

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Cabrillo High School**

School Plan for Student Achievement  
2024-2025

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

**Needs Assessment**

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

**Accountability Measure I: Increase Achievement**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [lbschools.net/lcap](https://lbschools.net/lcap). The LCAP Federal Addendum is presented at: [lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans](https://lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans)

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

Progress and components of LBUSD's Strategic Plan, viewable at [lbschools.net/departments/strategic-planning](https://lbschools.net/departments/strategic-planning), are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

**Goal 1: Reading: Proficiency**

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

**Goal 2: Reading: Acceleration**

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

**Goal 3: Algebra Proficiency**

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

**Goal 4: College & Career Readiness**

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

**DCAC Recommendations:**

**Recommendation 1:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

**Recommendation 2:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**Recommendation 3:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.



**DELAC Recommendations:**

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

**Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

## Comprehensive Needs Assessment: English-Language Arts

### ELA Findings

In June 2024, the ELA departments semester 2 ABC rate were the following:  
All: 68%  
Black 68%  
Pacific Islander 50%  
Multilingual: 65%  
RSP: 51% SDC-MM: 67%  
Homeless Youth 54%

### ELA Goals

Through professional development with an instructional focus on student-centered, culturally relevant pedagogies and engagement, by June 2025, the ELA department will increase the ABC rate of all ELA students, including Black, Pacific Islander, Multilingual, Homeless Youth and SPED students, by 5%:  
Previous ABC percentage for all ELA students: 68% (raise to 73%)Previous ABC percentage for Black students: 68% (raise to 73%)Previous ABC percentage for Pacific Islander students: 50% (raise to 55%)Previous ABC percentage for Multilingual students: 65% (raise to 70%)Previous ABC percentage for RSP students: 51% (increase to 56%)Previous ABC percentage for SDC-MM students: 67% (increase to 72%) Previous ABC percentage for Homeless Youth: 54% (increase to 59%) Progress monitoring will be conducted regularly during teacher planning, collaboration sessions, and department meetings.

## Comprehensive Needs Assessment: Mathematics

### Math Findings

In June 2024, the Math departments semester 2 ABC rate were the following:  
All: 75%  
Black: 72%  
Pacific Islander: 68%  
Multilingual: 60%  
RSP: 71%SDC-MM: 29%  
Homeless Youth: 63%

## Math Goals

Through professional development with an instructional focus on student-centered, culturally relevant pedagogies and engagement, by June 2025, the Math department will increase the ABC rate of all Math students, including Homeless Youth, Black, Pacific Islander, Multilingual, and SPED students, by 5%: Previous ABC percentage for Homeless Youth students: 63% (raise to 68%) Previous ABC percentage for all Math students: 75% (raise to 80%) Previous ABC percentage for Black students: 72% (raise to 77%) Previous ABC percentage for Pacific Islander students: 68% (raise to 73%) Previous ABC percentage for Multilingual students: 60% (raise to 65%) Previous ABC percentage for RSP students: 71% (increase to 76%) Previous ABC percentage for SDC-MM students: 29% (increase to 36%) Progress monitoring will be conducted regularly during teacher planning, collaboration sessions, and department meetings.

## Comprehensive Needs Assessment: English Learners

### English Learner Findings

In June 2024, the graduation on track status for Multilingual Learners was 41% In June 2024, the A-G on track status for Multilingual Learners was 15%.  
In June 2024, Multilingual Students sense of belonging was 70%.  
In June 2024, Multilingual Students suspension data was 10%.

### English Learner Goals

With teachers receiving professional development on Multilingual support and language proficiency, by June 2025, the graduation on track status for Multilingual Learners will increase by 8% (from 41% to 49%) by June 2025, the A-G on track status for Multilingual Learners will increase by 8% from (15% to 23%) by June 2025, Multilingual Students sense of belonging will increase by 5% (from 70% to 75%), by June 2025, suspension rate of multilingual students will decrease by 5% (from 10% to 5%) Progress monitoring will be conducted regularly during teacher planning, collaboration sessions, and department/pathway/grade level team meetings.

## Comprehensive Needs Assessment: Culture/Climate Domain

**Culture/Climate Findings**

In June 2024, students sense of belonging was 73%, students sense of identity was 81% students sense of agency was 83%, as measured by the Pulse survey.  
In June 2024, the suspension rate was 8%, (students with disabilities suspension rate was 10%)  
In June 2024 the graduation rate was 87% (students with disabilities graduation rate was 0%)  
In June 2024, the chronic absenteeism rate was 32%.

**Culture/Climate Goals**

With teachers receiving professional development on relationship-centered schools by June 2025, students sense of belonging will increase by 5% (from 73% to 78%), student identity will increase by 5% (from 81% to 86%), and student agency will increase by 5% (from 83% to 88%) as measured by the Pulse survey. by June 2025, suspensions will decrease by 2% (from 8% to 6%) and for students with disabilities will decrease by 4% (from 10% to 6%) by June 2025, chronic absenteeism will decrease by 4% (from 32% to 28%). By June 2025 the graduation rate will increase by 5% (from 87% to 92%) and for students with disabilities will increase by 100% (from 0% to 100%) Progress monitoring will be conducted regularly during teacher planning, collaboration sessions, safe and civil meetings, and pathway meetings.

**Comprehensive Needs Assessment: SPSA Effectiveness**

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals

ELA	<p>1) Through professional development with an instructional focus on student-centered, culturally relevant pedagogies and engagement, by June 2024, the ELA department will increase the ABC rate of all ELA students, including Black, Pacific Islander, Multilingual, and SPED students, by 5%:</p> <p>Previous ABC percentage for all ELA students: 68.8% (raise to 73.8%)</p> <p>Previous ABC percentage for Black students: 69.8% (raise to 74.8%)</p> <p>Previous ABC percentage for Pacific Islander students: 65.5% (raise to 70.5%)</p> <p>Previous ABC percentage for Multilingual students: 57.0% (raise to 62.0%)</p> <p>Previous ABC percentage for SPED students: 53.6% (increase to 58.6%)</p> <p>Progress monitoring will be conducted regularly during teacher planning, collaboration sessions, and department meetings.</p>	Goal Partially or Not Met	<p>The data analysis of goal attainment shows that progress was made toward increasing the ABC rates across all ELA student subgroups, though some targets were not fully met. The ABC rate for all ELA students increased from 68.8% to 71.5%, reflecting improvement but falling short of the 73.8% goal. Black students experienced a 4.3% gain, reaching 74.1%, which is close to the target of 74.8%. Pacific Islander students achieved a smaller increase of 3.2%, with an ABC rate of 68.7%, below the 70.5% goal. Multilingual students demonstrated notable progress, rising by 4.5% to 61.5%, just shy of the 62.0% target. SPED students saw a 3.6% increase, reaching 57.2%, which remains below the goal of 58.6%.</p>	<p>The professional development sessions focusing on culturally relevant and student-centered pedagogies contributed to more consistent use of engagement strategies, particularly benefiting Black and Multilingual students. However, the data revealed a need for more tailored support to address the unique needs of Pacific Islander and SPED students. Several challenges were identified during this process, including limited resources for implementing differentiated strategies for SPED students, which hindered their progress. Additionally, the existing progress monitoring tools often failed to provide actionable data promptly, delaying necessary interventions. Feedback from teachers highlighted the need for professional development sessions to include more concrete examples and modeling of culturally relevant practices for specific subgroups.</p>
-----	---	---------------------------	--	---

Math	<p>1) Through professional development with an instructional focus on student-centered, culturally relevant pedagogies and engagement, by June 2024, the Math department will increase the ABC rate of all Math students, including Black, Pacific Islander, Multilingual, and SPED students, by 5%:</p> <p>Previous ABC percentage for all Math students: 79.4% (raise to 84.4%)</p> <p>Previous ABC percentage for Black students: 80.8% (raise to 85.8%)</p> <p>Previous ABC percentage for Pacific Islander students: 79.2% (raise to 84.2%)</p> <p>Previous ABC percentage for Multilingual students: 70.7% (raise to 75.7%)</p> <p>Previous ABC percentage for SPED students: 74.2% (increase to 79.2%)</p> <p>Progress monitoring will be conducted regularly during teacher planning, collaboration sessions, and department meetings.</p>	Goal Partially or Not Met	<p>The Math department has set a goal to increase the ABC rate of all students, including Black, Pacific Islander, Multilingual, and SPED students, by 5% by June 2024. This goal will be achieved through professional development focused on student-centered, culturally relevant pedagogies and engagement. For all Math students, the previous ABC percentage of 79.4% is targeted to increase to 84.4%. Among Black students, the goal is to raise the ABC rate from 80.8% to 85.8%. Pacific Islander students aim to improve from 79.2% to 84.2%. Multilingual students, currently at 70.7%, are expected to reach 75.7%, while SPED students' ABC rate is projected to rise from 74.2% to 79.2%.</p>	<p>Progress monitoring will play a critical role in achieving these targets. Regular teacher planning, collaboration sessions, and department meetings will provide opportunities to analyze data, share strategies, and make adjustments as needed. These monitoring efforts will ensure that the instructional focus remains aligned with the goals and that interventions are implemented promptly to support all subgroups in their academic growth</p>
------	--	---------------------------	--	---

English Learner	<p>1) With teachers receiving professional development on Multilingual support and language proficiency, by June 2024, the graduation rate for Multilingual Learners will increase by 8% (from 60.0% to 68.0%)</p> <p>by June 2024, the A-G rate for Multilingual Learners will increase by 8% from (21.1% to 29.1%)</p> <p>by June 2024, Multilingual Students' sense of belonging will increase by 8% (from 67% to 75%).</p> <p>Progress monitoring will be conducted regularly during teacher planning, collaboration sessions, and department/pathway meetings.</p>	Goal Partially or Not Met	<p>The school has established a goal to improve outcomes for Multilingual Learners through targeted professional development for teachers focusing on multilingual support and language proficiency. By June 2024, the graduation rate for Multilingual Learners is expected to increase from 60.0% to 68.0%, reflecting an 8% improvement. Similarly, the A-G rate for Multilingual Learners is targeted to rise from 21.1% to 29.1%, also an 8% increase. Additionally, efforts will focus on enhancing Multilingual students' sense of belonging, aiming to improve from 67% to 75% within the same timeframe.</p>	<p>To support these goals, progress monitoring will be conducted regularly during teacher planning, collaboration sessions, and department or pathway meetings. This approach will ensure that data is reviewed consistently, strategies are adjusted based on findings, and interventions are effectively implemented to address the specific needs of Multilingual Learners. These efforts are designed to create a supportive and inclusive environment that promotes academic success and a strong sense of belonging for all Multilingual students.</p>
-----------------	---	---------------------------	---	--



Culture/Climate	<p>1) With teachers receiving professional development on relationship-centered schools, by June 2024, students' sense of belonging will increase by 5% (from 70% to 75%), student identity will increase by 5% (from 80% to 85%), and student agency will increase by 5% (from 83% to 88%) as measured by the Pulse survey.</p> <p>by June 2024, suspensions will decrease by 2% (from 6.7% to 4.7%)</p> <p>by June 2023, chronic absenteeism will decrease by 4% (from 36.1% to 32.1%).</p> <p>Progress monitoring will be conducted regularly during teacher planning, collaboration sessions, safe and civil meetings, and pathway meetings.</p>	Goal Partially or Not Met	<p>The analysis of goal attainment shows measurable progress in creating a relationship-centered school environment. The Pulse survey results reflect improvements in students' sense of belonging, identity, and agency. Sense of belonging increased from 70% to 73%, nearing the 75% goal, while student identity rose from 80% to 83%, approaching the target of 85%. Student agency improved from 83% to 86%, close to the 88% target. Additionally, suspensions were reduced to 5.5%, making progress toward the goal of 4.7%, and chronic absenteeism decreased to 34.5%, moving toward the goal of 32.1%. These gains indicate that the professional development focused on relationship-centered practices has had a positive effect.</p>	<p>To build on these successes and further impact the current year goals, modifications to existing programs and services are planned. Professional development sessions will include more targeted strategies for fostering student agency, such as increased student voice in classroom decision-making and leadership opportunities. Collaboration sessions will focus on identifying and addressing barriers to sense of belonging for specific student subgroups, ensuring that interventions are inclusive and culturally relevant.</p> <p>Progress monitoring tools will be enhanced to provide more frequent and actionable data, allowing teachers and staff to respond to trends in real-time. Pathway meetings will incorporate case studies of students with chronic absenteeism to develop personalized strategies for re-engagement. Additionally, restorative practices will be expanded to further reduce suspensions, emphasizing proactive relationship-building over reactive discipline.</p>
-----------------	--	---------------------------	--	--

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
One Bilingual Community Workers (1 FTE) will facilitate home-school communication by supporting parents who come to school for information; contacting parents at the request of school personnel to discuss attendance, behavior, and academic concerns; schedule and participate in conferences, meetings, and the presentations for school staff, students, and their parents/guardians in an effort to increase student academic achievement. Community Worker will provide oral and written translations for school staff and parents. Community Worker will also support the activities of the SSC and ELAC. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
Instructional Assistant - Parent Resources Center Bilingual Spanish Assist in organizing, developing and coordinating activities related to the operations of the Cabrillo Parent Center. Will assist parents in acquiring information and skills which will strengthen their roles as partners in their children's education, including high school success and college/career opportunities. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
School Psychologist, one FTE position to support our most At-Promise students (Foster, Homeless, mental health). (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
Program Facilitator to support intervention, instruction, and schoolwide goals targeting historically marginalized subgroups, including but not limited to English Learners. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
College Aides to support core academic classes in support of meeting graduation rates and a-g completion rates. (IN 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Summer and after school enrichment and transition to high school programs - Opportunities for students in need of academic and social emotional supports. (IN 7)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
AP Summer Bridge - Opportunity for students in need of academic supports before they begin their AP class. (IN 8)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Work Based Learning and Enrichment Experiences - Funding would include the cost of admissions, transportation, travel and materials and supplies if needed for on campus or field trip opportunities. (IN 9)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Saturday School Intervention - Opportunity for students in need of academic supports and remediation. (IN 10)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
Two (2) recreational aides to provide campus supervision and ensure that the campus is a clean, safe, and secure environment for students. Recreational aides to perform related duties as assigned. (IN 11)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Content Curriculum Development, Planning, and Collaboration Content teams and Pathway teams will meet throughout the year to develop action plans and collaborate on ways to implement the interventions, develop curriculum and Linked Learning/interdisciplinary projects. Each team will either meet in the summer months, after school, on Saturdays, or will receive release time during the school day for collaboration time as appropriate. (PD 1)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
PD/Conferences: Staff and student teams will attend professional conferences and workshops related to leadership skills, CCSS and Linked Learning, then train school staff to implement learning within their teams. Conferences and workshops will include AVID, EL, and other Linked Learning/CCSS related professional development. This will include the cost of registration fees and cost of travel. (PD 2)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Parents will be offered monthly evening workshops, training, and forums on various topics, including: college admissions, advanced placement, pathway course selections, work based learning opportunities, Canvas and Synergy. Additional furnishings for the parent center workshops, volunteer work spaces, and parent meetings. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Parent Involvement: Purchasing materials, supplies, and snacks for parent meetings, workshops, and ceremonies. Increasing parent involvement and providing workshops and parent nights on various topics around college and career, a-g, financial aid, etc. (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Hire music coaches to assist with the Mariachi and Orchestra. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours. (SM 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Hire two dance coaches to assist with the Cabrillo Dance Program. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful

Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, and parent involvement. Supplemental materials may include supplemental books, instructional materials, technology, and equipment targeted in support of our lowest performing subgroups and at-promise students; snacks may be provided for parent meetings. (SM 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Provide support to purchase athletic team jerseys, performing arts uniforms, and PE loaners on a yearly rotating basis. Jerseys and equipment would remain property of Cabrillo and be returned at the end of each season. (SM 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, parent involvement. Supplemental materials and equipment may include supplemental books, instructional materials, technology and equipment targeted in support of the lowest performing subgroups and at-promise students, snacks may be provided for parent meetings. (SM 7)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)

## Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) becomes an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.</p> <p>Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum.</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Interim district assessment</li> <li>• Unit tests</li> <li>• Portfolios</li> </ul> <p>Reading &amp; Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks</p> <p>These tasks provide students with opportunities to</p>	My Perspectives, 2017, Pearson

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

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nrxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

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

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

#### Formative Assessments/Quizzes

These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next.

These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:

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

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

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p> <p>Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing</p> <p>LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Interim district assessment</li> <li>• Unit tests</li> <li>• Portfolios</li> </ul> <p>Reading &amp; Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks</p> <p>These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Performance Task: Writing Focus (teacher-guided</li> </ul>	<p>My Perspectives, 2017, Pearson</p>

<p>demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.</p> <p>Please see the full catalog of high school courses at: <a href="https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf">https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf</a></p>	<p>process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc.</p> <ul style="list-style-type: none"> <li>• Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks</li> <li>• Short constructed response, Cornell notes, double entry journals, journal quick writes</li> <li>• Teacher modeled writing lesson activities</li> </ul> <p>Language Production through Speaking &amp; Listening Tasks: Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Performance Task: Speaking and Listening Focus (small group presentation)</li> <li>• Effective Expression Speaking &amp; Listening tasks</li> <li>• Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader’s theater, choral response, recitations</li> </ul>	
--	--	--

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p>

<p>Precalculus.</p> <p>Algebra 1 The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.</p> <p>Intensified Algebra I is offered to a small group of approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.</p> <p>Geometry The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course,</p>	<p>First Semester Final End of Course (EOC) Assessment (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</p> <p>Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and assessment.</p>	<p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Precalculus: Precalculus, McGraw Hill, 2014</p> <p>Khan Academy</p>
--	---	---



students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

#### Algebra 2

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

<p>Precalculus</p> <p>Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors. Precalculus is not a required course for A-G completion. See additional 4th year options below.</p> <p>4th Year Options</p> <p>To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include:</p> <ul style="list-style-type: none"> <li>• Introduction to Applied Math (not A-G)</li> <li>• Intro to Data Science (IDS)</li> <li>• Functions, Statistics &amp; Trigonometry (FST)</li> <li>• Finite Math</li> <li>• AP Statistics</li> <li>• AP Calculus (AB or BC)</li> </ul> <p>For other math offerings and the full catalog of high school courses, please visit:  <a href="https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf">https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf</a></p>		
--	--	--

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Many students can't afford to purchase uniforms. This would open access for more students to participate in extra-curricular activities. Culture-Climate Survey (Student-Staff) 100	Provide support to purchase athletic, spirit, performing arts (i.e. dance) groups' supplemental materials on a yearly rotating basis. Jerseys and equipment would remain property of Cabrillo and be returned at the end of each season.	All Students, Foster, Homeless	LCFF \$25,000 Materials - LCFF 100%	07/01/2024 - 06/30/2025 Daily	Athletic Directors, PE Department Chair, Administration	Athletic Directors, Band Directors, and PE Department Chair would monitor use. Culture-Climate Survey (Student-Staff) 100
Increasing graduation and attendance rates, increasing students' sense of belonging Graduation/Drop-out Rate 30, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 40	Summer and after school enrichment and transition to high school programs - Opportunities for students in need of academic and social emotional supports.	Other Targeted Students, All Students	*Title I \$27,461 Teacher Hourly P Schedule ( 24 ) for 5 hours annually - *Title I 100% Materials - *Title I 100%	07/01/2024 - 06/30/2025 Biweekly	Administration	Quarter and semester grades, CORE survey data, attendance rates Graduation/Drop-out Rate 30, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 40

High D & F rate is prohibiting students from reaching A-G completion Graduation/Drop-out Rate 50, A-G Rate 50	College Aides to provide student support with the goal of increasing graduation rates and a-g completion rates.	Identified At-Risk Students, English Learners	*Title I \$12,418 College Student Aide ( 3 ) for 200 hours annually - *Title I 100%	07/01/2024 - 06/30/2025 Daily	Program Facilitator	D & F rates Graduation/Drop-out Rate 50, A-G Rate 50
Work Based Learning across pathways as part of Linked Learning Certification D/F Rate 30, Graduation/Drop-out Rate 40, A-G Rate 30	Work Based Learning and Enrichment Experiences - Funding would include the cost of admissions, transportation, travel and materials and supplies if needed for on campus or fieldtrip opportunities.	All Students	*Title I \$10,000 Materials - *Title I 100%	07/01/2024 - 06/30/2025 Monthly	Administration	Quarter and Semster Grades D/F Rate 30, Graduation/Drop-out Rate 40, A-G Rate 30
Increasing graduation and a-g completion rates Graduation/Drop-out Rate 50, A-G Rate 50	Saturday School Intervention - Opportunity for students in need of academic supports and remediation.	English Learners, Identified At-Risk Students, Other Targeted Students	*Title I \$12,221 Teacher Hourly P Schedule ( 2 ) for 72 hours annually - *Title I 100%	07/01/2024 - 06/30/2025 Weekly	Administration	Quarter and Semster Grades Graduation/Drop-out Rate 50, A-G Rate 50

Increasing Cabrillo's a-g completion rate, increasing ELPAC scores and ELA/Math SBAC scores Graduation/Drop-out Rate 50, A-G Rate 50	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, and parent involvement. Supplemental materials may include supplemental books, instructional materials, technology, and equipment targeted in support of our lowest performing subgroups and at-promise students.	African-American, English Learners, Identified At-Risk Students	*Title I \$10,000 Materials - *Title I 100%	07/01/2024 - 06/30/2025 Monthly	Administration and Department Chairs	Quarterly/Semester Grades, ELPAC rates, SBAC scores Graduation/Drop-out Rate 50, A-G Rate 50
Improve A-G rates for ELs Improve grad rates for ELs Improve D/F rates for ELs Improve reclassification rates for ELs D/F Rate 20, Graduation/Drop-out Rate 30, A-G Rate 20, EL Reclassification 30	EL Coordinator to support multilingual learners	English Learners	*Title I \$178,374 Teacher on Special Assignment (TOSA) 1 FTE - *Title I 100%	07/01/2024 - 06/30/2025 Daily	Principal	A-G rates, grad rates, D/F rates, reclassification rates D/F Rate 20, Graduation/Drop-out Rate 30, A-G Rate 20, EL Reclassification 30

Part-time staff members to promote a positive culture and climate. Culture-Climate Survey (Student-Staff) 100	Two (2) recreational aides to provide campus supervision and ensure that the campus is a clean, safe, and secure environment for students. Recreational aides to perform related duties as assigned.	All Students	LCFF \$30,916 Recreation Aide .475 FTE - LCFF 100% Recreation Aide .475 FTE - LCFF 100%	07/01/2024 - 06/30/2025 Daily	Assistant Principal	Assistant Principal Culture-Climate Survey (Student-Staff) 100
Full time staff member to support increasing parent and student sense of belonging. Increase attendance rates. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Basic Services 30	Intermediate Office Assistant Assist in administrative tasks related to the operations of Cabrillo High School. Will assist parents, students, faculty, and staff with a wide range of tasks.	Administration, All Parents, All Staff, All Students, Support Staff/Counselors	LCFF \$96,680 Intermediate Office Assistant 1 FTE - LCFF 100%	07/01/2024 - 06/30/2025 Daily	HS Office Supervisor	HS Office Supervisor Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Basic Services 30

Full time staff member to support increasing parent involvement. Increase parental information for school and community resources. Increase attendance and graduation rates. Increase college awareness, acceptance and career choices. Culture-Climate Survey (Parent) 100	Instructional Assistant - Parent Resources Center Bilingual Spanish Assist in organizing, developing and coordinating activities related to the operations of the Cabrillo Parent Center. Will assist parents in acquiring information and skills which will strengthen their roles as partners in their children's education, including high school success and college/career opportunities.	All Parents, English Learners, All Students, Targeted Parents	*Title I \$95,592 Instructional Aide 1 FTE - *Title I 100%	07/01/2024 - 06/30/2025 Daily	Principal Assistant Principal	Administration Calendar of Parent center Activities CORE survey (Parents) Culture-Climate Survey (Parent) 100
---	--	---	--	-------------------------------	-------------------------------	---

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		Link Crew program as part of its student transition and support efforts. Link Crew, along with COSA (Coalition of Student Athletes) and student ambassadors, plays a significant role in promoting a positive school culture and helping students transition successfully into high school. Link Crew focuses on mentorship, pairing upperclassmen with incoming freshmen to offer guidance and support during the first year of high school.

	<p>To support the transition from 8th grade to high school, Cabrillo High School engages in a variety of initiatives aimed at helping incoming freshmen adjust both academically and socially. The school hosts the annual "School of Choice" event to promote its career pathways and encourage enrollment among prospective 9th-grade students. Additionally, Cabrillo staff visits feeder middle schools to introduce pathway programs and build relationships with incoming students and families?</p> <p>.</p> <p>During the transition, Cabrillo offers targeted student support programs such as the Breakthrough Success Community (BTSC), which provides foundational support specifically for 9th graders to ease the high school adjustment process. Moreover, the We RISE program offers additional interventions, particularly for freshmen, to ensure a smooth start to their high school journey?</p> <p>.</p> <p>Beyond orientation efforts, Cabrillo provides structured academic guidance through one-on-one counseling meetings with students to help them understand graduation requirements and the available academic pathways. This personalized support continues throughout their high school careers, helping students stay on track with their educational goals</p>
--	---



**Accountability Measure 2: Organizational Climate**

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

No supplemental budgeted items have been approved.

