students
Goal 3 - Family, Student, and Community Partnerships for the Success of All Students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

17% of Cabrillo Students are chronically absent. This number is worse in the following subgroups:

ELL - 25.6% Chronic absence
SPED - 24.3%Chronic absence
Hispanic - 27.6% Chronic absence
SED - 24.8% Chronic absence
White 15.5% Chronic absence

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	2022-23 ELL - 25.6% Chronic absence SPED - 24.3%Chronic absence Hispanic - 27.6% Chronic absence SED - 24.8% Chronic absence White 15.5% Chronic absence	2024-25 ELL - 21% Chronic absence SPED - 20%Chronic absence Hispanic - 23% Chronic absence SED - 20 Chronic absence White 11% Chronic absence

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Continue to use the auto dialer and SART/SARB systems, and phone systems for parent engagement.	All Students	0 None Specified None Specified
1.2	Develop an attendance marketing plan to increase the understanding of the need for attendance. This budget item will be used for student incentives, parent information, copying costs, parent meetings, and translation services.	All Students	2,000 Targeted Allocation 4000-4999: Books And Supplies General Fund will cover this expense.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is a new goal and its effectiveness will be tracked in 2024-25.

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

As noted in the goal, this budget item will go towards the creation of a marketing plan for attendance.

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 changes as this is a new goal.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$210,114.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)
None Specified	\$0.00
Targeted Allocation	\$174,738.00
Targeted Carryover	\$35,376.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$210,114.00

Total of federal, state, and/or local funds for this school: \$210,114.00

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	174,738	0.00
Targeted Carryover	35,376	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	174,738.00
Targeted Carryover	35,376.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	27,000.00
2000-2999: Classified Personnel Salaries	115,400.00
4000-4999: Books And Supplies	42,338.00
5000-5999: Services And Other Operating Expenditures	8,876.00
5800: Professional/Consulting Services And Operating Expenditures	16,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	27,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	88,900.00

4000-4999: Books And Supplies	Targeted Allocation	42,338.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	16,500.00
2000-2999: Classified Personnel Salaries	Targeted Carryover	26,500.00
5000-5999: Services And Other Operating Expenditures	Targeted Carryover	8,876.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,225.00
Goal 2	36,900.00
Goal 3	137,989.00
Goal 4	5,000.00
Goal 5	2,000.00

School Site Council Membership

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

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

Name of Members	Role
Lauren Kelly	Principal
Mary Pat Phillips	Classroom Teacher
Linda Varveris	Classroom Teacher
Phil Kittower	Classroom Teacher
Jill Peterson	Parent or Community Member
Lauren Fletcher	Parent or Community Member
Aneet Narang	Parent or Community Member
Orlanda Mendes	Other School Staff
Jasmina Topalovic	Other School Staff
Allysa Domensino	Secondary Student
Genesis de Jesus	Secondary Student
Bailey Jensen (Alternative)	Secondary Student
Neel Gowda(Alternate)	Secondary Student
Hemaxi Solanki	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 05-07-24.

Attested:



Principal, Lauren Kelly on 5/7/24



SSC Chairperson, Aneet Narang on 5/7/24