**Accountability Measure 3: Professional Development**

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
In an effort to close the achievement gap the staff has requested PD that will train teachers in CCSS and Linked Learning implementation. D/F Rate 40, Graduation/Drop-out Rate 30, A-G Rate 30	PD/Conferences: Staff will attend professional conferences and workshops related to leadership skills, CCSS and Linked Learning, then train school staff to implement learning within their teams. Conferences and workshops will include AVID, EL, and other Linked Learning/CCSS related professional development. This will include the cost of registration fees and cost of travel.	LCFF \$27,060 *Title I \$10,000 Substitute teacher full day ( 25 ) for 4 days - LCFF 100% Materials - *Title I 100%	07/01/2024 - 06/30/2025 Semester	Administration Pathway Leads Department Chairs	Adminstration and/or Pathway Coordintaor will ensure traning feedback is shared with Leadership for use in planing PD meetings.

Pathway Certification, A-G Rates. Teams will utilize time to collaborate, develop lessons and projects and create plans for implementing projects. Core Curriculum 100	Content Curriculum Development, Planning, and Collaboration Content teams and Pathway teams will meet throughout the year to develop action plans and collaborate on ways to implement the interventions, develop curriculum and Linked Learning/interdisciplinary projects. Each team will either meet in the summer months, after school, on Saturdays, or will receive release time during the school day for collaboration time as appropriate.	*Title I \$15,252 Substitute teacher full day ( 25 ) for 1 days - *Title I 100% Teacher Hourly P Schedule ( 25 ) for 4 hours annually - *Title I 100%	07/01/2024 - 06/30/2025 Monthly	Principal, Pathway Coordinator, Department Chairs, Pathway Leads	Pathway Administrators and Pathway Coordinator, along with selected department heads and Pathway leads, will monitor progress and implementation of interventions and lessons/projects.
--	---	---	---------------------------------	--	---

## Describe Teacher Involvement

### Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
CORE Survey indicates that families overall are pleased with the school but there is room for improvement in the area of sense of belonging. Culture-Climate Survey (Parent) 100	Parents will be offered monthly evening workshops, training, and forums on various topics, including: college admissions, advanced placement, pathway course selections, work based learning opportunities, Canvas and Synergy. Additional furnishings for the parent center workshops, volunteer work spaces, and parent meetings.	Par Inv \$8,703 Teacher Hourly P Schedule ( 6 ) for 6 hours annually - Par Inv 100% Hourly - Instructional Aide ( 4 ) for 6 hours annually - Par Inv 100% Manager Additional Assignment ( 5 ) for 6 hours annually - Par Inv 100% Materials - Par Inv 100%	07/01/2024 - 06/30/2025 Monthly	Principal Parent Resource Specialist	Parent participation, CORE Survey results and exit surveys administered by Parent Resource Specialist

### School Budget for Categorical Programs

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

<b>Federal Programs (to Consolidate)</b>	<b>Allocation</b>
Title I (3010)	363111
Title I Parent and Family Involvement (3008)	12382

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

<b>Share</b>	<b>Services</b>	<b>Amount</b>
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

<b>State Programs *</b>	<b>Allocation</b>
LCFF	179620

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

Midyear Adjustments:

*The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.*

### **Title I Reservations**

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

### **Administrative Share & Reservations Title I Program Administration**

**Parent Involvement** (additional funds beyond the required 1%)

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

### **Homeless Education**

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

### **Research/TISB LROIX Development**

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

### **Program Administration and Personnel to provide leadership:**

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

### **Centralized Services**

#### **Family Resource Centers**

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

**Youth Orchestra**

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

**Assistance to Schools****Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

**Facilitators**

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

**Travel/Conferences**

Enables staff to develop requisite knowledge about programs they lead.

**CORE**

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

**APEX Online**

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

**Foster Youth Transportation**

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

**Technology**

Supplemental technology support and devices to school sites



### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Ngoc Nguyen	
Staff	Classroom Teacher	Gerardo Cortes-Lopez	06-15-2026
Staff	Classroom Teacher	Keisha Clark-Booth	06-15-2025
Staff	Classroom Teacher	Kat Tacea	06-15-2025
Staff	Classroom Teacher	Lupe Salgado	06-15-2026
Staff	Other School Personnel	Amanda McKay	06-15-2025
Community	Parent/Community Member	████████ Crespo	06-15-2025
Community	Parent/Community Member	████████ Guevara	06-15-2025
Community	Parent/Community Member	████████ Usman	06-15-2026
Community	Student	D ██████████	06-15-2025
Community	Student	R ██████████	06-15-2025
Community	Student	D ██████████	06-15-2025

## English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	[REDACTED] Crespo
DELAC Representative	Parent of EL Student (required)	[REDACTED] Pineda
Principal or Designee	Staff Member (required)	Julie Hernandez
Secretary	Staff Member (required)	Lynda Usman

Name	Representing
------	--------------

## ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	09/19/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>Support students that are academically low and are not confident asking for support</p> <p>CABE—allow parents to attend too</p> <p>Provide a person to guide and acclimate newcomer students around campus and with school procedures/resources at the beginning of the year</p> <p>TimeKettle should only be use for students with lowest English proficiency if a limited amount of devices needs to be distributed</p> <p>Translating options are necessary in all classes with ELs with extremely limited to no English fluency</p> <p>IEPs must be provided in Spanish at the meeting. Parents are waiting a month to receive the translated version and it interferes with the decisions they make for their children</p> <p>Parents should be told if their child needs to attend tutoring and if they did or did not attend a session.</p>

4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades Reclassification Data Language Census Data EL Attendance Rates Other: To increase fluency, inclusion, access to the content and resources, and increase parent support of their students.
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/16/2024
6. What was SSC's response to ELAC recommendations?	(4 TAs in classes, student aides, and bilingual tutors) CABE—allow parents to attend too (2 parents can attend) Provide a person to guide and acclimate newcomer students around campus and with school procedures/resources at the beginning of the year (Newcomer journal) TimeKettle should only be use for students with lowest English proficiency if a limited amount of devices needs to be distributed (40 ipads, plus 64 Dictionary pens ordered. If that has little impact, TimeKettle can be reconsidered.) Translating options are necessary in all classes with ELs with extremely limited to no English fluency (TA in classes, plus aforementioned support technology) IEPs must be provided in Spanish at the meeting. Parents are waiting a month to receive the translated version and it interferes with the decisions they make for their children (██████████ Special Ed. Teacher, will explain this at next meeting.) Parents should be told if their child needs to attend tutoring and if they did

## Assurances & Approval

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

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/16/2024
2. The SSC approved the **Home-School Compact** on 10/16/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/16/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 10/01/2024, 12/16/2024
5. SSC Participated in the Annual Evaluation of SPSA: 10/16/2024
6. The SPSA was approved at the following SSC Meeting: 10/16/2024

LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

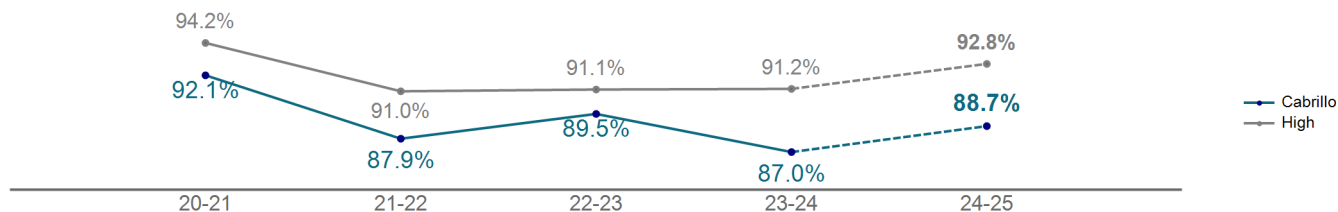
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

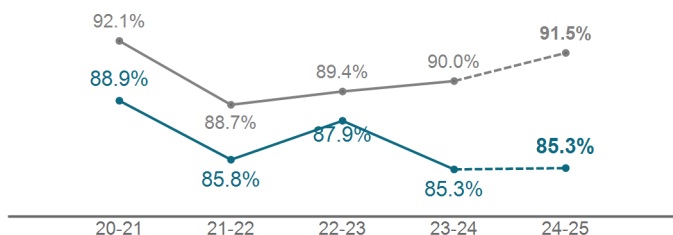
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Attendance Rate

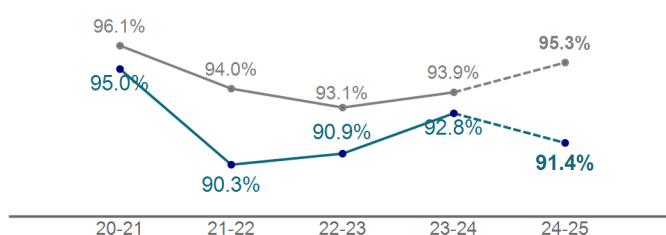
**Cabrillo**  
**All Students**  
**N = 1,672**



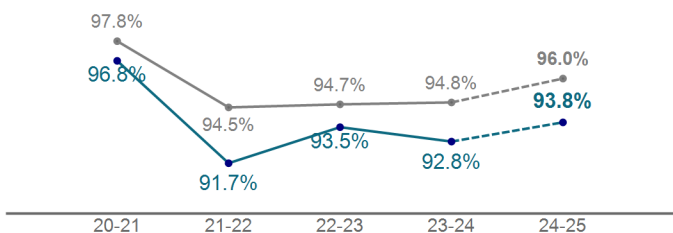
**African American**  
**N = 173**



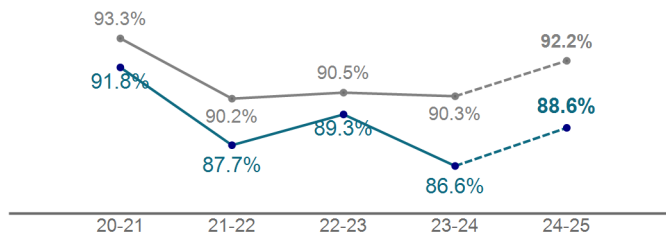
**Asian**  
**N = 33**



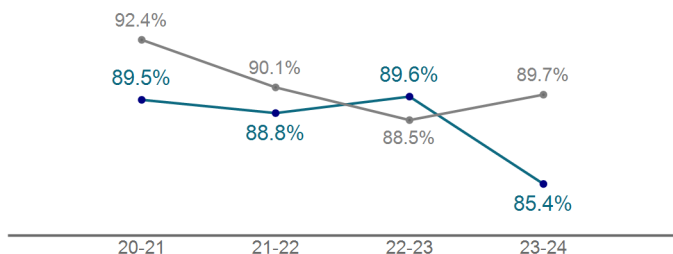
**Filipino**  
**N = 118**



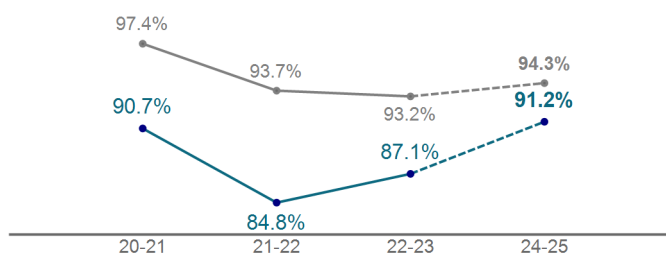
**Hispanic**  
**N = 1,268**



**Pacific Islander**



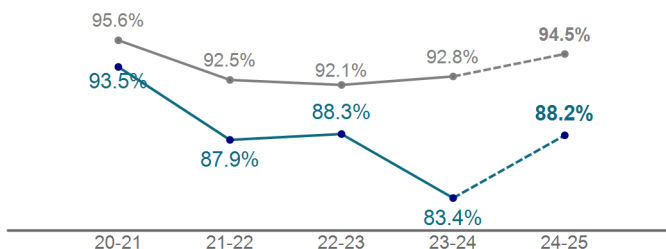
**White**  
**N = 21**



**Native American**

Subgroup with fewer than 20 students.

**Other**  
**N = 39**



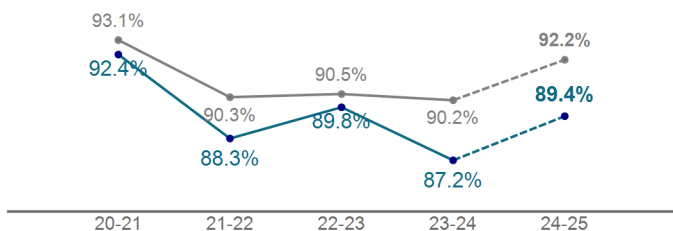
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.

Dashed line represents data for current year still in progress.

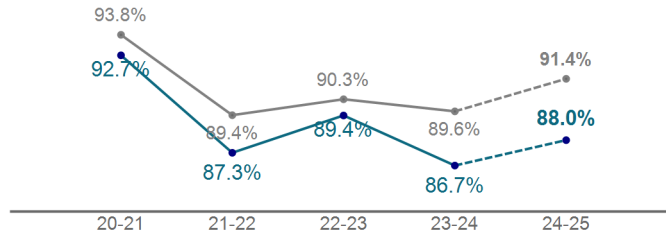
Subgroups under 20 students are not included.

# Attendance Rate

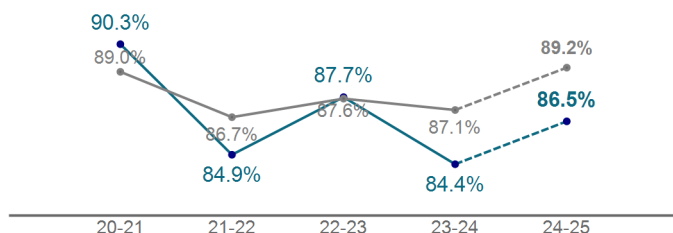
**EL + RFEP**  
**N = 917**



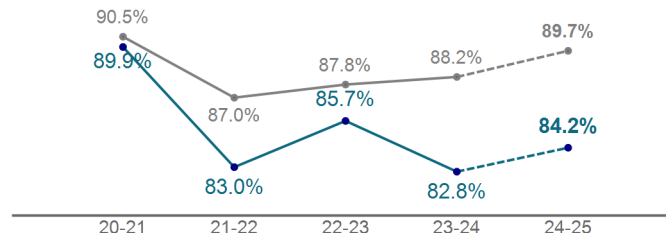
**Low SES**  
**N = 1,247**



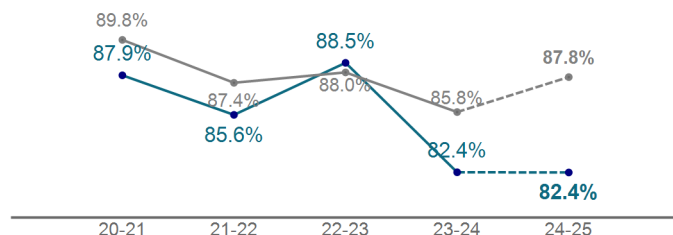
**English Learner**  
**N = 392**



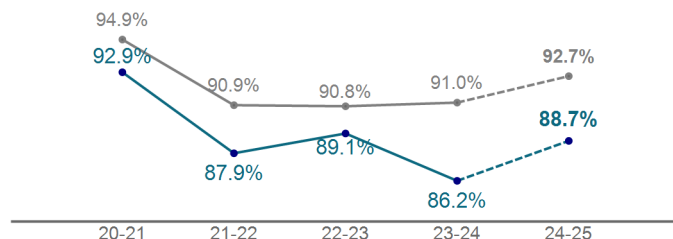
**Special Education**  
**N = 249**



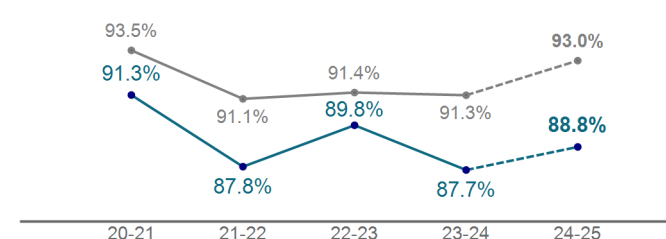
**Homeless or Foster Youth**  
**N = 152**



**Female**  
**N = 749**



**Male**  
**N = 913**



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.

Dashed line represents data for current year still in progress.

Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands  
School Data by Subgroup  
Cabrillo 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category			# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	HS Chronic Rate
All Students	1,805	1,805	<div><div>22</div><div>20</div><div>13</div><div>18</div><div>26</div></div>					42.0%	34.3%	55.3%	26.7%	
Grade	Gr. 09	480	<div><div>24</div><div>18</div><div>10</div><div>18</div><div>29</div></div>					42.1%	37.8%	52.3%	24.6%	
	Gr. 10	440	<div><div>24</div><div>20</div><div>13</div><div>14</div><div>29</div></div>					44.1%	38.8%	56.8%	25.4%	
	Gr. 11	450	<div><div>21</div><div>21</div><div>13</div><div>16</div><div>28</div></div>					42.2%	31.7%	55.3%	27.0%	
	Gr. 12	435	<div><div>18</div><div>22</div><div>17</div><div>24</div><div>19</div></div>					39.8%	28.6%	57.0%	30.1%	
Ethnicity	African American	184	<div><div>26</div><div>25</div><div>13</div><div>16</div><div>20</div></div>					51.1%	42.7%	63.6%	33.8%	
	American Indian	2	<div><div>50</div><div>50</div></div>					50.0%	0.0%	100.0%	24.1%	
	Asian	33	<div><div>6</div><div>12</div><div>18</div><div>18</div><div>45</div></div>					18.2%	35.6%	36.4%	15.7%	
	Cambodian	22	<div><div>14</div><div>5</div><div>14</div><div>23</div><div>45</div></div>					18.2%	29.2%	31.8%	20.6%	
	Filipino	124	<div><div>9</div><div>10</div><div>15</div><div>19</div><div>48</div></div>					18.5%	19.9%	33.1%	11.1%	
	Hispanic	1,380	<div><div>22</div><div>21</div><div>13</div><div>19</div><div>25</div></div>					43.3%	34.6%	56.4%	29.5%	
	Pacific Islander	25	<div><div>28</div><div>28</div><div>16</div><div>16</div><div>12</div></div>					56.0%	37.0%	72.0%	38.9%	
	White	15	<div><div>27</div><div>7</div><div>20</div><div>20</div><div>27</div></div>					33.3%	31.8%	53.3%	18.1%	
	Other	42	<div><div>33</div><div>10</div><div>10</div><div>19</div><div>29</div></div>					42.9%	34.9%	52.4%	21.6%	
Gender	Female	811	<div><div>25</div><div>22</div><div>13</div><div>16</div><div>25</div></div>					46.7%	38.3%	59.9%	28.1%	
	Male	983	<div><div>20</div><div>19</div><div>13</div><div>20</div><div>28</div></div>					38.1%	30.9%	51.4%	25.4%	
	Nonbinary	11	<div><div>18</div><div>27</div><div>18</div><div>27</div><div>9</div></div>					45.5%	28.6%	63.6%	37.5%	



# Chronic Absence by Attendance Bands

## School Data by Subgroup

### Cabrillo 2023-2024

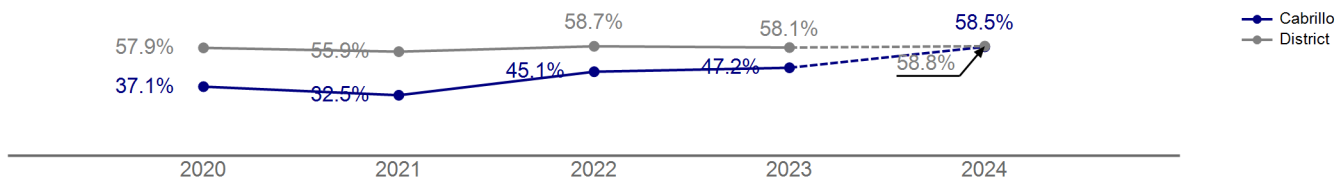
Legend		Attendance Rates:			
Severely Chronic		<80%			
Moderately Chronic		>=80% & <=90%			
At Risk Chronic		>90% & <93%			
Satisfactory		>=93% & <96%			
Strong Attendance		>=96%			

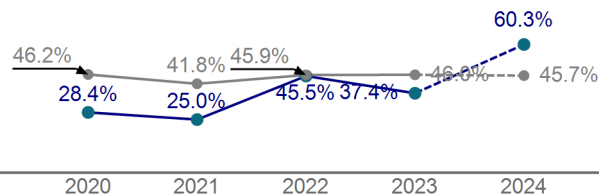
Special Populations	Low SES	1,310	23	19	13	19	25	42.4%	34.0%	55.9%	32.5%
	ELL	456	27	19	13	16	25	45.4%	37.9%	58.8%	37.1%
	RFEP	607	16	19	14	19	31	35.4%	28.2%	49.6%	25.7%
	EL + RFEP	1,063	21	19	14	18	29	39.7%	31.7%	53.5%	29.2%
	Special Ed.	252	29	20	13	12	26	48.8%	42.1%	61.9%	34.9%
	Spec Ed. Speech/RSP	109	22	22	19	10	27	44.0%	38.8%	63.3%	32.3%
	Homeless/Foster	190	32	24	13	14	18	55.8%	38.3%	68.4%	43.1%
	Foster	17	29	29	24	12	6	58.8%	53.3%	82.4%	50.4%
	Homeless	173	32	24	12	14	19	55.5%	37.1%	67.1%	42.4%
	GATE/Excel	251	13	17	14	20	36	30.3%	25.2%	44.6%	17.1%
SLC	Browning	3	67		33			66.7%	66.7%	100.0%	41.2%
	Cabrillo - AGL	395	26	19	13	18	23	45.1%	33.2%	58.2%	45.2%
	Cabrillo - CAL-J	455	25	22	13	18	22	47.3%	37.3%	60.0%	47.9%
	Cabrillo - CED	425	17	18	14	21	30	35.1%	27.1%	49.4%	35.1%
	Cabrillo - SACMAA	495	17	21	13	18	31	38.0%	31.5%	51.1%	38.5%
	Jordan - JMAC	1	100					100.0%		100.0%	23.4%
	Lakewood - DMAC	1	100					0.0%	100.0%	100.0%	29.2%
	Lakewood - ODYSSEY	2	50	50				100.0%		100.0%	31.6%
	Poly - BEACH	1	100					100.0%		100.0%	29.1%
	Wilson - TECH	2	100					100.0%	100.0%	100.0%	36.3%

# Advanced Placement - Students Enrolled in At Least One Course

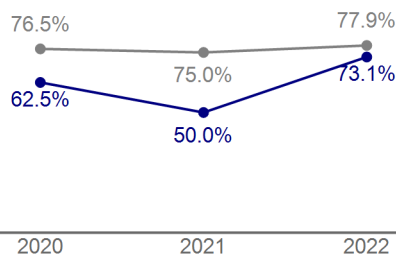
**Cabrillo**  
**Grades 11-12**  
**N = 739**



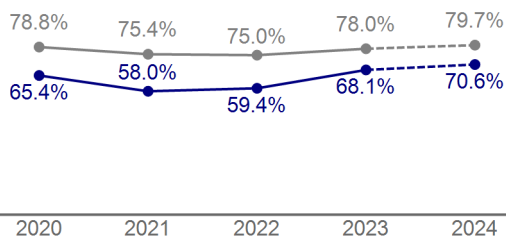
**African American**  
**N = 73**



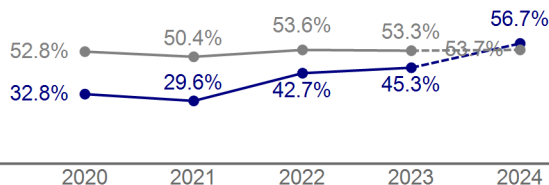
**Asian**



**Filipino**  
**N = 68**



**Hispanic**  
**N = 554**

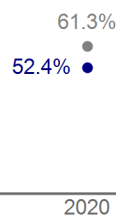


No Data Available

No Data Available

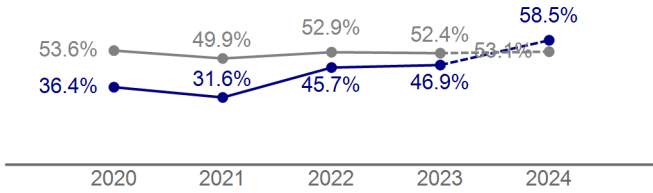
No Data Available

**Other**

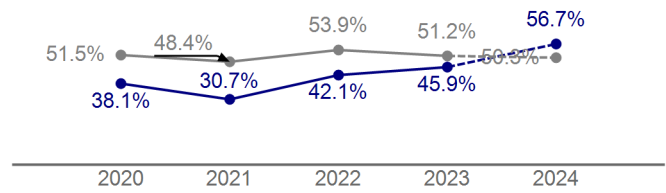


# Advanced Placement - Students Enrolled in At Least One Course

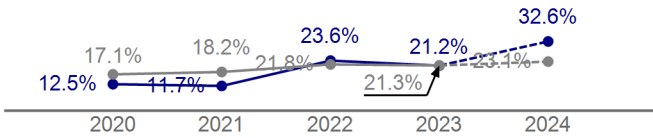
**EL + RFEP**  
**N = 412**



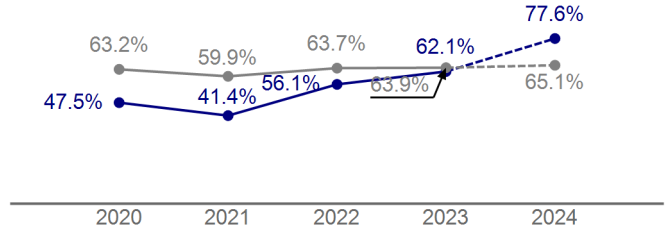
**Low SES**  
**N = 541**



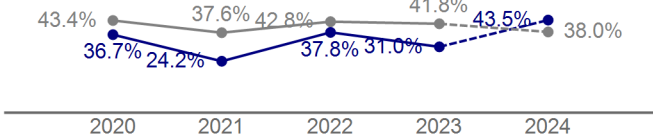
**ELL**  
**N = 175**



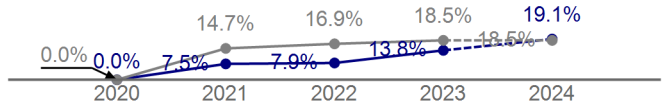
**RFEP**  
**N = 237**



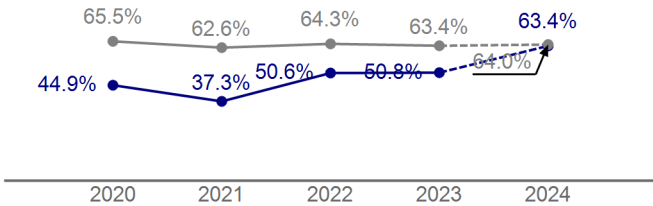
**Homeless/Foster**  
**N = 62**



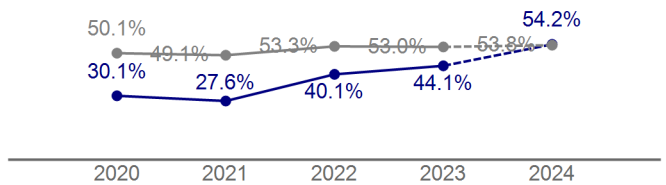
**Special Ed.**  
**N = 115**



**Female**  
**N = 333**

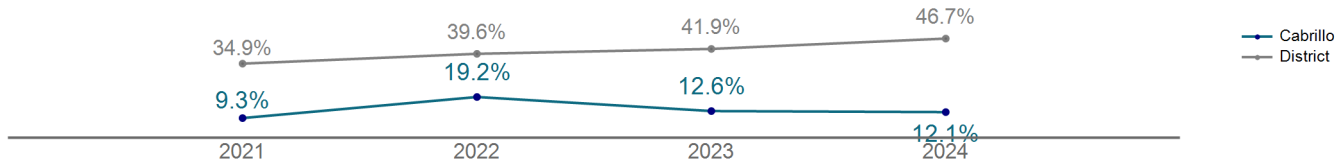


**Male**  
**N = 402**



# Advanced Placement Percent of Tests Passed

## Cabrillo All Students



## African American

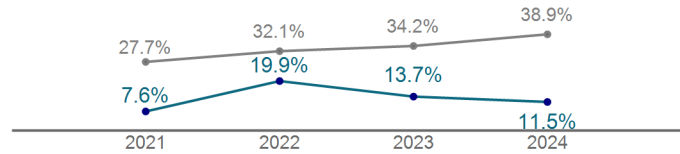
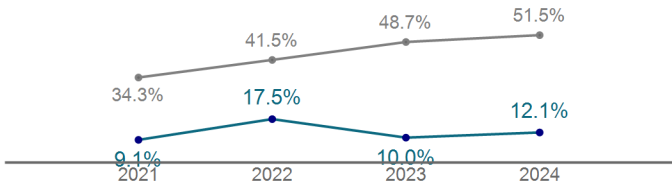
## Asian

Subgroup with fewer than 20 students.



## Filipino

## Hispanic



## Pacific Islander

## White

Subgroup with fewer than 20 students.

Subgroup with fewer than 20 students.

## Native American

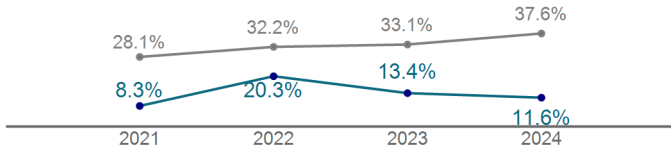
## Other

Subgroup with fewer than 20 students.

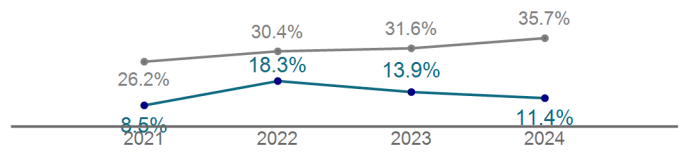
Subgroup with fewer than 20 students.

# Advanced Placement Percent of Tests Passed

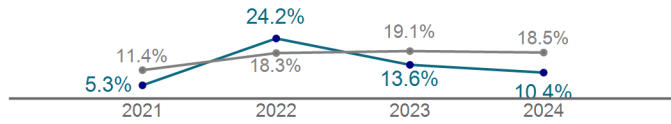
EL + RFEP



Low SES



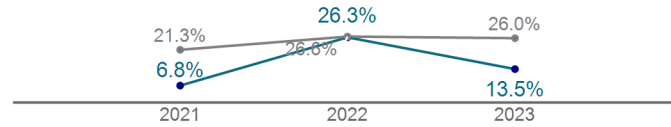
English Learner



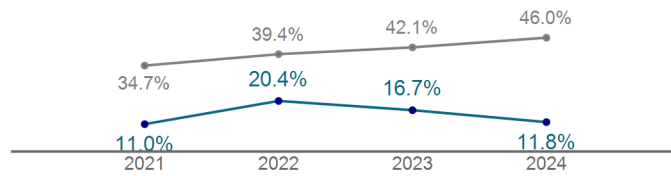
Special Education

Subgroup with fewer than 20 students.

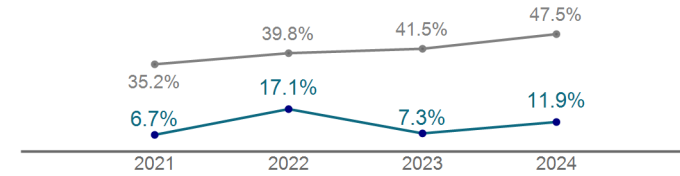
Homeless or Foster Youth



Female



Male

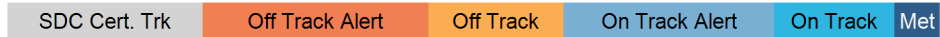


# On/Off Track for Graduation

## 2023-2024 :: School Data by Subgroup

### Cabrillo

#### Legend



Category		# Students	Percent by Category				
All Students	1,845	1845	2	3	44	36	16
Grade	Gr. 09	497		3	40	56	
	Gr. 10	459	2	6	56	36	
	Gr. 11	455		3	50	47	
	Gr. 12	431		2	27	69	
Ethnicity	African American	191	4	4	42	37	13
	Asian	36		6	19	44	31
	Cambodian	21		5	24	52	19
	Filipino	127		2	27	48	24
	Hispanic	1401	1	3	46	34	16
	Pacific Islander	29	10		48	31	10
	Other	43		2	7	35	42
Gender	Female	815		3	40	37	18
	Male	1020	3	3	46	34	15
Special Populations	Low SES	1276		2	3	41	38
	ELL	465	3	2	58	26	11
	RFEP	611		1	37	37	24
	EL + RFEP	1076	1	2	46	33	18
	Special Ed.	249	14		42	33	12
	Spec Ed. Speech/RSP	107			47	43	10
	Homeless/Foster	205	14		58	26	11
	Foster	21	5		76	10	10
	Homeless	184	14		56	28	11
	GATE/Excel	251			28	48	23
SLC	Cabrillo - AGL	405		6	46	31	17
	Cabrillo - CAL-J	462	2	2	44	35	18
	Cabrillo - CED	433		4	2	36	42
	Cabrillo - SACMAA	503		2	43	38	16

# On/Off Track for A to G

## 2023-2024 :: School Data by Subgroup

### Cabrillo

#### Legend

SDC Cert. Trk Off Track Alert Off Track On Track Alert On Track Met

Category		# Students	Percent by Category				
All Students	1,852	1852	24	58	26	10	
Grade	Gr. 09	498	4	53	42		
	Gr. 10	460	27	62	29		
	Gr. 11	459	33	62	32		
	Gr. 12	432	2	53	44		
Ethnicity	African American	192	45	54	30	7	
	Asian	36	63	36	33	22	
	Cambodian	21	55	38	43	10	
	Filipino	128	22	38	42	17	
	Hispanic	1409	14	61	24	10	
	Pacific Islander	29	103	66	17	3	
	Other	41	27	46	34	10	
Gender	Female	823	4	55	29	11	
	Male	1019	34	60	24	9	
Special Populations	Low SES	1280	24	56	28	10	
	ELL	470	34	80	11	3	
	RFEP	612	3	47	32	18	
	EL + RFEP	1082	13	61	23	11	
	Special Ed.	249	14	73	12	2	
	Spec Ed. Speech/RSP	107		70	26	4	
	Homeless/Foster	206	14	71	18	5	
	Foster	21	514	67	10	5	
	Homeless	185	13	72	19	5	
	GATE/Excel	252		37	42	19	
SLC	Cabrillo - AGL	407	7	62	23	7	
	Cabrillo - CAL-J	463	23	60	24	11	
	Cabrillo - CED	434	43	43	36	15	
	Cabrillo - SACMAA	506	3	61	26	8	

Cabrillo

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).  
Each student is counted once per incident; each incident is categorized based on the most severe outcome of the incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	5	204	80	
		Grade	Gr. 09	1	84	48	
			Gr. 10	2	68	21	
			Gr. 11	1	41	5	
			Gr. 12	1	11	5	
			Gr. 13			1	
		Ethnicity	African American	1	25	7	
			Asian		2	2	
			Filipino		2		
			Hispanic	4	160	64	
			Other		10	6	
			Pacific Islander		3	1	
			White		2		
		Gender	Female	2	63	16	
			Male	3	141	64	



Cabrillo

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).  
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	Fluency	EL + RFEP	1	109	51	
			ELL		73	42	
			RFEP	1	36	9	
		Foster	Foster		5	4	
		GATE/Excel	GATE/Excel	1	18	4	
		Homeless	Homeless		17	5	
		LowSES	Low SES	3	149	57	
		SPED	Special Ed.	2	47	16	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	2	18	6	
		SLC	Browning		6		
			Cabrillo - AGL	3	52	20	
			Cabrillo - CAL-J		58	17	
			Cabrillo - CED		32	20	
			Cabrillo - SACMAA		36	20	
			Jordan - ACE	1	1		
			Jordan - JMAC		1		
			Lakewood - ODYSSEY	1	5	1	
			Mcbride - HEALTH		1		
			Wilson - TECH		3		

Cabrillo

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).  
Each student is counted once per incident; each incident is categorized based on the most severe outcome of the incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	4	211	74	
		Grade	Gr. 09	1	77	23	
			Gr. 10	1	71	32	
			Gr. 11	2	42	12	
			Gr. 12		20	7	
			Gr. 13		1		
		Ethnicity	African American	2	19	12	
			Asian			2	
			Filipino		4	3	
			Hispanic	2	176	52	
			Other		7	2	
			Pacific Islander		3	2	
			White		2	1	
		Gender	Female	2	61	13	
			Male	2	150	59	
			Nonbinary			2	
		Fluency	EL + RFEP	2	125	40	
			ELL	1	58	14	
			RFEP	1	67	26	
		Foster	Foster	1	2		
		GATE/Excel	GATE/Excel		17	7	
		Homeless	Homeless		18	12	
		LowSES	Low SES	4	196	63	

Cabrillo

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).  
Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	SPED	Special Ed.		47	10	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		21	2	
		SLC	Browning		3	2	
			Cabrillo - AGL	1	46	15	
			Cabrillo - CAL-J	2	61	20	
			Cabrillo - CED		23	9	
			Cabrillo - SACMAA	1	41	7	
			Lakewood - DMAC			2	
			Wilson - ARTS-PA		4		
			Wilson - TECH		5		

Cabrillo

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).  
Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	6	208	67	12
		Grade	Gr. 09	1	69	15	3
			Gr. 10	2	73	30	4
			Gr. 11	1	46	16	4
			Gr. 12	2	20	6	
			Gr. 13				1
		Ethnicity	African American	5	68	20	3
			Asian		3	1	
			Filipino				1
			Hispanic		115	40	7
			Other	1	11	3	
			Pacific Islander		10	2	1
			White		1	1	
		Gender	Female	1	60	6	5
			Male	5	148	61	7

# Cabrillo

## 2021-2022

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of the incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	Fluency	EL + RFEP		78	30	7
			ELL		35	12	4
			RFEP		43	18	3
		Foster	Foster		5	3	1
		GATE/Excel	GATE/Excel		12	4	1
		Homeless	Homeless	5	32	7	
		LowSES	Low SES	5	166	54	9
		SPED	Special Ed.	1	43	11	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		13	4	
		SLC	Browning	1	2	1	
			Cabrillo - AGL	1	45	9	3
			Cabrillo - CAL-J		43	10	1
			Cabrillo - CED	1	31	11	
			Cabrillo - SACMAA	1	26	9	1
			Jordan - ACE		4	1	
			Jordan - AIMS		2		
			Lakewood - ODYSSEY		2	1	
			Mcbride - ENGM		2		
			Millikan - PEACE		4	1	
			Poly - BEACH		5	2	
			Poly - PARTS		4	2	
			Wilson - LPS	1	2	3	

Cabrillo

2020-2021

Count of Unique Student-Incidents by Action Type (disposition type).  
Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2020-2021	YR	All	All			1	
		Grade	Gr. 10			1	
		Ethnicity	White			1	
		Gender	Female			1	
		SLC	Cabrillo - CAL-J			1	

Cabrillo

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).  
Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		<div></div> 279	<div></div> 508	
		Grade	Gr. 09		<div></div> 145	<div></div> 307	
			Gr. 10		<div></div> 67	<div></div> 118	
			Gr. 11		<div></div> 49	<div></div> 52	
			Gr. 12		<div></div> 18	<div></div> 31	
		Ethnicity	African American		<div></div> 68	<div></div> 74	
			American Indian			1	
			Asian		<div></div> 5	<div></div> 7	
			Filipino		<div></div> 7	<div></div> 4	
			Hispanic		<div></div> 186	<div></div> 405	
			Other		<div></div> 2	<div></div> 1	
			Pacific Islander		<div></div> 6	<div></div> 10	
			White		<div></div> 5	<div></div> 6	
		Gender	Female		<div></div> 93	<div></div> 240	
			Male		<div></div> 186	<div></div> 268	

# Cabrillo

## 2019-2020

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	Fluency	EL + RFEP		147	304	
			ELL		67	135	
			RFEP		80	169	
		Foster	Foster		8	21	
		GATE/Excel	GATE/Excel		23	51	
		Homeless	Homeless		40	91	
		LowSES	Low SES		233	424	
		SPED	Special Ed.		30	64	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		10	24	
		SLC	Browning			1	
			Cabrillo - AGL		107	196	
			Cabrillo - CAL-J		57	139	
			Cabrillo - CED		40	55	
			Cabrillo - CHOC		4	6	
			Cabrillo - SACMAA		34	78	
			Lakewood - DMAC		3		
			Poly - PARTS		1		
			Wilson - ARTS		5	2	



Cabrillo

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).  
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		<div></div> 370	<div></div> 738	
		Grade	Gr. 09		<div></div> 167	<div></div> 376	
			Gr. 10		<div></div> 98	<div></div> 187	
			Gr. 11		<div></div> 74	<div></div> 128	
			Gr. 12		<div></div> 31	<div></div> 47	
		Ethnicity	African American		<div></div> 104	<div></div> 122	
			American Indian		<div></div> 4	<div></div> 1	
			Asian		<div></div> 2	<div></div> 8	
			Filipino		<div></div> 3	<div></div> 17	
			Hispanic		<div></div> 236	<div></div> 540	
			Other		<div></div> 3	<div></div> 13	
			Pacific Islander		<div></div> 9	<div></div> 18	
			White		<div></div> 9	<div></div> 19	
		Gender	Female		<div></div> 105	<div></div> 265	
			Male		<div></div> 265	<div></div> 473	

# Cabrillo

## 2018-2019

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of the incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	Fluency	EL + RFEP		174	419	
			ELL		68	200	
			RFEP		106	219	
		Foster	Foster		8	20	
		GATE/Excel	GATE/Excel		28	41	
		Homeless	Homeless		71	85	
		LowSES	Low SES		301	620	
		SPED	Special Ed.		75	158	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		33	72	
		SLC	Cabrillo - AGL		128	304	
			Cabrillo - CAL-J		85	143	
			Cabrillo - CED		46	71	
			Cabrillo - CHOC		23	38	
			Cabrillo - SACMAA		43	141	
			Cabrillo - UNIV			1	
			Jordan - JMAC		3		
			Millikan - MBA		4	4	
			Poly - BEACH		1		
			Poly - JUSTICE		1	2	
			Poly - MEDS		1	2	
			Poly - PARTS		7	4	

# Cabrillo

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type).  
Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
subgroup			
Category		# Records	Percent by Category
All Students	All	289	<div><div>71</div><div>28</div><div>2</div></div>
	Gr. 09	133	<div><div>63</div><div>36</div><div></div></div>
	Gr. 10	91	<div><div>75</div><div>23</div><div>2</div></div>
	Gr. 11	47	<div><div>87</div><div>11</div><div>2</div></div>
	Gr. 12	17	<div><div>65</div><div>29</div><div>6</div></div>
	Gr. 13	1	<div><div>100</div><div></div><div></div></div>
Ethnicity	African American	33	<div><div>76</div><div>21</div><div>3</div></div>
	Asian	4	<div><div>50</div><div>50</div><div></div></div>
	Filipino	2	<div><div>100</div><div></div><div></div></div>
	Hispanic	228	<div><div>70</div><div>28</div><div>2</div></div>
	Other	16	<div><div>63</div><div>38</div><div></div></div>
	Pacific Islander	4	<div><div>75</div><div>25</div><div></div></div>
	White	2	<div><div>100</div><div></div><div></div></div>
Gender	Female	81	<div><div>78</div><div>20</div><div>2</div></div>
	Male	208	<div><div>68</div><div>31</div><div>1</div></div>

Cabrillo

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type).  
Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
subgroup			
Category		# Records	Percent by Category
Special Populations	EL + RFEP	161	<div><div>68</div><div>32</div></div>
	ELL	115	<div><div>63</div><div>37</div></div>
	Foster	9	<div><div>56</div><div>44</div></div>
	GATE/Excel	23	<div><div>78</div><div>17</div><div>4</div></div>
	Homeless	22	<div><div>77</div><div>23</div></div>
	Low SES	209	<div><div>71</div><div>27</div><div>1</div></div>
	RFEP	46	<div><div>78</div><div>20</div><div>2</div></div>
	Spec Ed. Speech/RSP	26	<div><div>69</div><div>23</div><div>8</div></div>
	Special Ed.	65	<div><div>72</div><div>25</div><div>3</div></div>

# Cabrillo

23-24

Students by Subgroup Categorizied by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	182	<div><div>33</div><div>67</div></div>
Grade	Gr. 09	75	<div><div>36</div><div>64</div></div>
	Gr. 10	58	<div><div>33</div><div>67</div></div>
	Gr. 11	33	<div><div>36</div><div>64</div></div>
	Gr. 12	15	<div><div>13</div><div>87</div></div>
	Gr. 13	1	<div><div>100</div></div>
Ethnicity	African American	21	<div><div>38</div><div>62</div></div>
	Asian	3	<div><div>33</div><div>67</div></div>
	Filipino	2	<div><div>100</div></div>
	Hispanic	143	<div><div>31</div><div>69</div></div>
	Other	9	<div><div>44</div><div>56</div></div>
	Pacific Islander	3	<div><div>33</div><div>67</div></div>
	White	1	<div><div>100</div></div>
Gender	Female	59	<div><div>24</div><div>76</div></div>
	Male	123	<div><div>37</div><div>63</div></div>

# Cabrillo

23-24

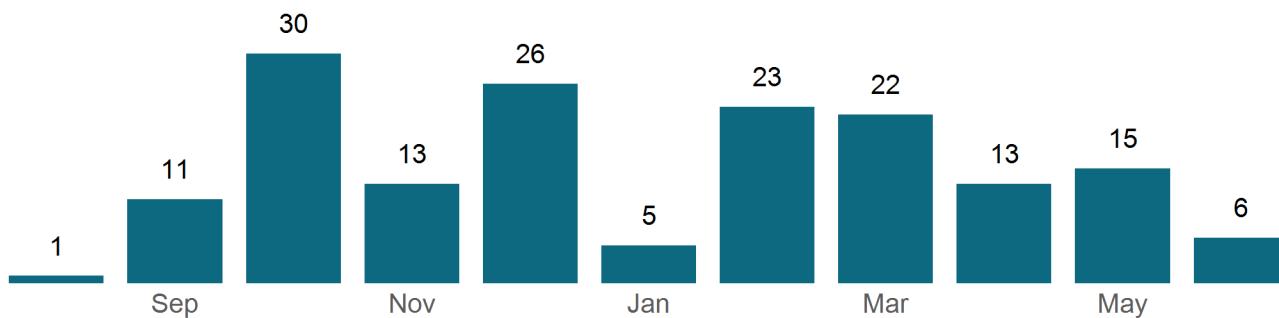
Students by Subgroup Categorizied by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
Special Populations	EL + RFEP	102	<div><div>34</div><div>66</div></div>
	ELL	69	<div><div>36</div><div>64</div></div>
	Foster	4	<div><div>25</div><div>75</div></div>
	GATE/Excel	14	<div><div>29</div><div>71</div></div>
	Homeless	16	<div><div>31</div><div>69</div></div>
	Low SES	134	<div><div>30</div><div>70</div></div>
	RFEP	33	<div><div>30</div><div>70</div></div>
	Spec Ed. Speech/RSP	12	<div><div>58</div><div>42</div></div>
	Special Ed.	34	<div><div>47</div><div>53</div></div>

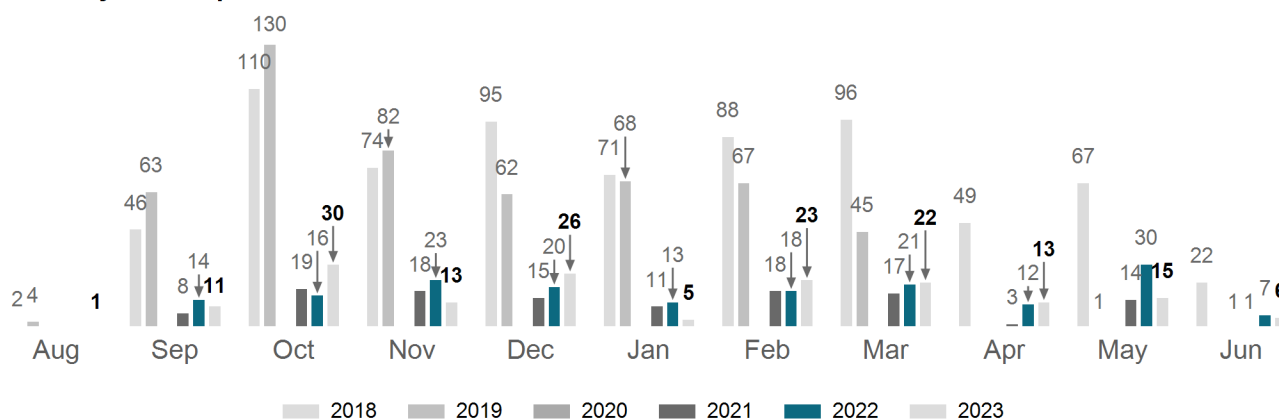
# Cabrillo

## 23-24

By Month for 23-24



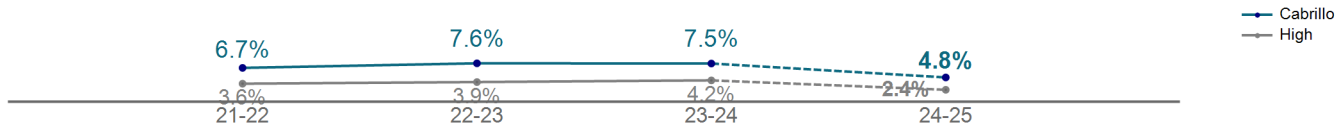
By Month- 5-year comparison



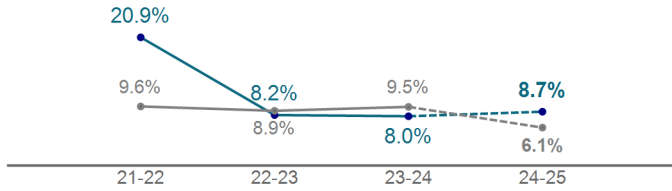
	18-19	19-20	20-21	21-22	22-23	23-24
Aug		2	4			1
Sep		46	63		8	14
Oct		110	130		19	16
Nov		74	82		18	23
Dec		95	62		15	20
Jan		71	68		11	13
Feb		88	67		18	18
Mar		96	45		17	21
Apr		49			3	12
May		67	1		14	30
Jun		22		1	1	7

# Suspension Rate

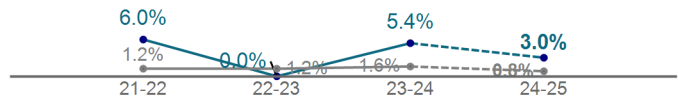
**Cabrillo**  
**All Students**  
**N = 1736**



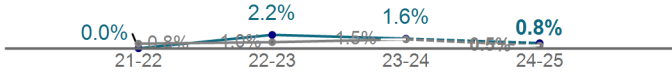
**African American**  
**N = 183**



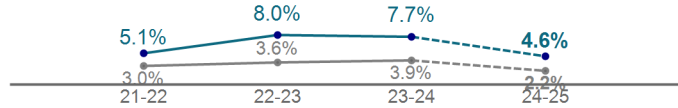
**Asian**  
**N = 33**



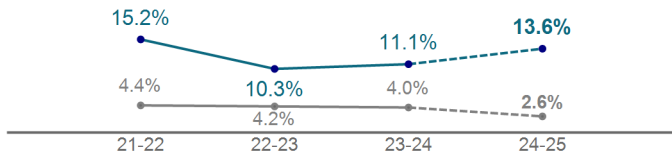
**Filipino**  
**N = 118**



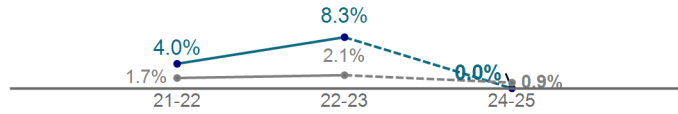
**Hispanic**  
**N = 1313**



**Pacific Islander**  
**N = 22**



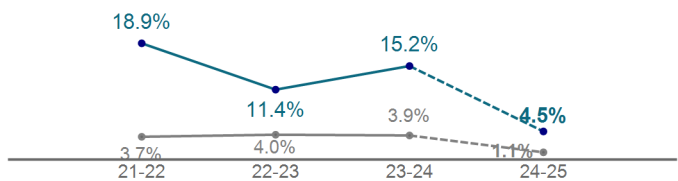
**White**  
**N = 21**



**Native American**

Subgroup with fewer than 20 students.

**Other**  
**N = 44**

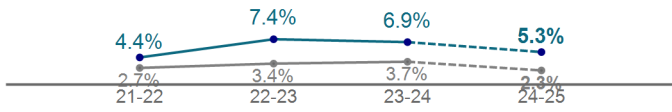


N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

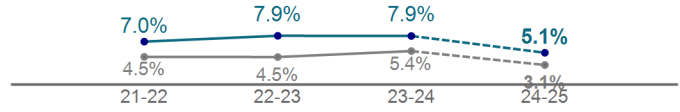


# Suspension Rate

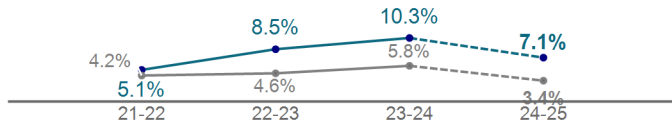
**EL + RFEP**  
N = 950



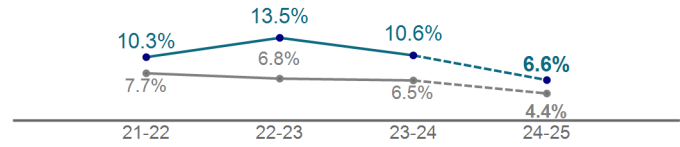
**Low SES**  
N = 1301



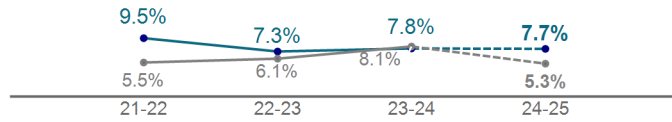
**English Learner**  
N = 407



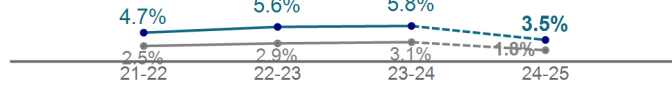
**Special Education**  
N = 259



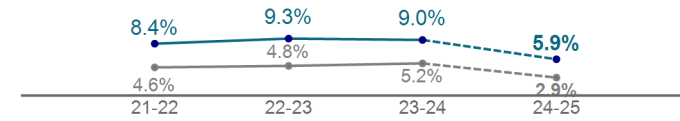
**Homeless or Foster Youth**  
N = 168



**Female**  
N = 774

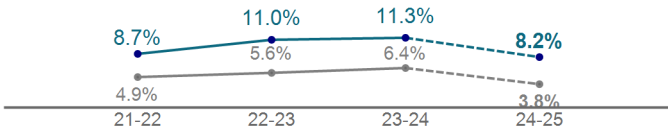


**Male**  
N = 952

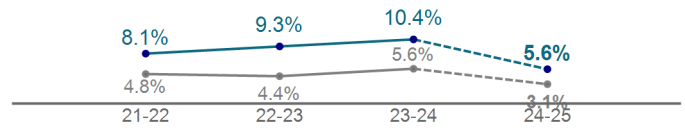


# Suspension Rate

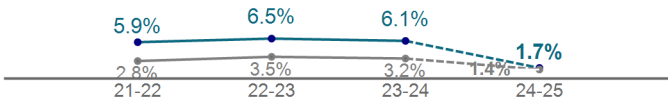
**Gr. 09**  
**N = 476**



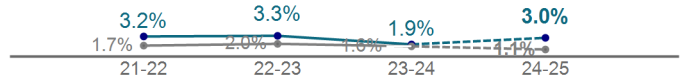
**Gr. 10**  
**N = 449**



**Gr. 11**  
**N = 413**



**Gr. 12**  
**N = 398**





# ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Cabrillo

## Site Level Overall Performance Level Summary

**32%**Beginning  
Stage**37%**Somewhat  
Developed**23%**Moderately  
Developed**8%**Well  
Developed

## Site Level Domain Performance Level Summary

### Listening

**34%**  
Beg.**60%**  
Some/Mod.**6%**  
Well Dev.

### Speaking

**23%**  
Beg.**28%**  
Some/Mod.**49%**  
Well Dev.

### Reading

**62%**  
Beg.**32%**  
Some/Mod.**6%**  
Well Dev.

### Writing

**31%**  
Beg.**67%**  
Some/Mod.**3%**  
Well Dev.

## Grade Level Performance Summary (Overall and by Domain)

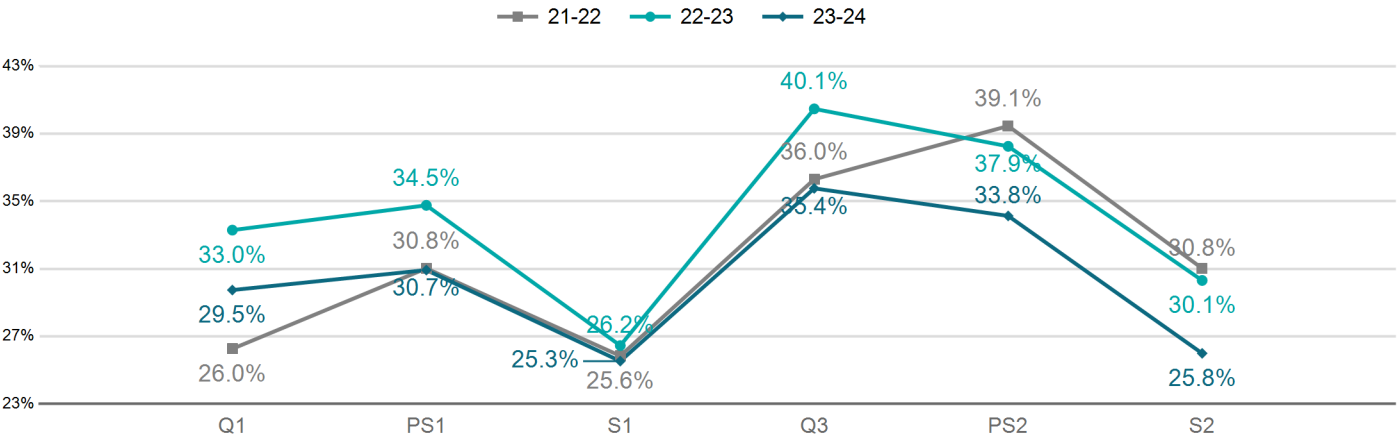
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
09	18%	39%	32%	11%	25%	61%	10%	8%	29%	56%	54%	30%	12%	20%	74%	3%
10	52%	35%	9%	3%	41%	55%	3%	35%	36%	26%	66%	30%	3%	43%	56%	0%
11	22%	40%	29%	8%	22%	66%	7%	17%	18%	60%	53%	35%	7%	23%	72%	0%
12	40%	31%	20%	8%	43%	51%	2%	29%	23%	45%	65%	30%	1%	35%	54%	7%
13	100%	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%

# Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

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

Category: All Students



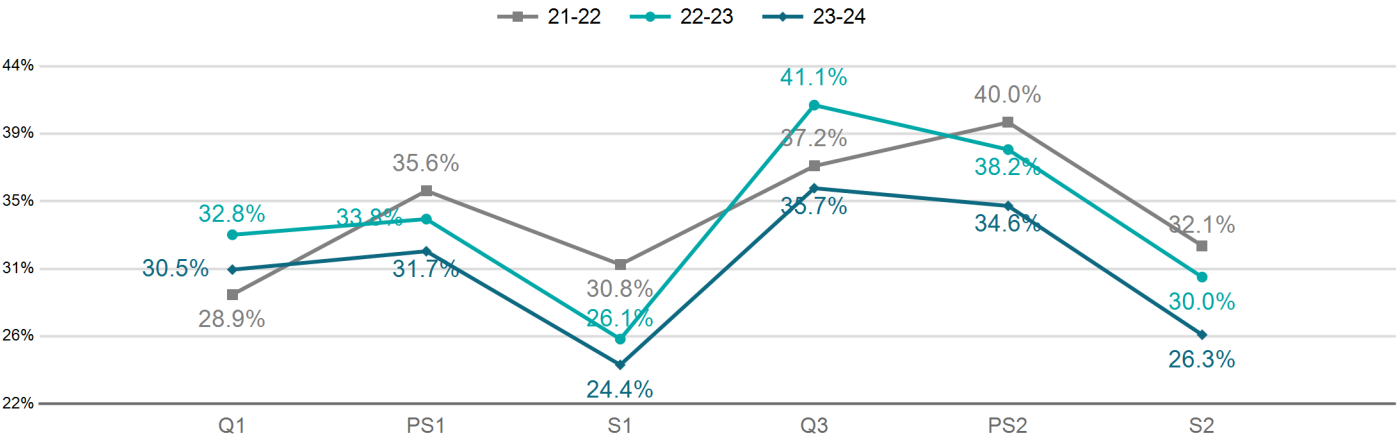
Graphs for subgroups on following pages.

# Cabrillo D/F Rate - 3 year Comparison

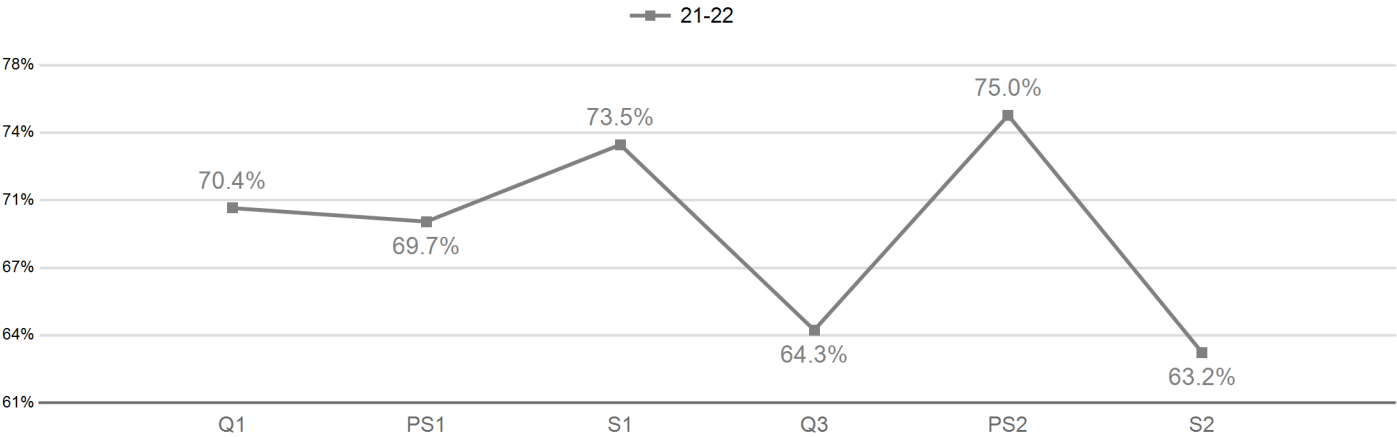
Percent of total grades that are Ds or Fs

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

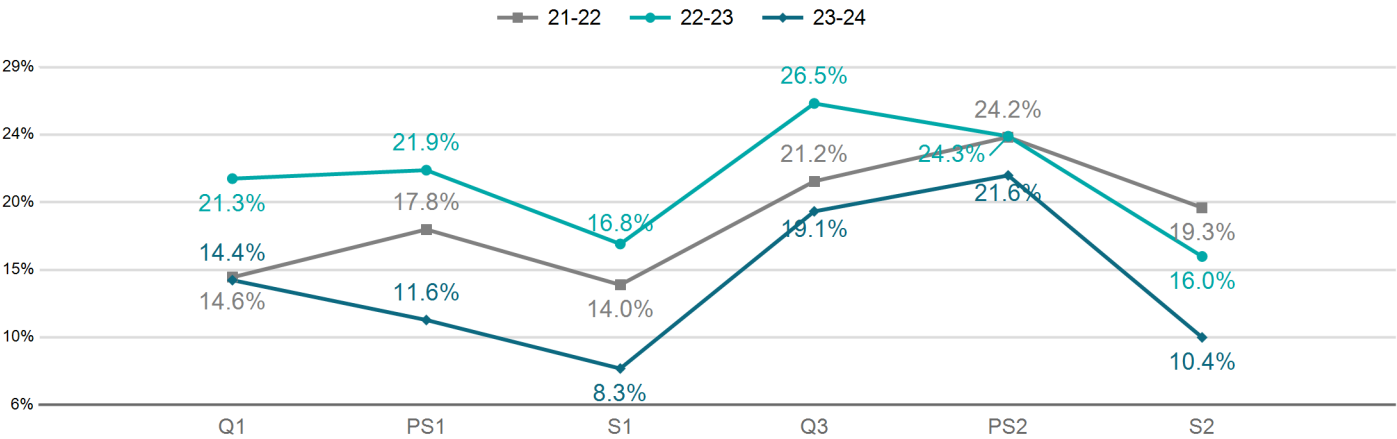
## Category: Ethnicity - Subgroup: African American



## Category: Ethnicity - Subgroup: American Indian



## Category: Ethnicity - Subgroup: Asian

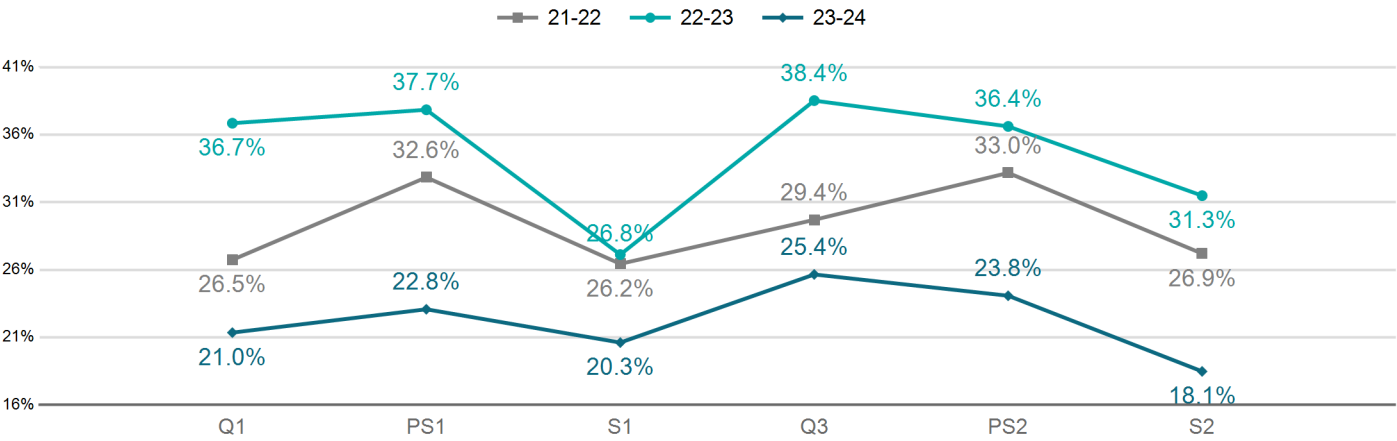


# Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

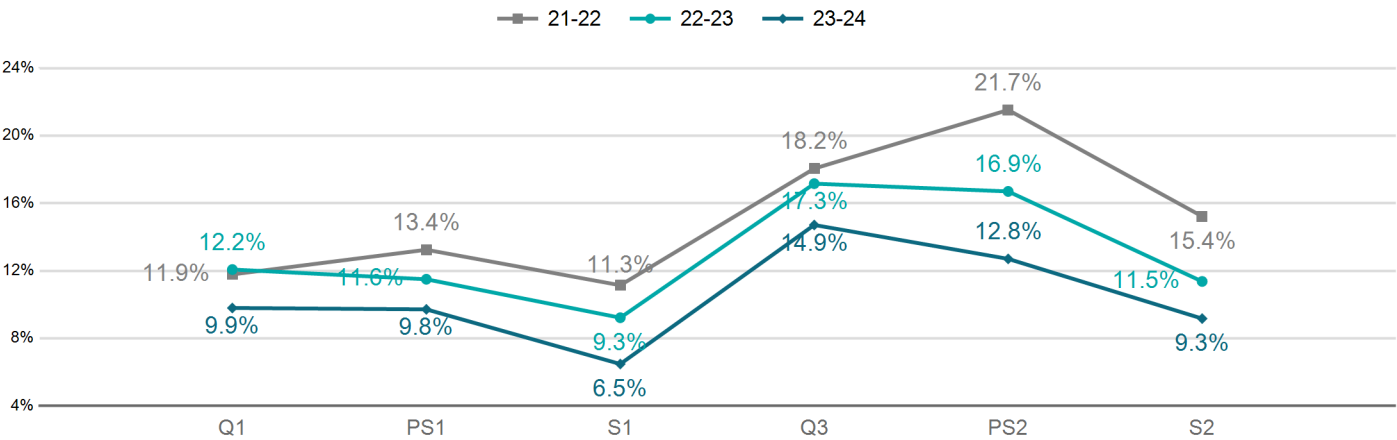
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

## Category: Ethnicity - Subgroup: Cambodian



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

## Category: Ethnicity - Subgroup: Filipino

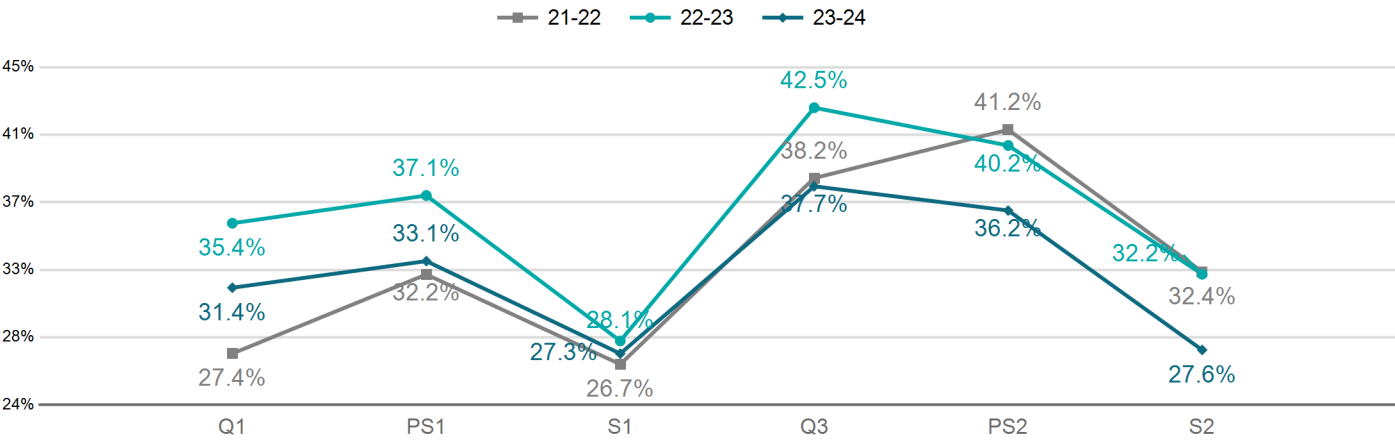


## Category: Ethnicity - Subgroup: Hispanic

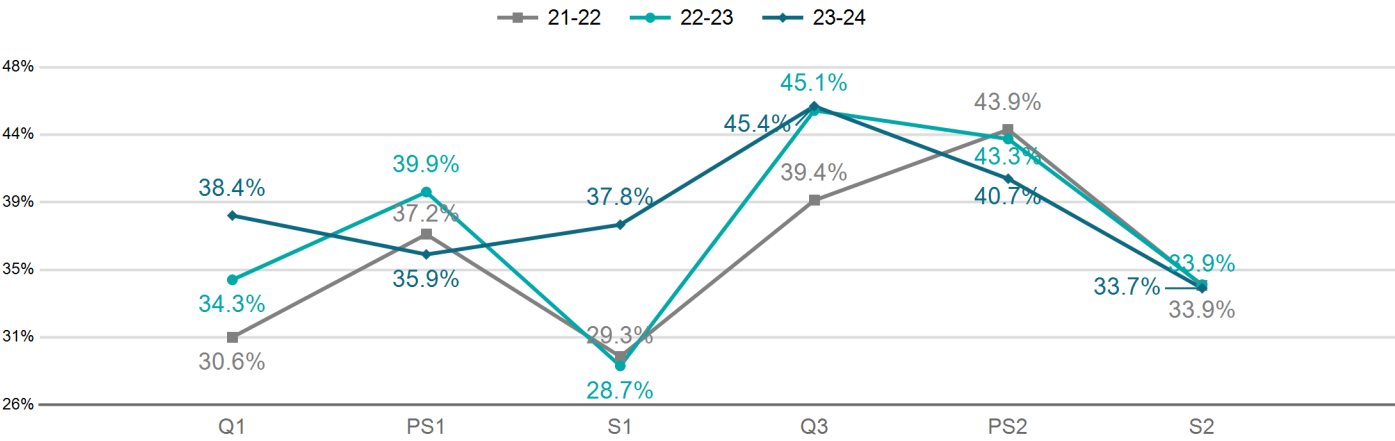
# Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

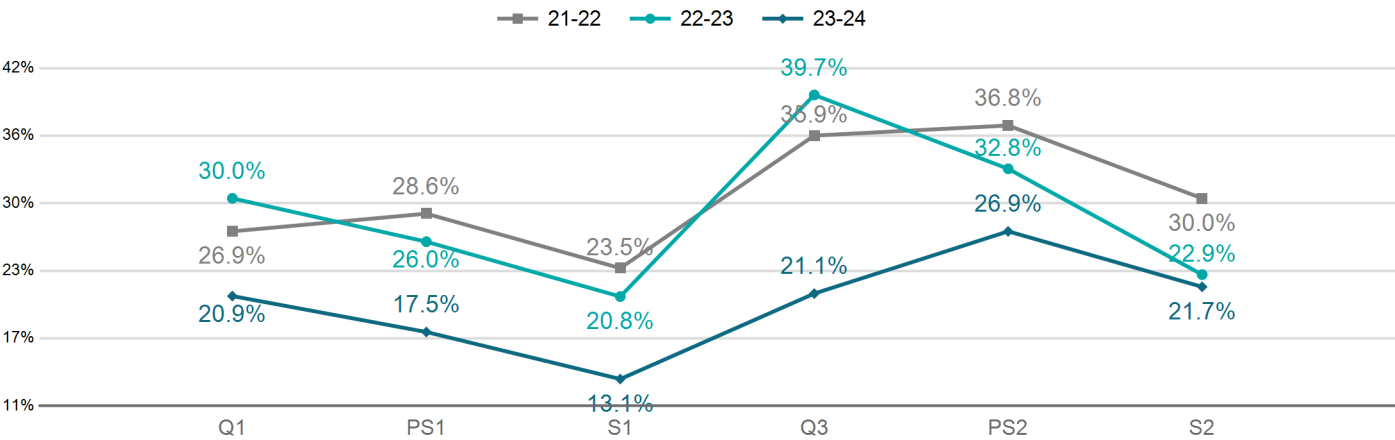
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



## Category: Ethnicity - Subgroup: Pacific Islander



## Category: Ethnicity - Subgroup: White

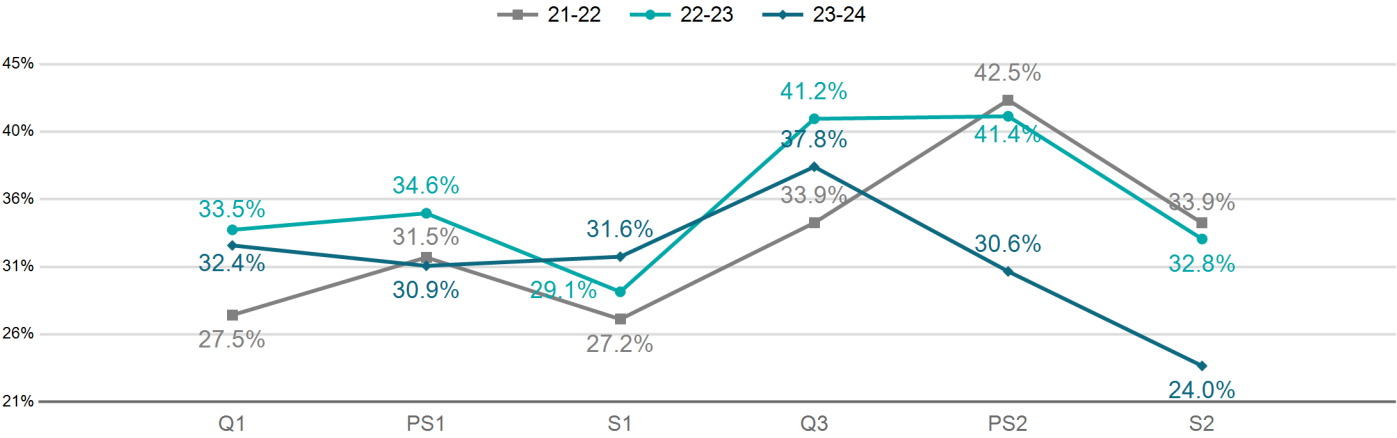


## Category: Ethnicity - Subgroup: Other

# Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

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

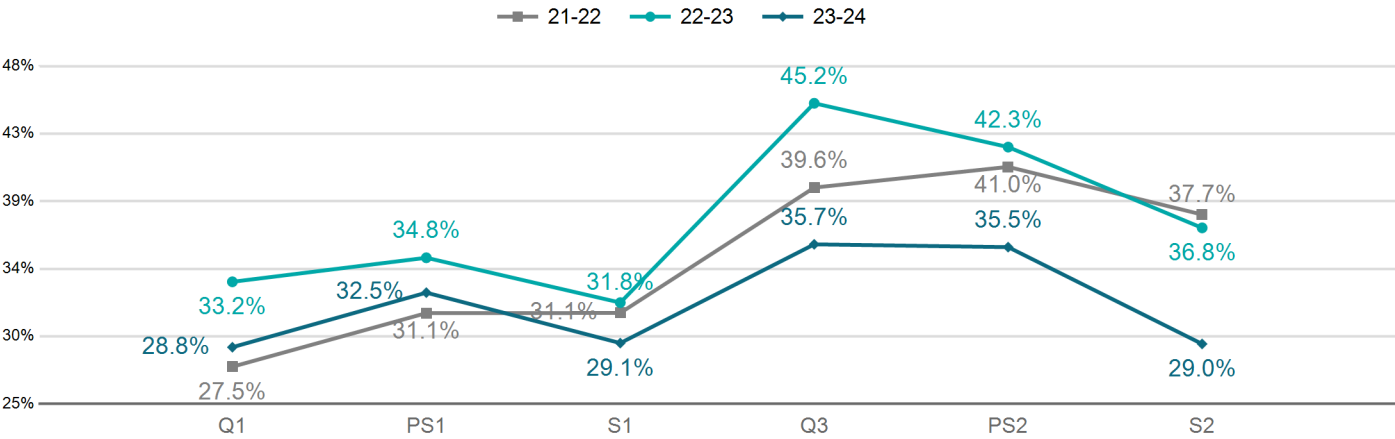




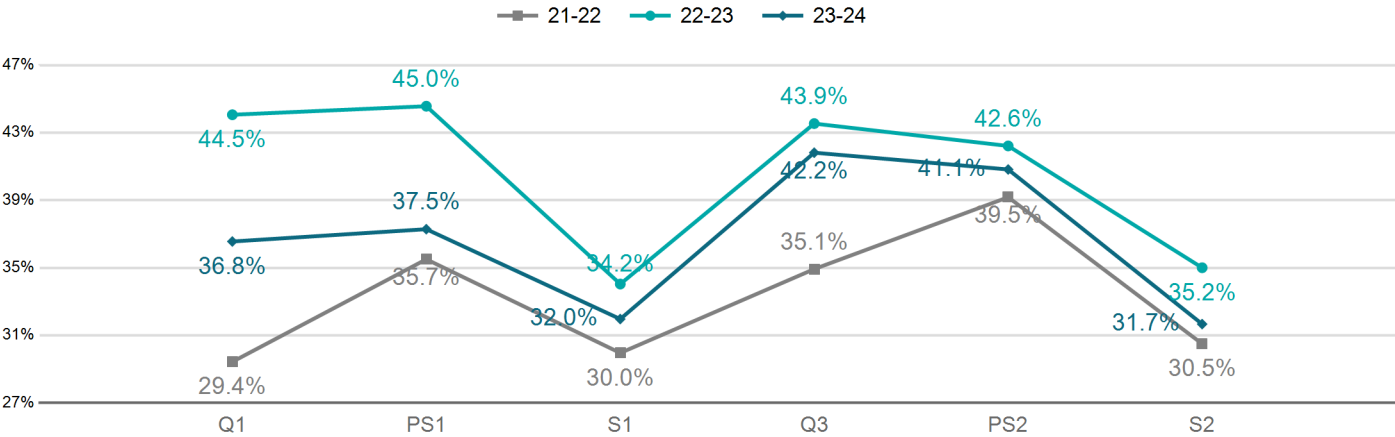
**Cabrillo D/F Rate - 3 year Comparison**  
Percent of total grades that are Ds or Fs

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

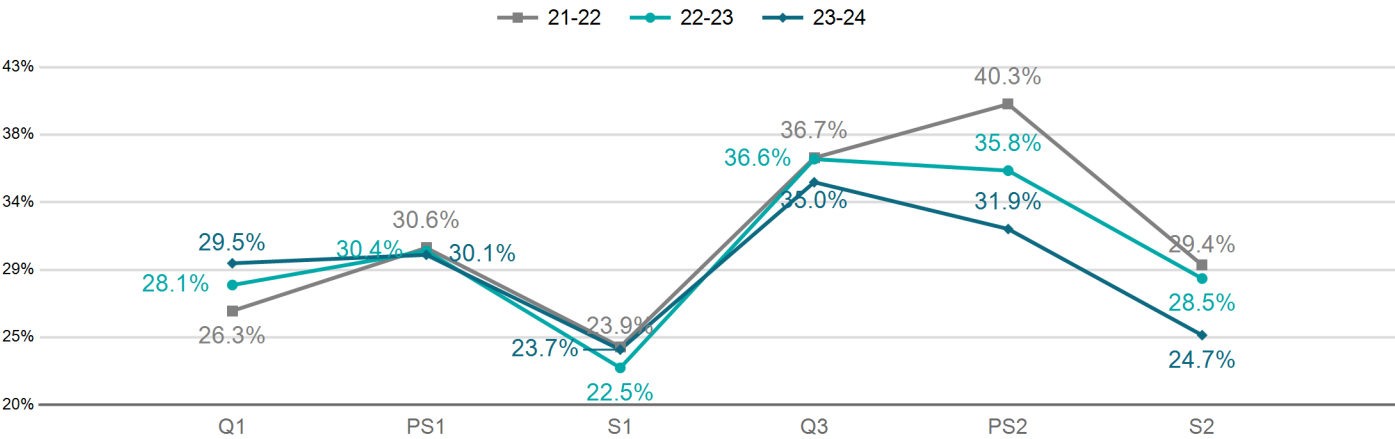
**Category: Grade - Subgroup: Gr. 09**



**Category: Grade - Subgroup: Gr. 10**



**Category: Grade - Subgroup: Gr. 11**

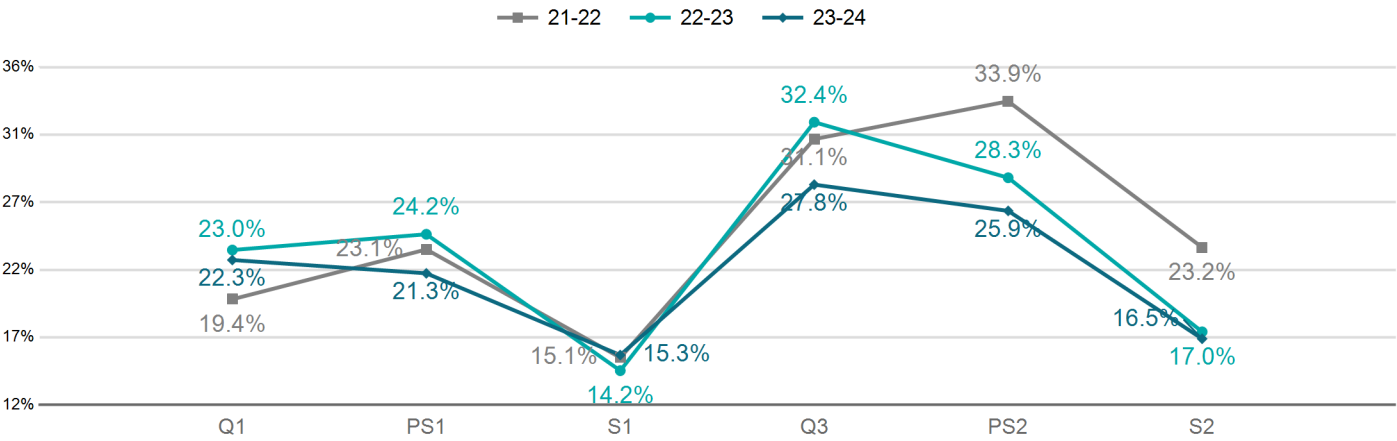


# Cabrillo D/F Rate - 3 year Comparison

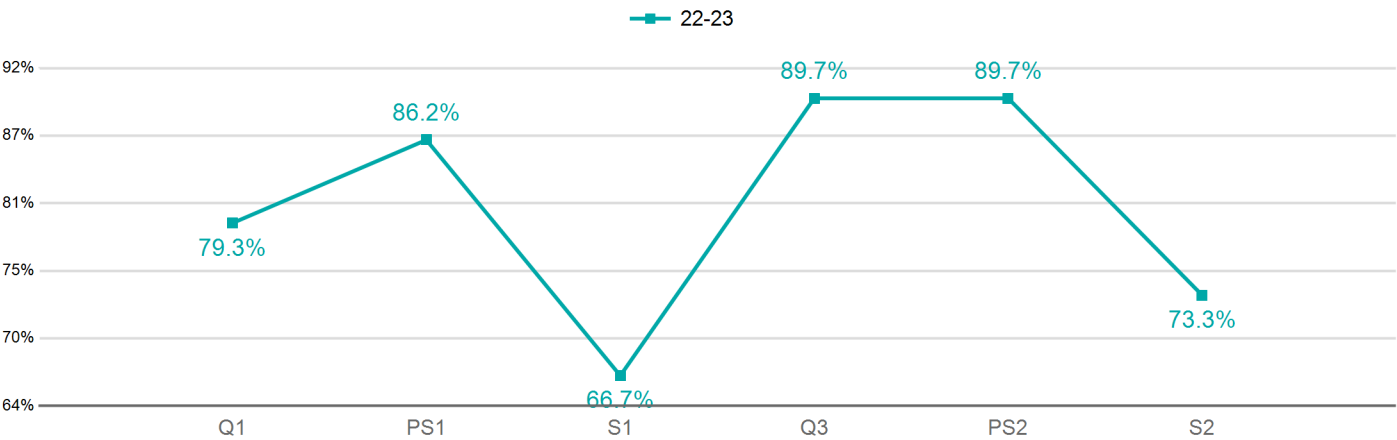
Percent of total grades that are Ds or Fs

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

## Category: Grade - Subgroup: Gr. 12



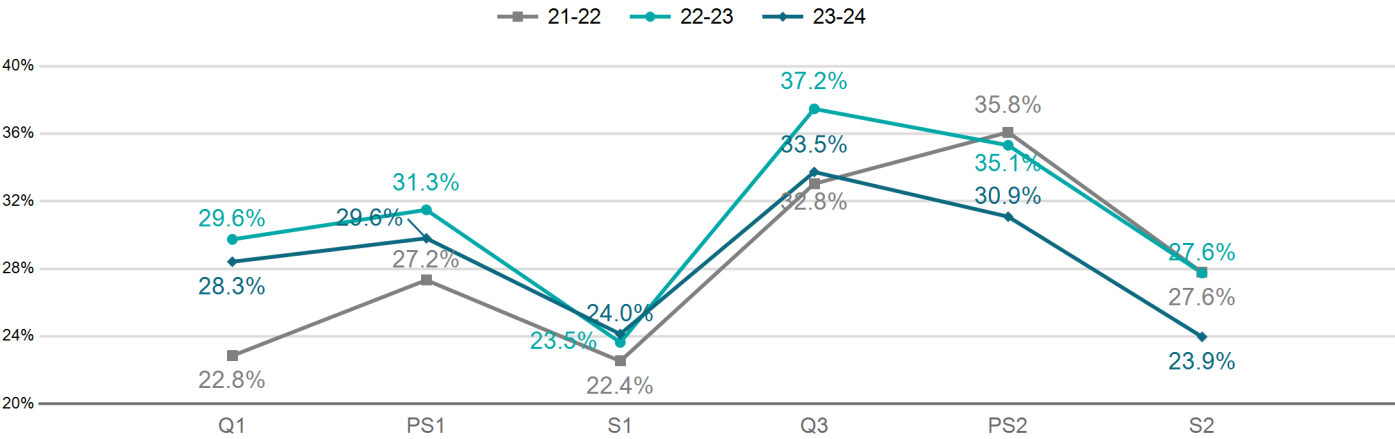
## Category: Grade - Subgroup: Gr. 13



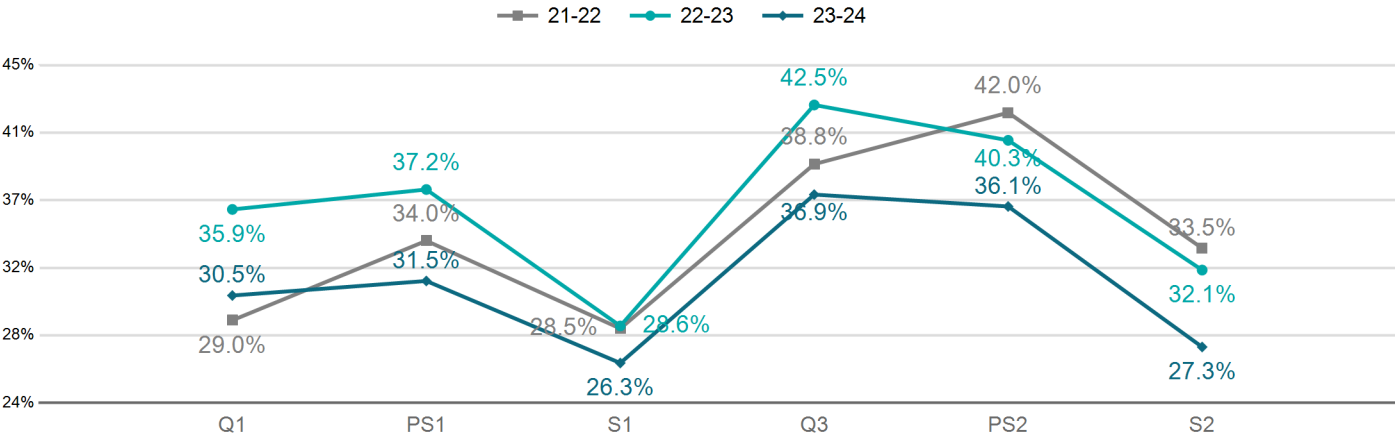
**Cabrillo D/F Rate - 3 year Comparison**  
Percent of total grades that are Ds or Fs

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

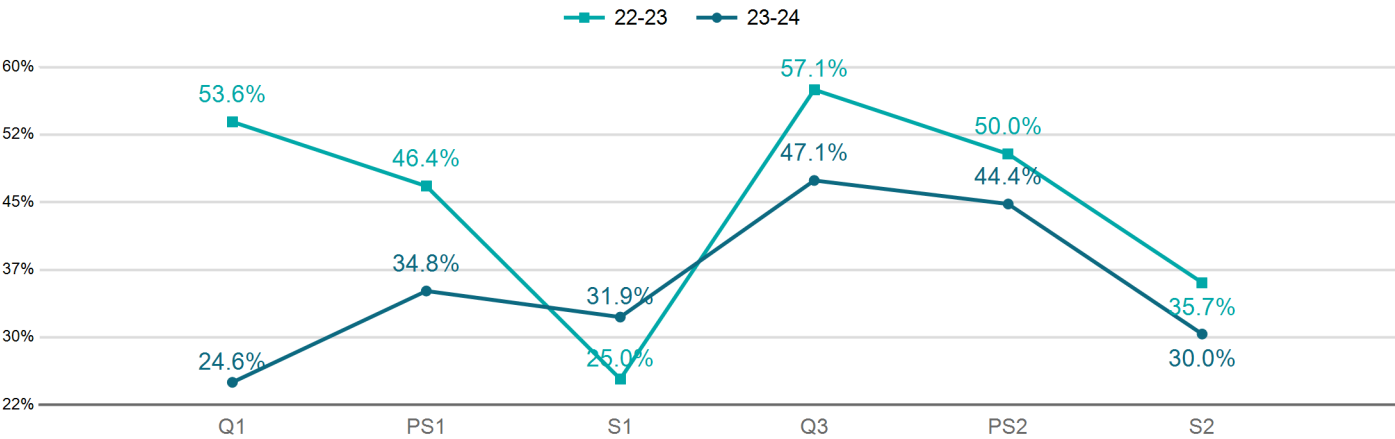
**Category: Gender - Subgroup: Female**



**Category: Gender - Subgroup: Male**



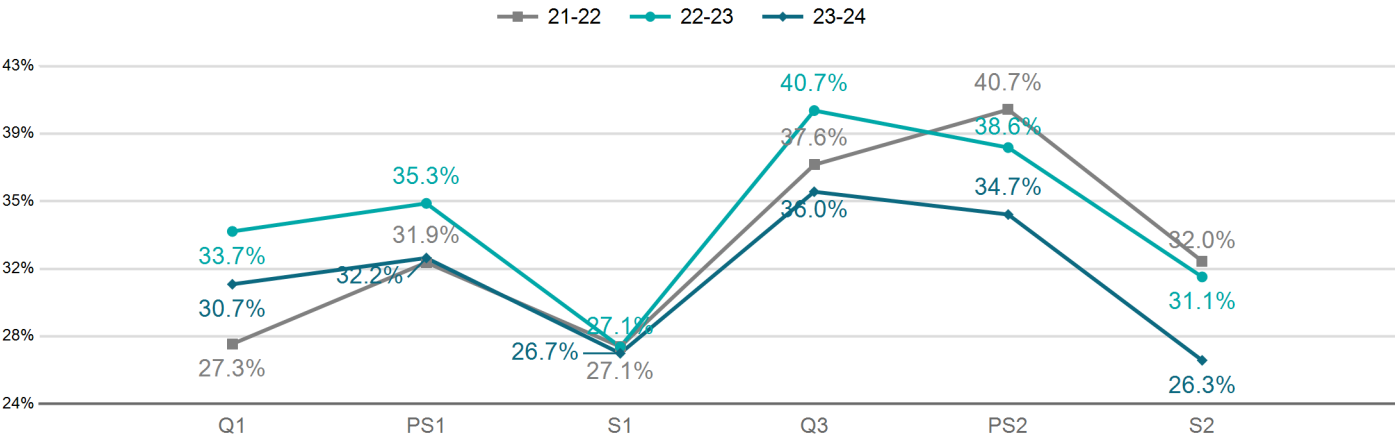
**Category: Gender - Subgroup: Nonbinary**



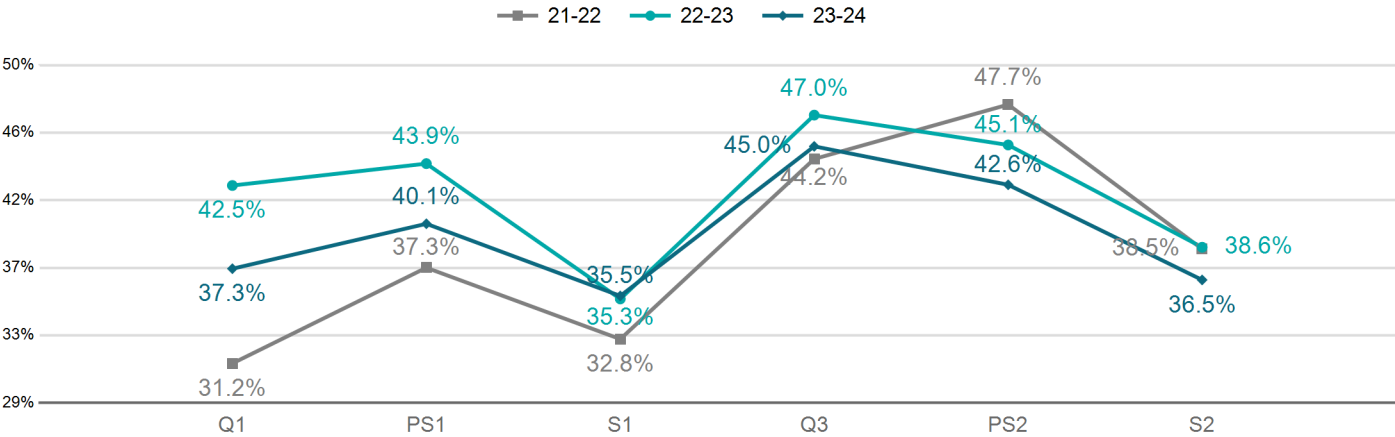
**Cabrillo D/F Rate - 3 year Comparison**  
Percent of total grades that are Ds or Fs

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

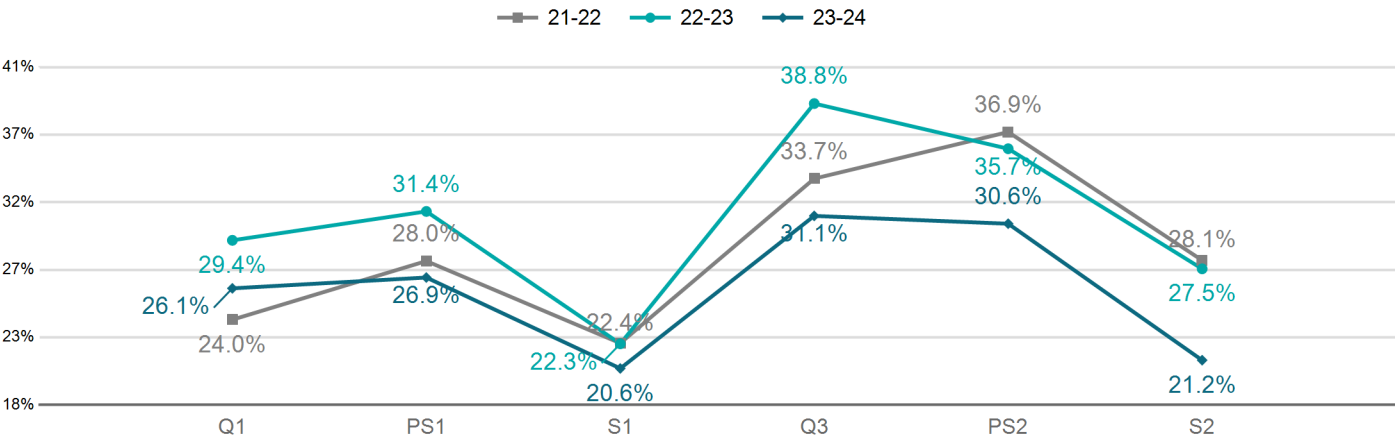
**Category: Special Populations - Subgroup: Low SES**



**Category: Special Populations - Subgroup: ELL**



**Category: Special Populations - Subgroup: RFEP**

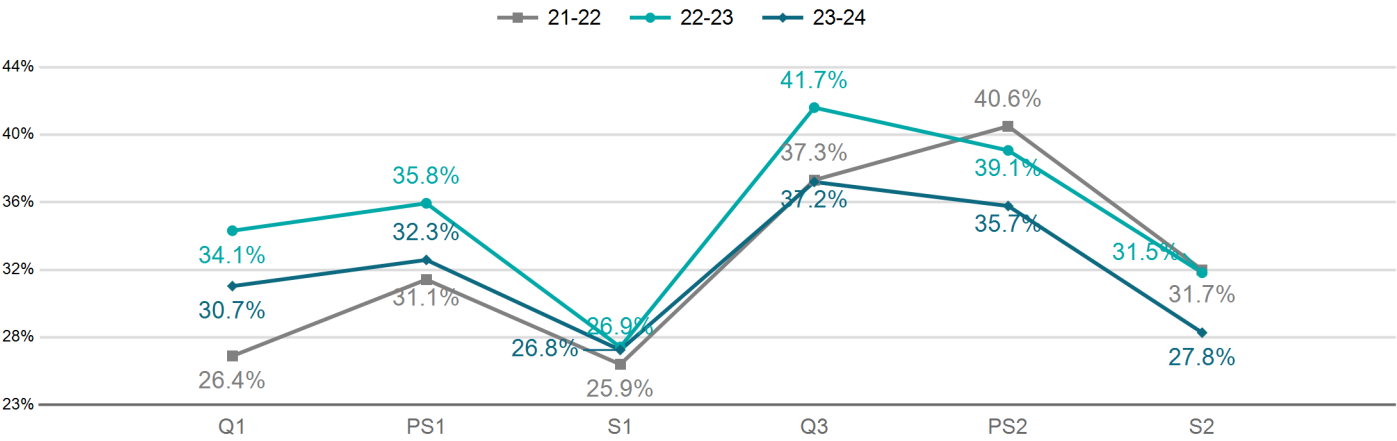


# Cabrillo D/F Rate - 3 year Comparison

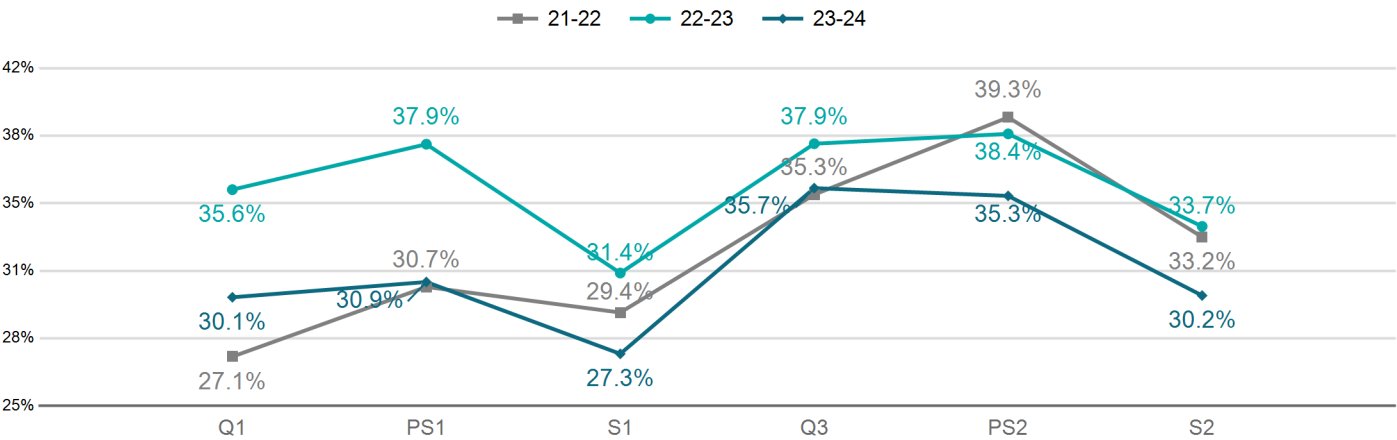
Percent of total grades that are Ds or Fs

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

## Category: Special Populations - Subgroup: EL + RFEP



## Category: Special Populations - Subgroup: Special Ed.

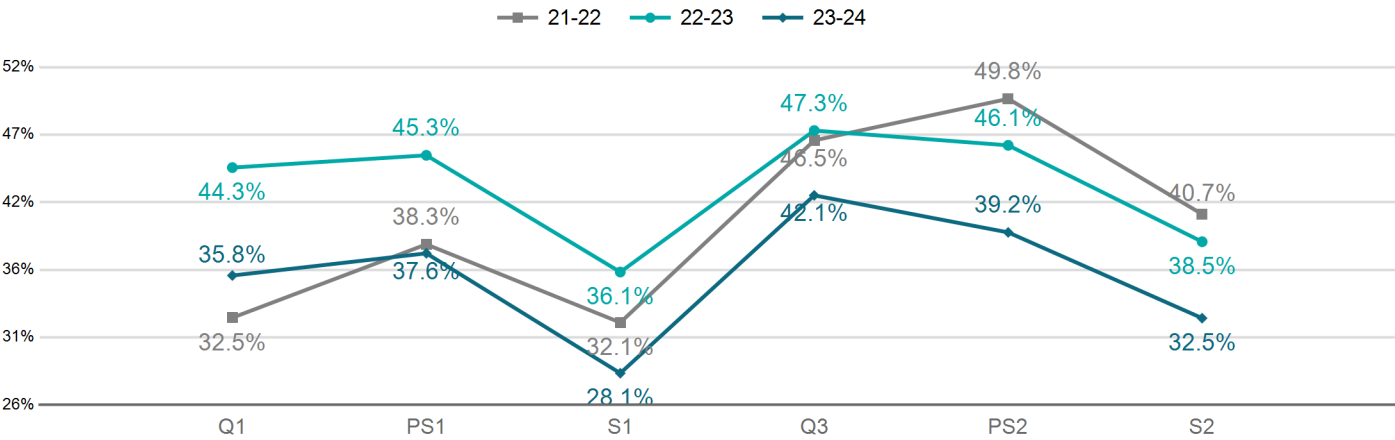


## Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

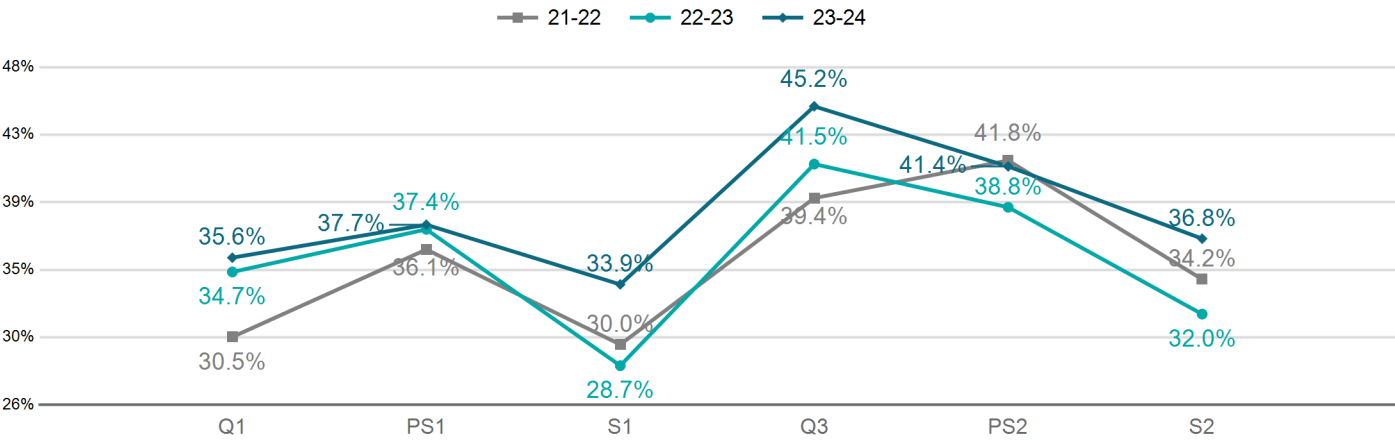
# Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

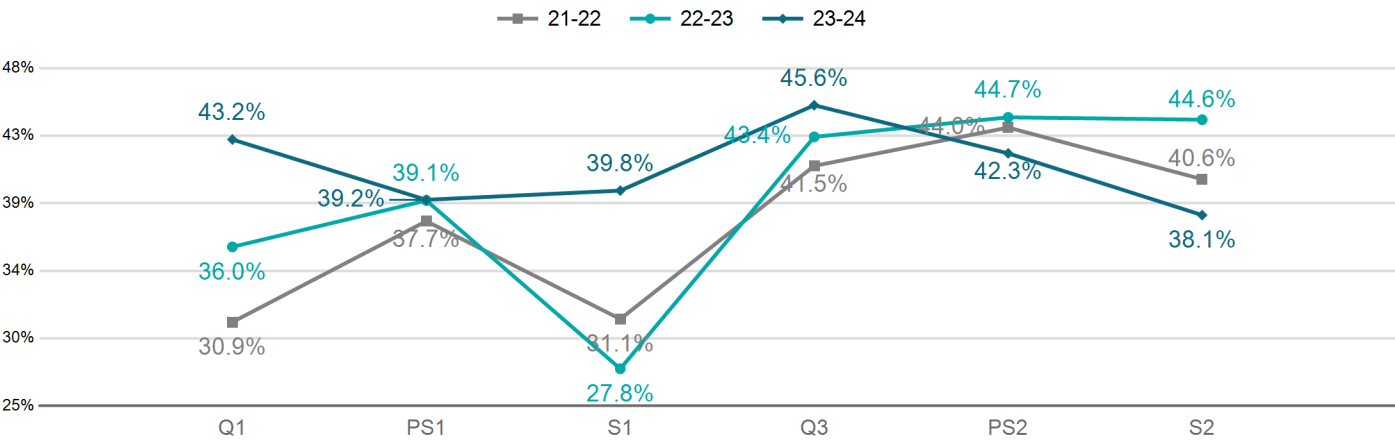
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



## Category: Special Populations - Subgroup: Homeless/Foster



## Category: Special Populations - Subgroup: Foster

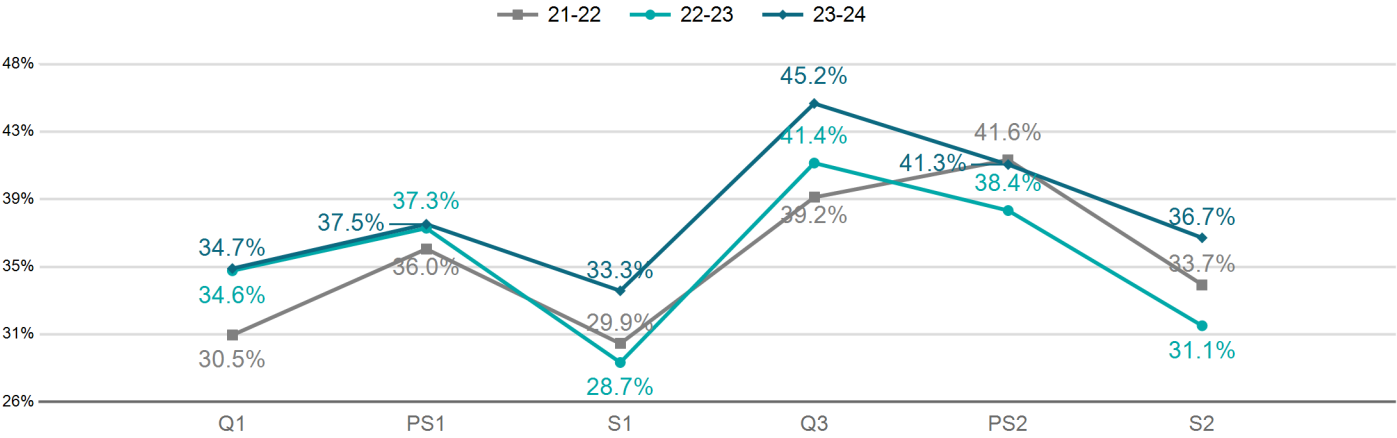


## Category: Special Populations - Subgroup: Homeless

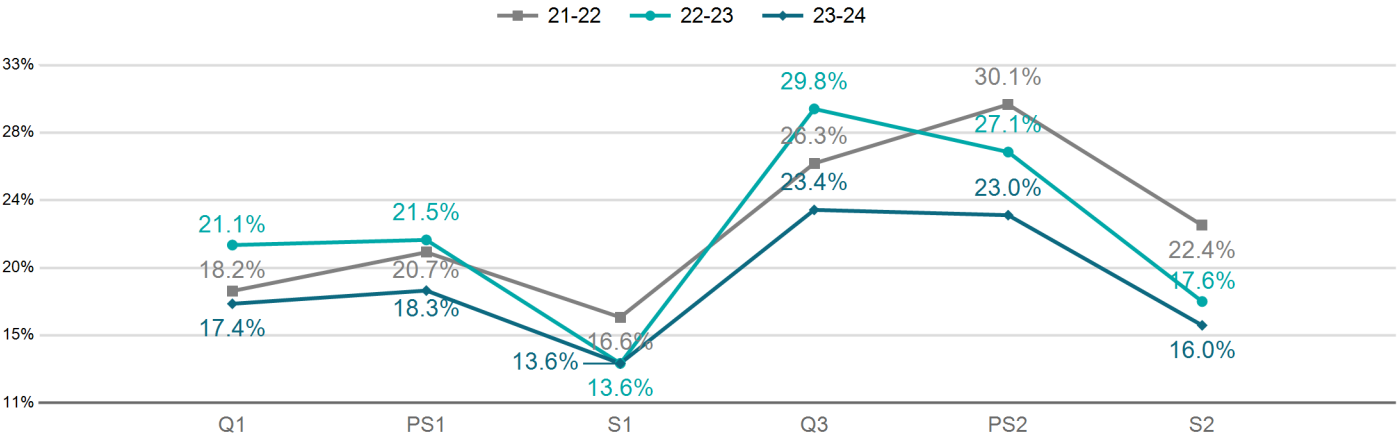
# Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

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



## Category: Special Populations - Subgroup: GATE/Excel

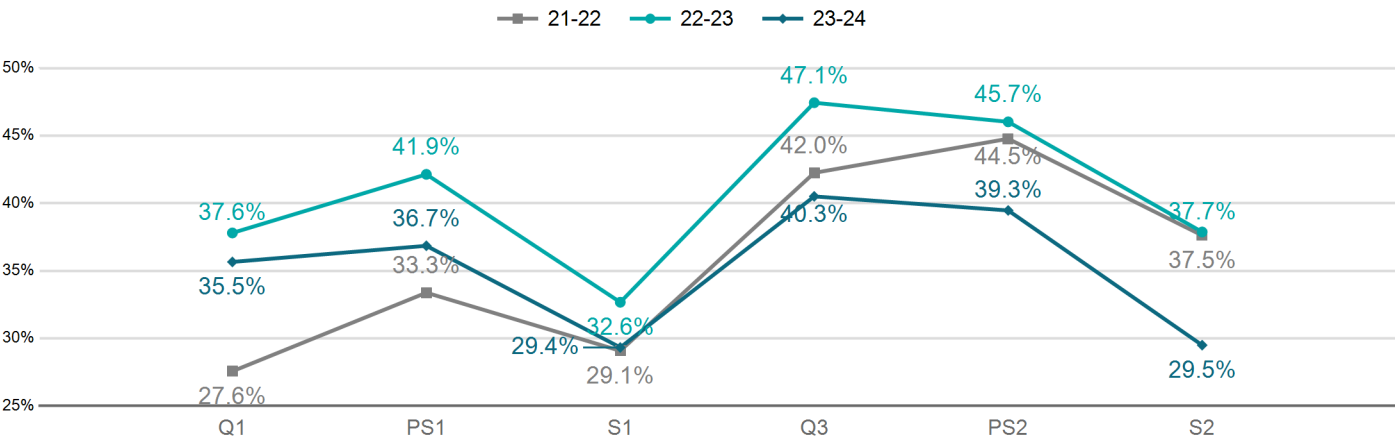


# Cabrillo D/F Rate - 3 year Comparison

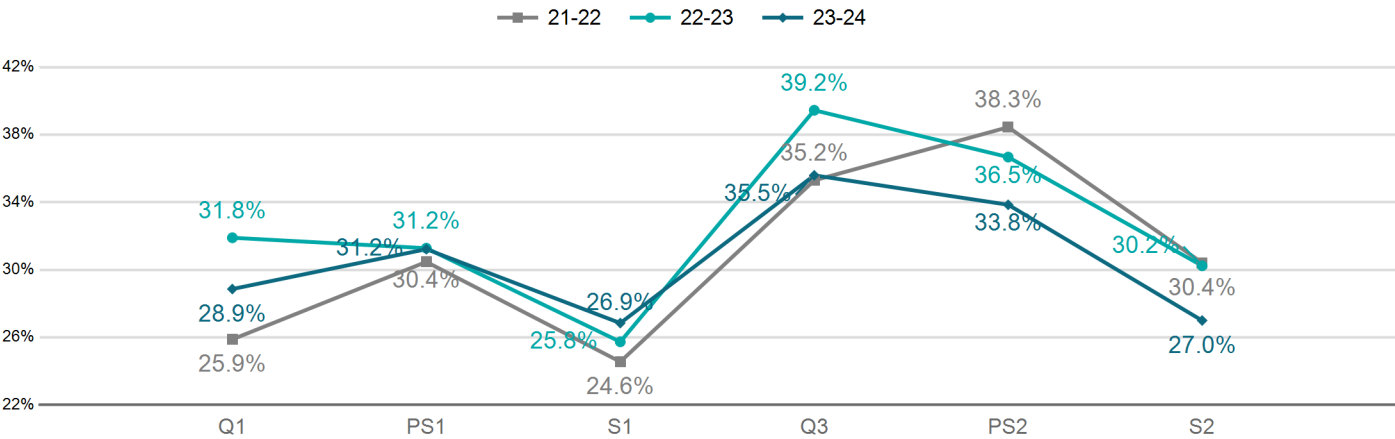
Percent of total grades that are Ds or Fs

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

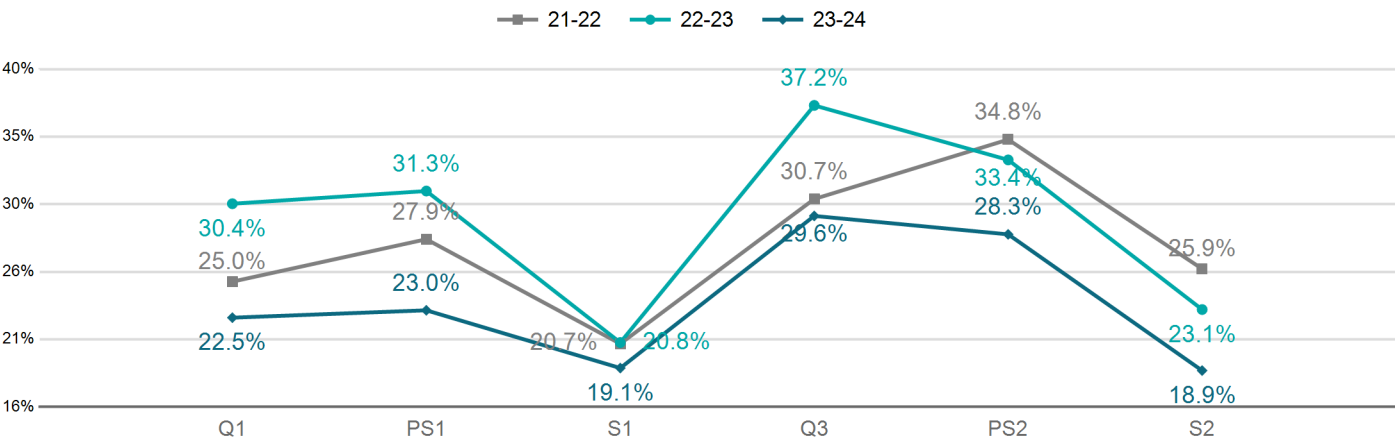
Category: SLC - Subgroup: Cabrillo - AGL



Category: SLC - Subgroup: Cabrillo - CAL-J



Category: SLC - Subgroup: Cabrillo - CED



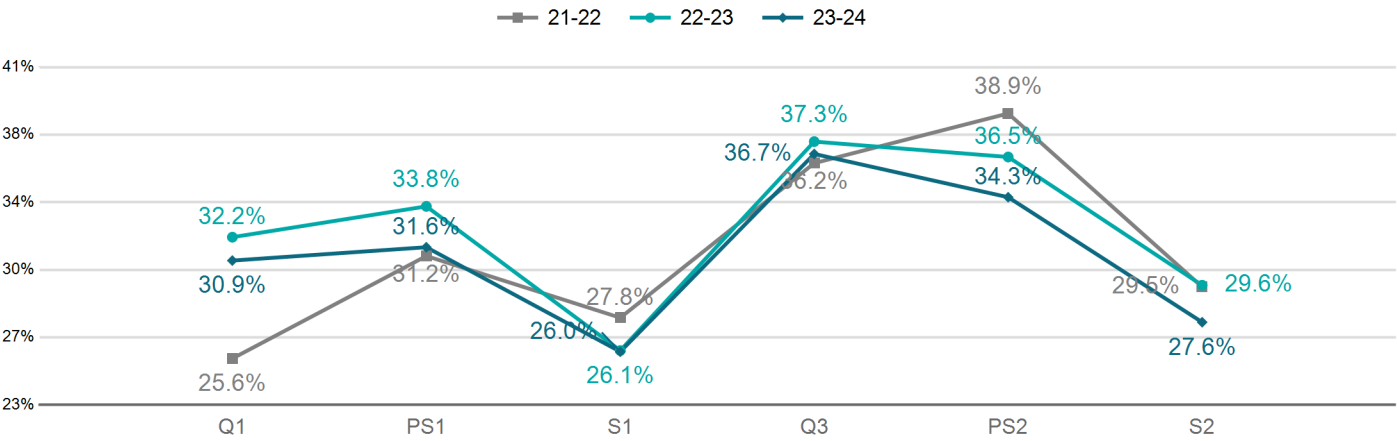


# Cabrillo D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

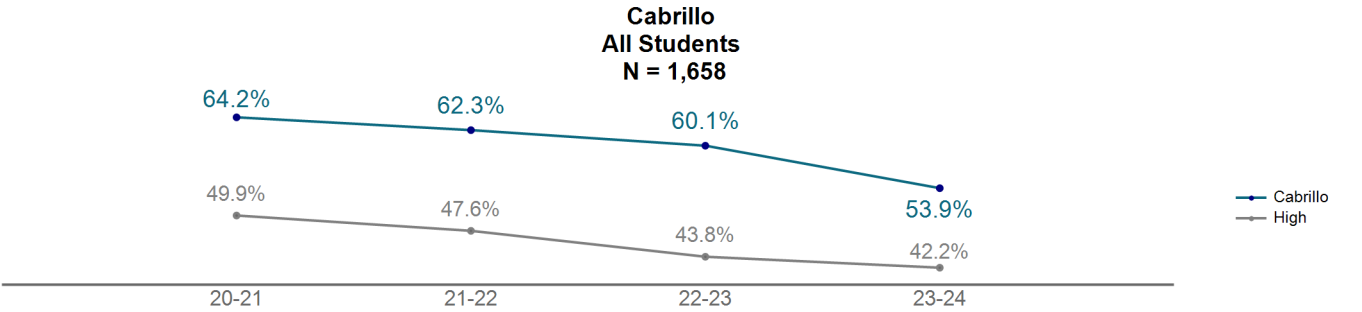
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: SLC - Subgroup: Cabrillo - SACMAA

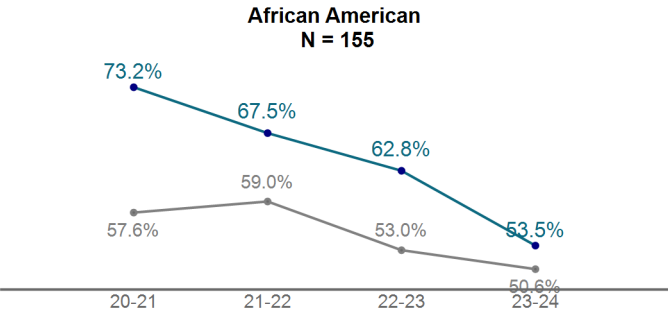


# Semester 2 Students with One or More D/F

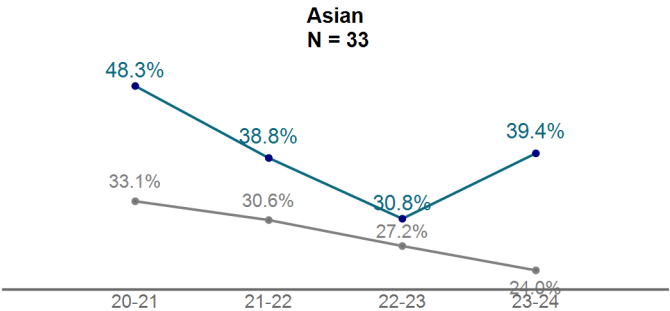
Cabrillo  
All Students  
N = 1,658



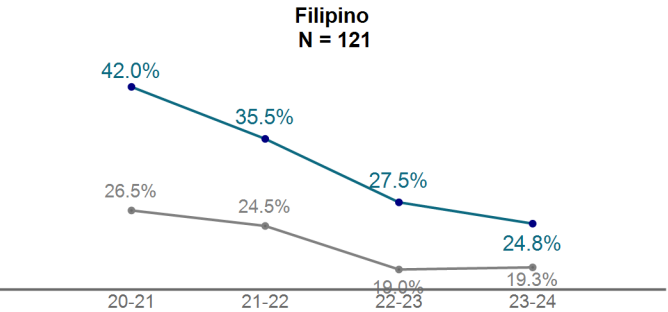
African American  
N = 155



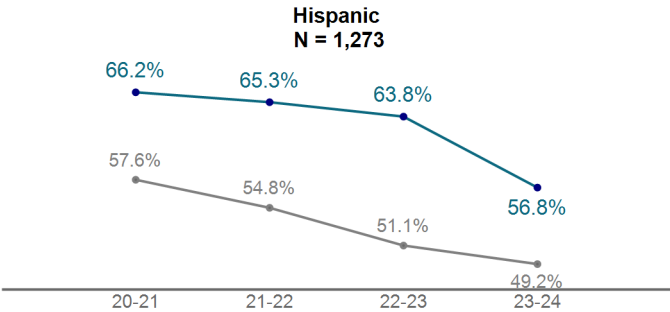
Asian  
N = 33



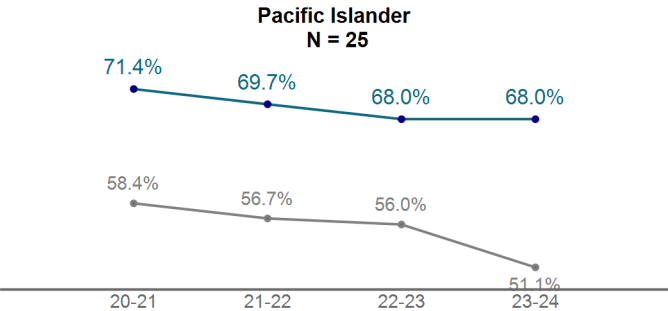
Filipino  
N = 121



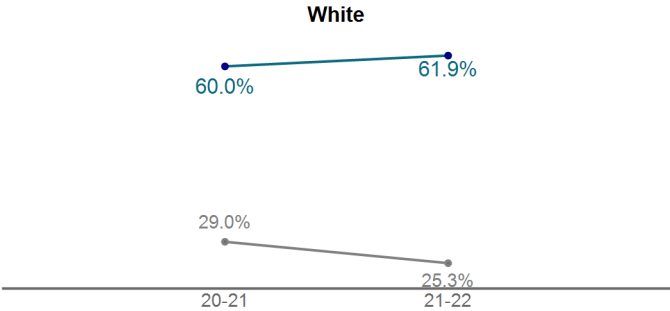
Hispanic  
N = 1,273



Pacific Islander  
N = 25



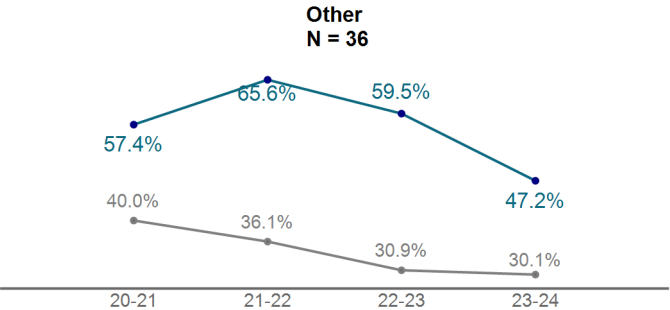
White



Native American

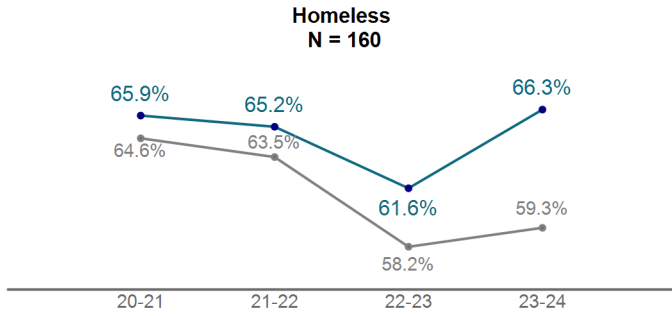
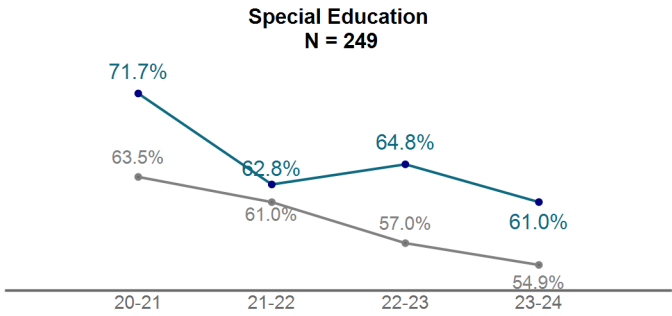
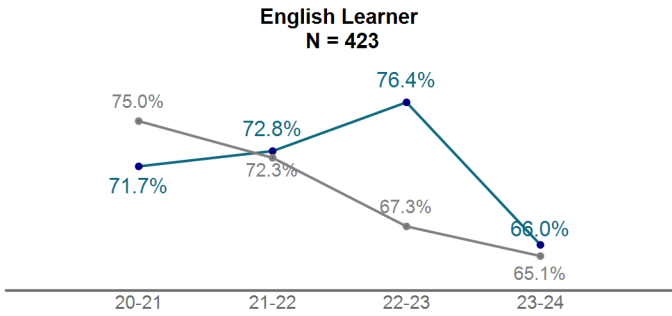
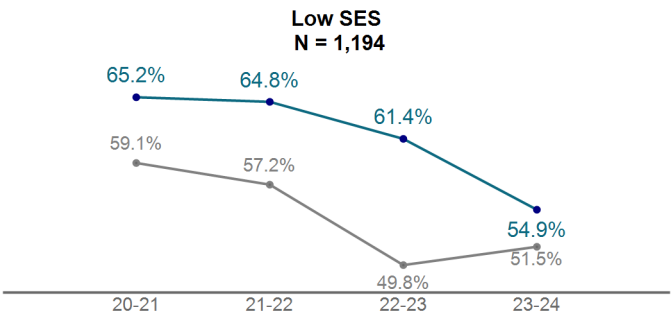
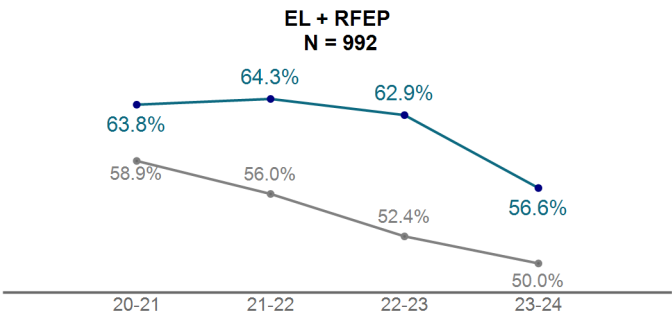
Subgroup with fewer than 20 total grades.

Other  
N = 36

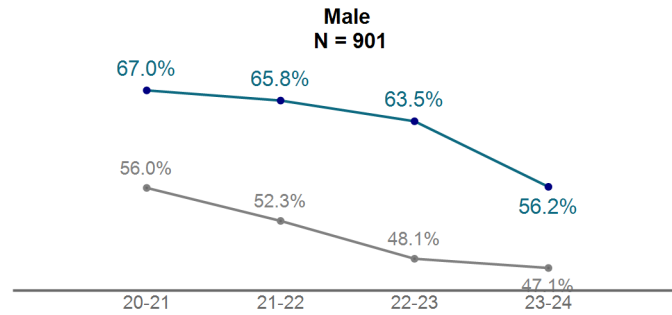
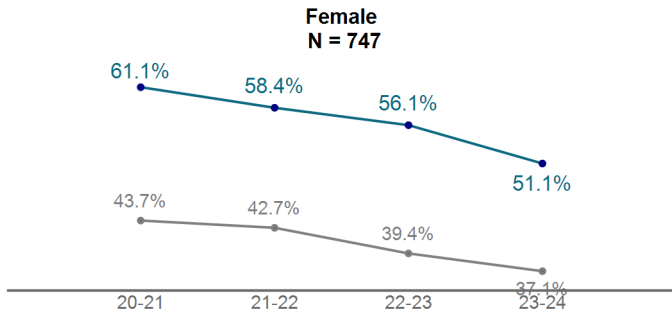


N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subaroubs with fewer than 20 students are not included.

# Semester 2 Students with One or More D/F



**Foster Youth**  
Subgroup with fewer than 20 total grades.



Grade Distribution - Cabrillo  
2023-2024 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category						1 or more D or F
All Students		1,658	1,658	25	13	7	10	46	53.9%
	Gr. 09	437	437	31	11	7	10	42	58.1%
	Gr. 10	404	404	32	13	5	9	40	60.1%
	Gr. 11	404	404	27	14	4	8	47	53.2%
	Gr. 12	411	411	9	14	9	11	56	43.6%
	Gr. 13	2	2	50	50				100.0%
Ethnicity	African American	155	155	25	9	8	11	46	53.5%
	American Indian	2	2	50	50				100.0%
	Asian	33	33	3	18	6	12	61	39.4%
	Cambodian	20	20	15	10	5	5	65	35.0%
	Filipino	121	121	10	8	6		75	24.8%
	Hispanic	1,273	1,273	27	14	7	10	43	56.8%
	Pacific Islander	25	25	28	16	16	8	32	68.0%
	White	13	13	23	15	23		38	61.5%
	Other	36	36	22	8	6	11	53	47.2%
Gender	Female	747	747	23	12	6	10	49	51.1%
	Male	901	901	26	14	7	10	44	56.2%
	Nonbinary	10	10	40		10		50	50.0%
Special Populations	Low SES	1,194	1,194	26	13	7	9	45	54.9%
	ELL	423	423	37	16	7	7	34	66.0%
	RFEP	569	569	20	12	7	10	50	49.6%
	EL + RFEP	992	992	27	14	7	9	43	56.6%
	Special Ed.	249	249	25	18	8	9	39	61.0%
	Spec Ed. Speech/RSP	107	107	27	17	11	11	34	66.4%
	Homeless/Foster	174	174	37	15	9	7	33	67.2%
	Foster	14	14	43	21	7	7	21	78.6%
	Homeless	160	160	36	14	9	7	34	66.3%
	GATE/Excel	239	239	15	10	5	10	61	39.3%
SLC	Cabrillo - AGL	350	350	28	20	7	6	39	60.6%
	Cabrillo - CAL-J	429	429	26	12	7	10	46	54.3%
	Cabrillo - CED	401	401	17	10	6	9	57	43.4%
	Cabrillo - SACMAA	473	473	27	12	6	12	43	57.3%

Grade Distribution - Cabrillo  
2023-2024 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category						1 or more D or F
All Students		1,656	32	18	6	10	34		66.1%
	Gr. 09	439	33	17	7	10	33		67.2%
	Gr. 10	402	43	19	4	8	25		74.9%
	Gr. 11	403	31	17	5	10	37		63.3%
	Gr. 12	410	21	20	6	11	41		59.0%
	Gr. 13	2	50	50					100.0%
Ethnicity	African American	156	34	16	9	9	32		67.9%
	American Indian	2	50	50					50.0%
	Asian	33	15	24	6	12	42		57.6%
	Cambodian	20	15	20	5	10	50		50.0%
	Filipino	122	14	10	7		69		31.1%
	Hispanic	1,268	34	19	6	10	30		69.6%
	Pacific Islander	25	44	20	8	4	24		76.0%
	White	13	23	15	8	23	31		69.2%
	Other	37	30	19	5		46		54.1%
Gender	Female	744	29	18	6	8	39		61.3%
	Male	902	35	18	6	12	30		70.1%
	Nonbinary	10	40	10	20		30		70.0%
Special Populations	Low SES	1,200	33	18	6	10	33		67.3%
	ELL	416	42	19	6	8	25		74.5%
	RFEP	568	27	19	7	11	37		63.2%
	EL + RFEP	984	33	19	6	9	32		68.0%
	Special Ed.	246	31	21	5	9	33		66.7%
	Spec Ed. Speech/RSP	104	36	25	7	8	25		75.0%
	Homeless/Foster	168	43	18	25		31		69.0%
	Foster	13	69		8		23		76.9%
	Homeless	155	41	19	35		32		68.4%
	GATE/Excel	238	18	18	6	11	46		53.8%
SLC	Cabrillo - AGL	348	39	24	5	9	24		75.6%
	Cabrillo - CAL-J	428	33	16	6	10	35		65.4%
	Cabrillo - CED	404	25	14	6	13	41		59.2%
	Cabrillo - SACMAA	473	32	20	5	8	34		65.5%

Grade Distribution - Cabrillo  
2023-2024 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category							1 or more D or F
All Students		1,694	1,694	40	16	5	9	31		69.5%
	Gr. 09	446		41	14	6	9	30		70.0%
	Gr. 10	411		48	18	4	8	22		77.6%
	Gr. 11	418		41	14	6	9	30		69.6%
	Gr. 12	417		29	18	6	8	39		60.7%
	Gr. 13	2		50	50					100.0%
Ethnicity	African American	162		41	16	6	9	28		72.2%
	American Indian	2		50	50					100.0%
	Asian	33		18	21	3	12	45		54.5%
	Cambodian	20		25	15	10	50			50.0%
	Filipino	124		19	9	3	7	62		37.9%
	Hispanic	1,297		42	17	6	9	27		72.8%
	Pacific Islander	25		56	12	44	24			76.0%
	White	13		23	31	8	38			61.5%
	Other	38		47	53	3	42			57.9%
Gender	Female	759		37	16	4	9	33		66.7%
	Male	925		42	16	6	8	28		71.7%
	Nonbinary	10		50	30		20			80.0%
Special Populations	Low SES	1,237		40	17	5	8	30		70.5%
	ELL	429		50	15	7	9	19		80.7%
	RFEP	576		34	18	4	7	36		63.5%
	EL + RFEP	1,005		41	17	5	8	29		70.8%
	Special Ed.	246		41	17	5	9	28		71.5%
	Spec Ed. Speech/RSP	104		52	13	7	6	22		77.9%
	Homeless/Foster	171		52	13	5	7	23		77.2%
	Foster	13		54	23	8	15			84.6%
	Homeless	158		52	12	6	7	23		76.6%
	GATE/Excel	242		24	18	3	8	46		53.7%

Grade Distribution - Cabrillo  
2023-2024 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category					1 or more D or F
SLC	Browning	2	100					100.0%
	Cabrillo - AGL	360	44	20	4	8	23	76.7%
	Cabrillo - CAL-J	431	42	14	4	10	31	69.4%
	Cabrillo - CED	409	30	14	8	7	41	59.4%
	Cabrillo - SACMAA	477	41	17	5	9	28	71.7%
	Lakewood - ODYSSEY	1	100					100.0%
	Poly - BEACH	1	100					100.0%
	Wilson - TECH	1	100					100.0%

Grade Distribution - Cabrillo  
2023-2024 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category					1 or more D or F
All Students		1,701	26	14	5	10	45	55.4%
	Gr. 09	449	31	11	4	10	43	57.0%
	Gr. 10	408	34	15	4	10	36	63.7%
	Gr. 11	424	28	15	4	9	45	55.2%
	Gr. 12	418	11	17	8	10	55	45.5%
	Gr. 13	2	100					100.0%
Ethnicity	African American	165	25	16	5	12	42	58.2%
	American Indian	2	50				50	50.0%
	Asian	33	3	9	6	12	70	30.3%
	Cambodian	21	19	5	10	5	62	38.1%
	Filipino	123	5	8	25		80	20.3%
	Hispanic	1,297	28	15	5	10	41	58.7%
	Pacific Islander	25	40	12	16	8	24	76.0%
	White	15	20	13	7	13	47	53.3%
	Other	41	37	25	10		46	53.7%
Gender	Female	758	25	14	5	9	47	53.2%
	Male	933	27	15	5	10	43	57.0%
	Nonbinary	10	30	10	10	20	30	70.0%
Special Populations	Low SES	1,283	29	15	5	10	42	57.8%
	ELL	407	36	15	6	12	31	68.6%
	RFEP	592	22	15	4	8	51	48.8%
	EL + RFEP	999	28	15	5	10	43	56.9%
	Special Ed.	243	26	16	8	12	40	60.5%
	Spec Ed. Speech/RSP	103	28	14	11	13	35	65.0%
	Homeless/Foster	164	39	12	4	7	38	62.2%
	Foster	15	53	7	7		33	66.7%
	Homeless	149	38	12	4	8	38	61.7%
	GATE/Excel	242	14	12	3	8	64	36.0%



Grade Distribution - Cabrillo  
2023-2024 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category					1 or more D or F
SLC	Browning	2	<div><div>50</div><div>50</div></div>					100.0%
	Cabrillo - AGL	368	<div><div>29</div><div>18</div><div>7</div><div>11</div><div>36</div></div>					64.1%
	Cabrillo - CAL-J	430	<div><div>27</div><div>13</div><div>5</div><div>11</div><div>44</div></div>					55.6%
	Cabrillo - CED	404	<div><div>19</div><div>12</div><div>5</div><div>9</div><div>55</div></div>					44.8%
	Cabrillo - SACMAA	471	<div><div>27</div><div>15</div><div>5</div><div>8</div><div>45</div></div>					55.2%
	Jordan - JMAC	1	<div><div>100</div></div>					100.0%
	Lakewood - ODYSSEY	1	<div><div>100</div></div>					100.0%
	Poly - BEACH	1	<div><div>100</div></div>					100.0%
	Wilson - TECH	2	<div><div>50</div><div>50</div></div>					100.0%

Grade Distribution - Cabrillo  
2023-2024 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category							1 or more D or F
All Students		1,715	1,715	33	16	5	9	37		63.4%
Grade	Gr. 09	453		37	13	5	8	37		62.7%
	Gr. 10	413		39	15	8	9	29		71.2%
	Gr. 11	430		35	17	3	9	36		64.2%
	Gr. 12	417		22	18	6	9	45		55.4%
	Gr. 13	2		100						100.0%
Ethnicity	African American	169		33	20	7	11	30		70.4%
	American Indian	1						100		0.0%
	Asian	33		9	18	6	6	61		39.4%
	Cambodian	22		23	9	9	5	55		45.5%
	Filipino	124		10	10	8		72		28.2%
	Hispanic	1,307		36	16	6	9	34		66.5%
	Pacific Islander	25		40	16	4	12	28		72.0%
	White	15		27	20	7	7	40		60.0%
	Other	41		34	15	2	7	41		58.5%
Gender	Female	768		32	15	6	8	39		60.7%
	Male	936		35	16	5	9	35		65.5%
	Nonbinary	11		27	27		18	27		72.7%
Special Populations	Low SES	1,301		35	16	5	9	35		65.5%
	ELL	408		42	18	7	8	25		75.2%
	RFEP	599		31	14	4	8	43		56.8%
	EL + RFEP	1,007		35	16	5	8	36		64.3%
	Special Ed.	241		34	19	7	10	30		69.7%
	Spec Ed. Speech/RSP	102		41	17	9	10	24		76.5%
	Homeless/Foster	166		43	14	5	7	32		68.1%
	Foster	14		57		7	7	29		71.4%
	Homeless	152		41	14	5	7	32		67.8%
	GATE/Excel	246		19	12	3	9	56		43.9%

Grade Distribution - Cabrillo  
2023-2024 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category					1 or more D or F
SLC	Browning	3	<div><div>67</div><div>33</div></div>					100.0%
	Cabrillo - AGL	374	<div><div>38</div><div>21</div><div>5</div><div>9</div><div>27</div></div>					73.3%
	Cabrillo - CAL-J	431	<div><div>33</div><div>15</div><div>6</div><div>10</div><div>36</div></div>					64.0%
	Cabrillo - CED	407	<div><div>22</div><div>15</div><div>6</div><div>9</div><div>49</div></div>					51.4%
	Cabrillo - SACMAA	472	<div><div>36</div><div>14</div><div>5</div><div>8</div><div>37</div></div>					62.9%
	Jordan - JMAC	1	<div><div>100</div></div>					100.0%
	Lakewood - DMAC	1	<div><div>100</div></div>					100.0%
	Lakewood - ODYSSEY	1	<div><div>100</div></div>					100.0%
	Poly - BEACH	1	<div><div>100</div></div>					100.0%
	Wilson - TECH	2	<div><div>100</div></div>					100.0%

Grade Distribution - Cabrillo  
2023-2024 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category						1 or more D or F
All Students		1,727	32	18	4	9	37		62.9%
	Gr. 09	447	32	16	5	6	40		60.0%
	Gr. 10	411	40	19	3	11	27		73.2%
	Gr. 11	437	32	18	5	9	36		63.8%
	Gr. 12	430	24	17	4	9	45		54.9%
	Gr. 13	2	50	50					100.0%
Ethnicity	African American	172	31	20	3	13	32		68.0%
	American Indian	1					100		0.0%
	Asian	32	6	25	3	9	56		43.8%
	Cambodian	21	19	19	10		52		47.6%
	Filipino	124	9	10	4	7	69		30.6%
	Hispanic	1,316	35	17	4	9	34		65.6%
	Pacific Islander	27	37	22	7	7	26		74.1%
	White	14	21	29	7	7	36		64.3%
	Other	41	34	22	2	2	39		61.0%
Gender	Female	774	30	18	4	8	40		60.5%
	Male	942	34	17	4	9	35		64.8%
	Nonbinary	11	18	27	9	18	27		72.7%
Special Populations	Low SES	1,317	34	17	4	9	35		64.6%
	ELL	408	43	18	4	8	26		73.8%
	RFEP	601	28	16	3	10	43		57.1%
	EL + RFEP	1,009	34	17	4	9	36		63.8%
	Special Ed.	240	32	20	6	11	30		69.6%
	Spec Ed. Speech/RSP	102	40	20	6	11	24		76.5%
	Homeless/Foster	164	40	18	4	8	31		68.9%
	Foster	17	71			6	24		76.5%
	Homeless	147	36	20	4	8	32		68.0%
	GATE/Excel	247	17	16	5	7	55		44.9%

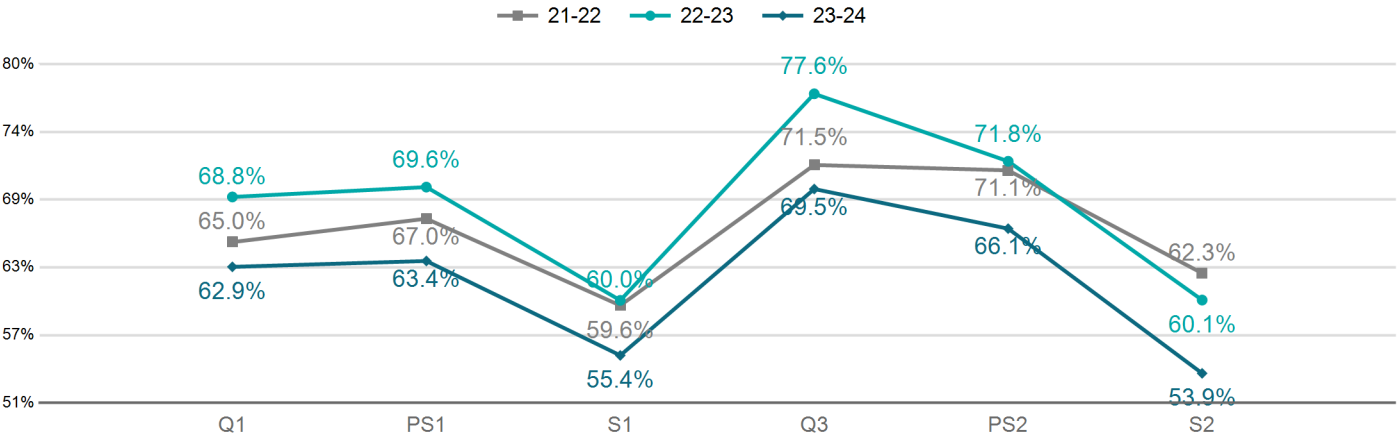
Grade Distribution - Cabrillo  
2023-2024 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category					1 or more D or F
SLC	Browning	3	100					100.0%
	Cabrillo - AGL	373	38	23	6	7	28	72.4%
	Cabrillo - CAL-J	434	30	16	5	10	38	61.5%
	Cabrillo - CED	406	22	17	3	9	48	51.7%
	Cabrillo - SACMAA	471	33	16	3	10	37	62.8%
	Jordan - ACE	1	100					100.0%
	Jordan - JMAC	1	100					100.0%
	Lakewood - DMAC	1	100					100.0%
	Lakewood - ODYSSEY	2	100					100.0%
	Poly - BEACH	1	100					100.0%
	Wilson - TECH	2	100					100.0%

# Percent of Students with 1+ D or F - 3 year Comparison Cabrillo

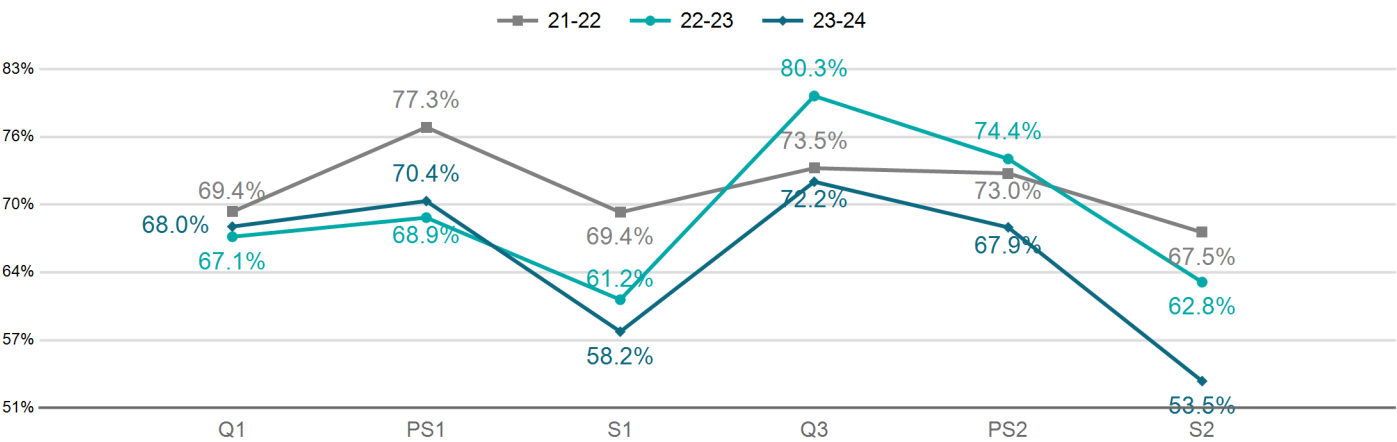
Category: All Students



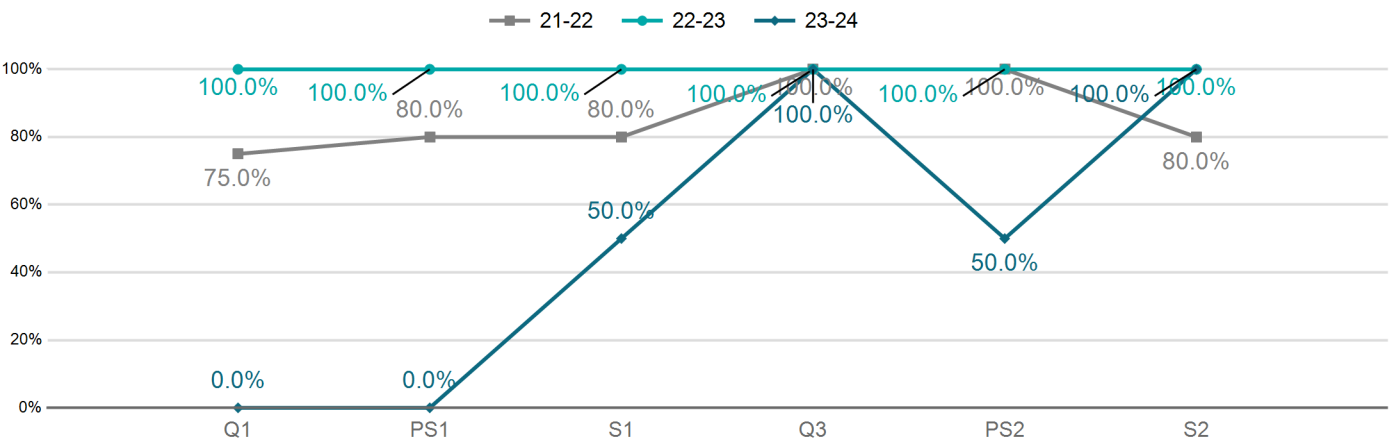
Graphs for subgroups on following pages.

# Percent of Students with 1+ D or F - 3 year Comparison Cabrillo

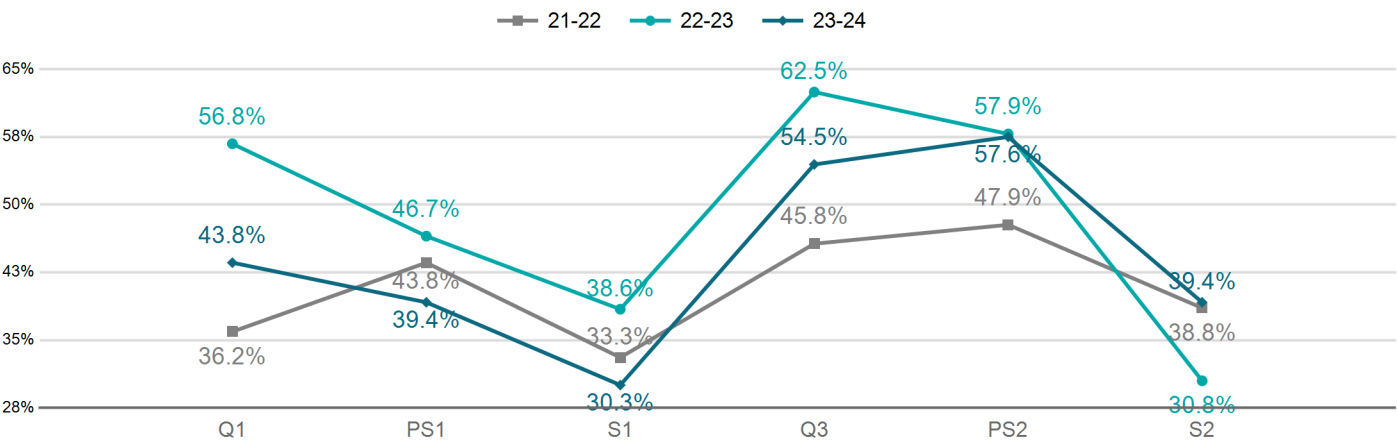
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian

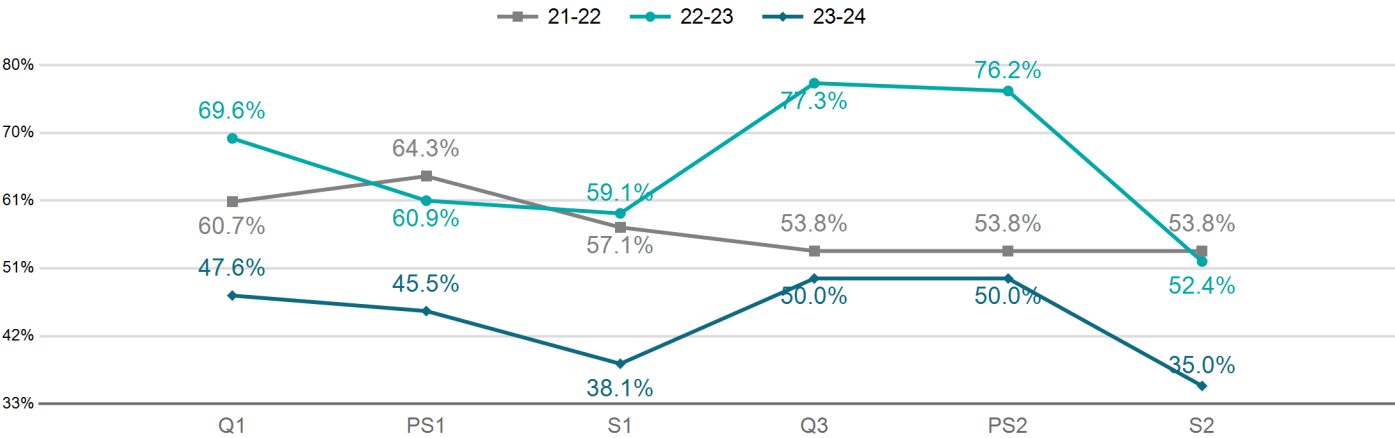


Category: Ethnicity - Subgroup: Asian



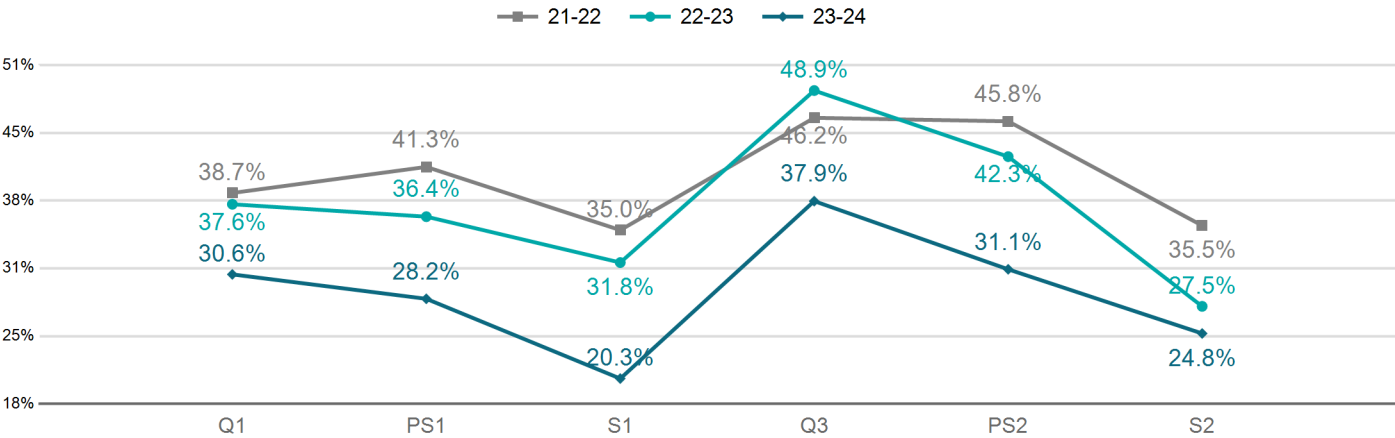
# Percent of Students with 1+ D or F - 3 year Comparison Cabrillo

Category: Ethnicity - Subgroup: Cambodian

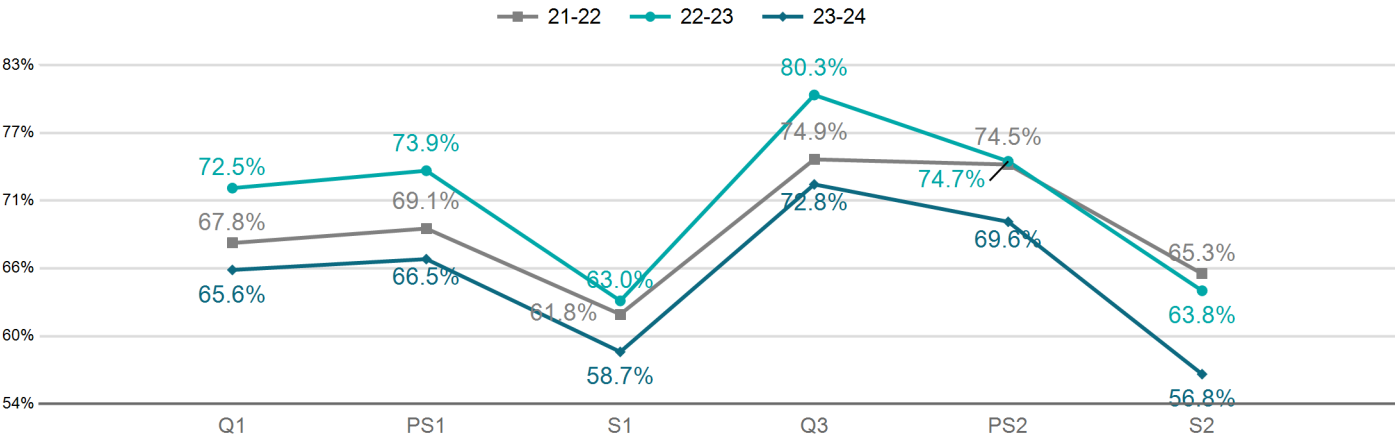


Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino



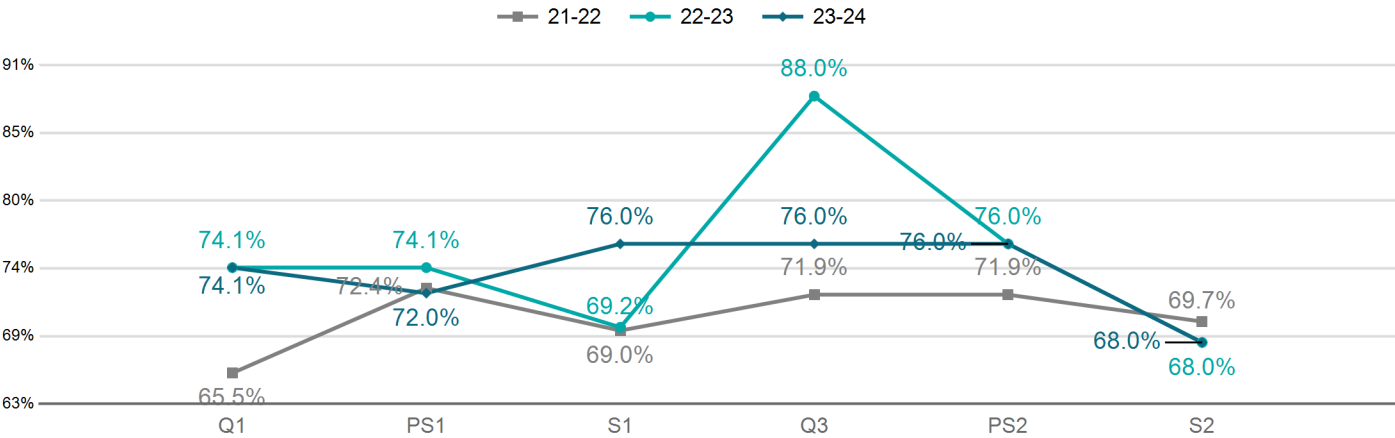
Category: Ethnicity - Subgroup: Hispanic



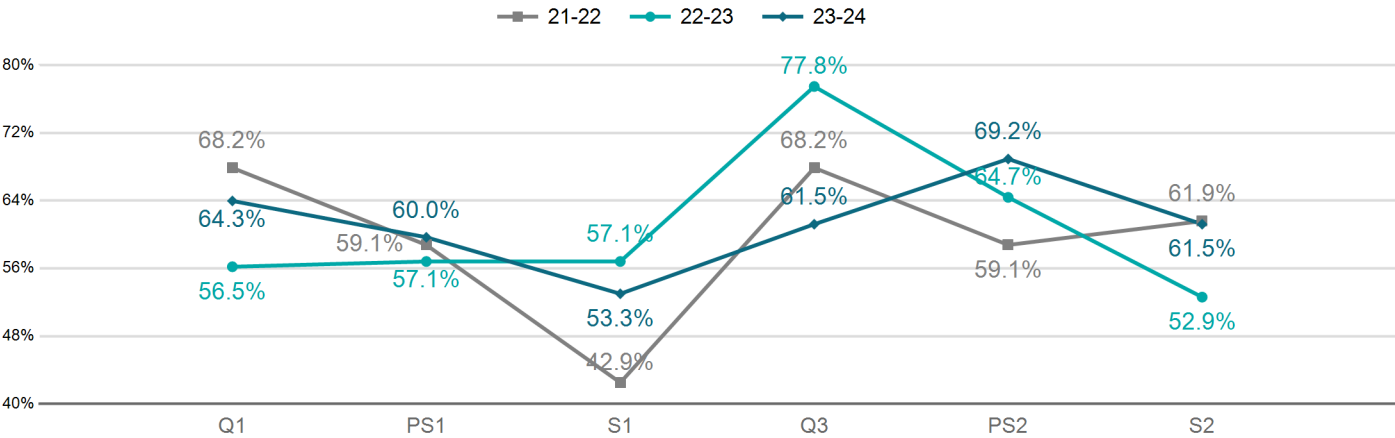


# Percent of Students with 1+ D or F - 3 year Comparison Cabrillo

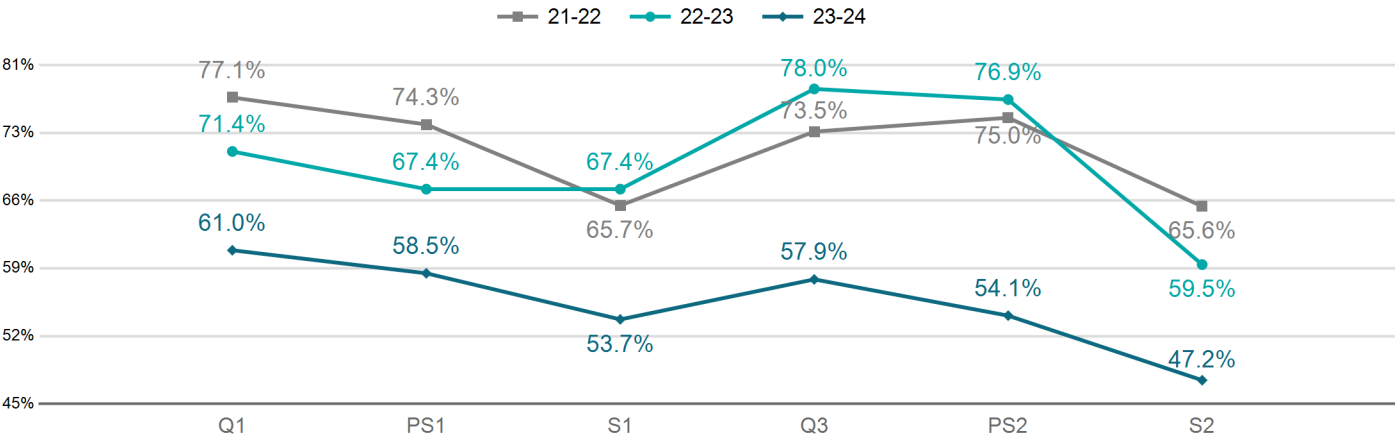
Category: Ethnicity - Subgroup: Pacific Islander



Category: Ethnicity - Subgroup: White

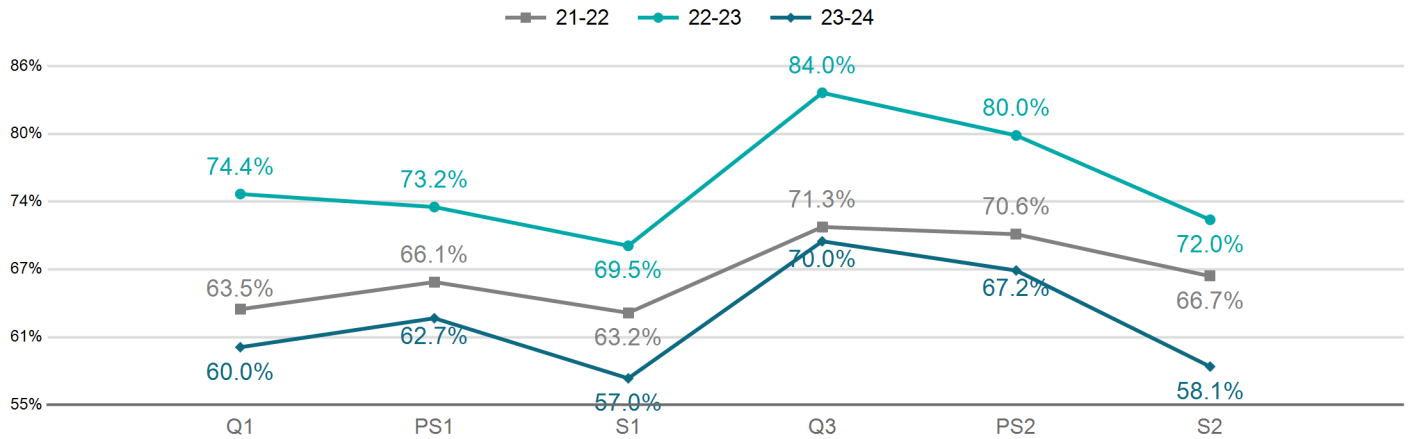


Category: Ethnicity - Subgroup: Other

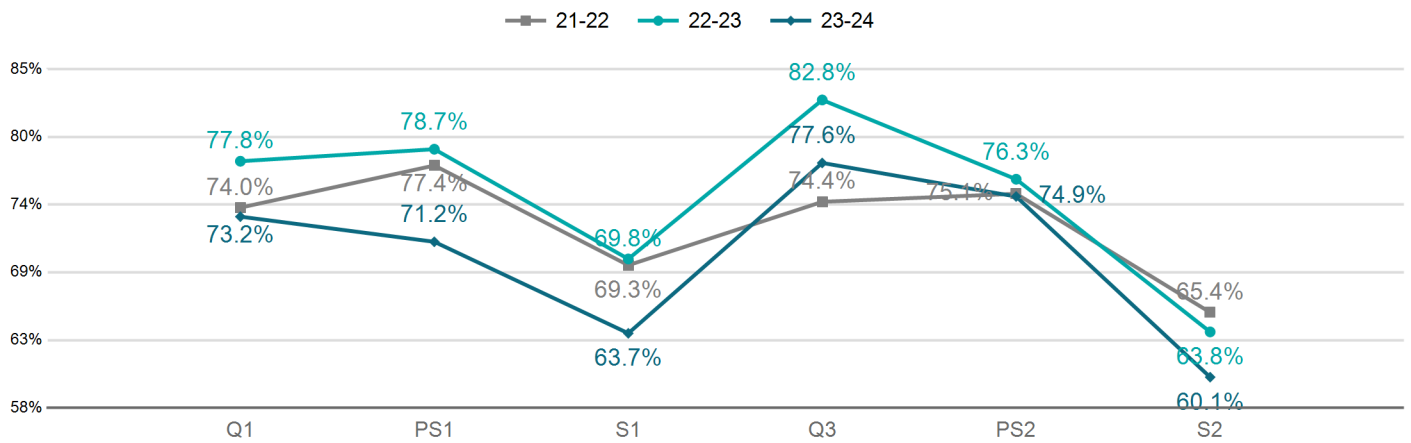


# Percent of Students with 1+ D or F - 3 year Comparison Cabrillo

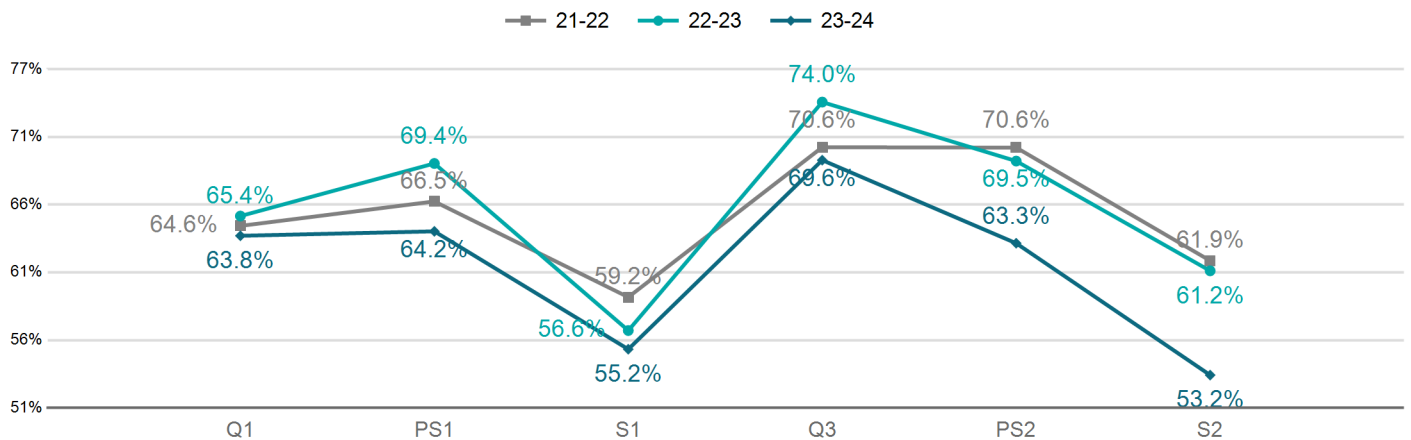
## Category: Grade - Subgroup: Gr. 09



## Category: Grade - Subgroup: Gr. 10

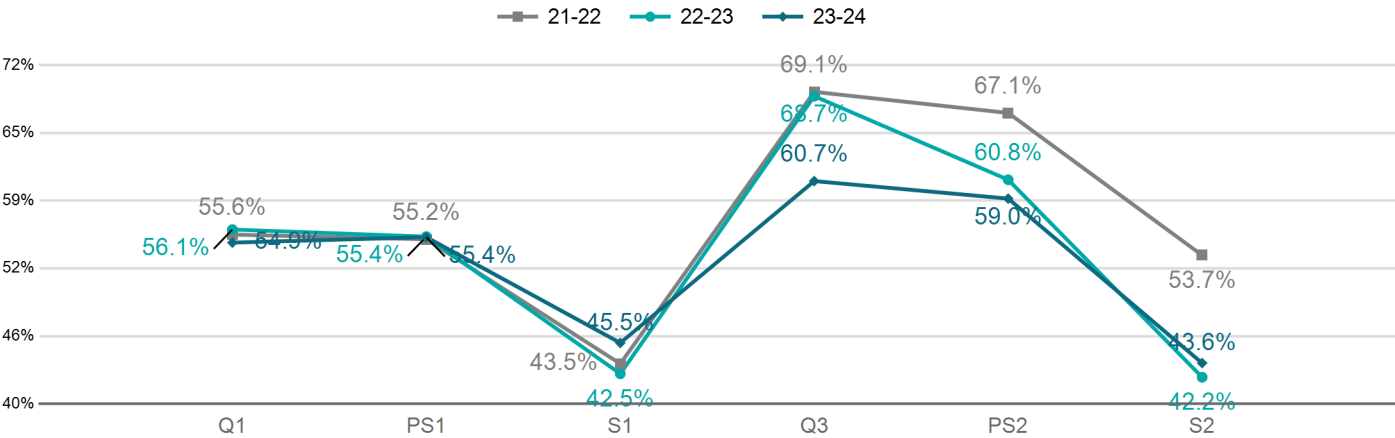


## Category: Grade - Subgroup: Gr. 11

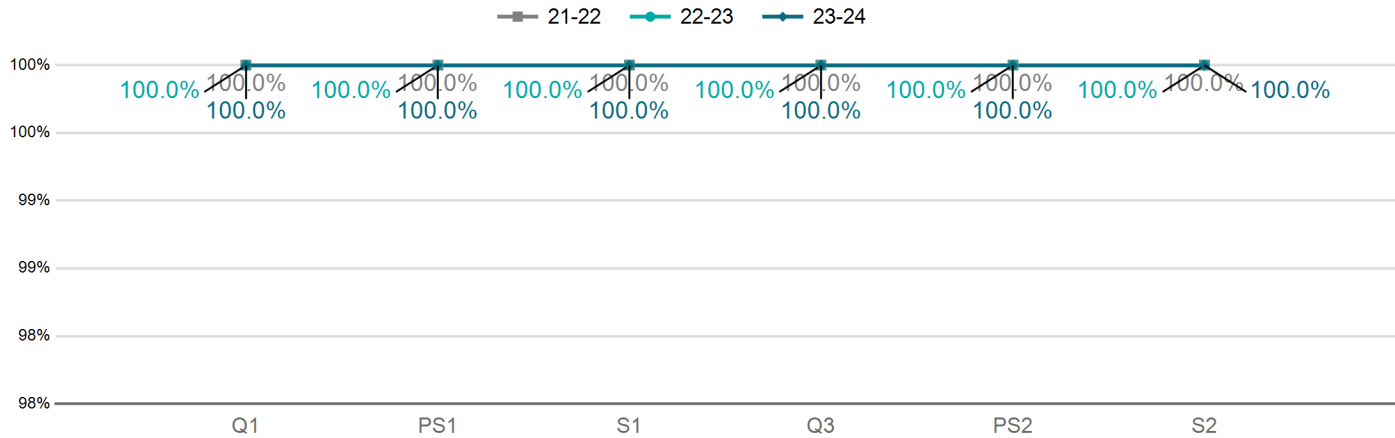


Percent of Students with 1+ D or F - 3 year Comparison  
Cabrillo

Category: Grade - Subgroup: Gr. 12

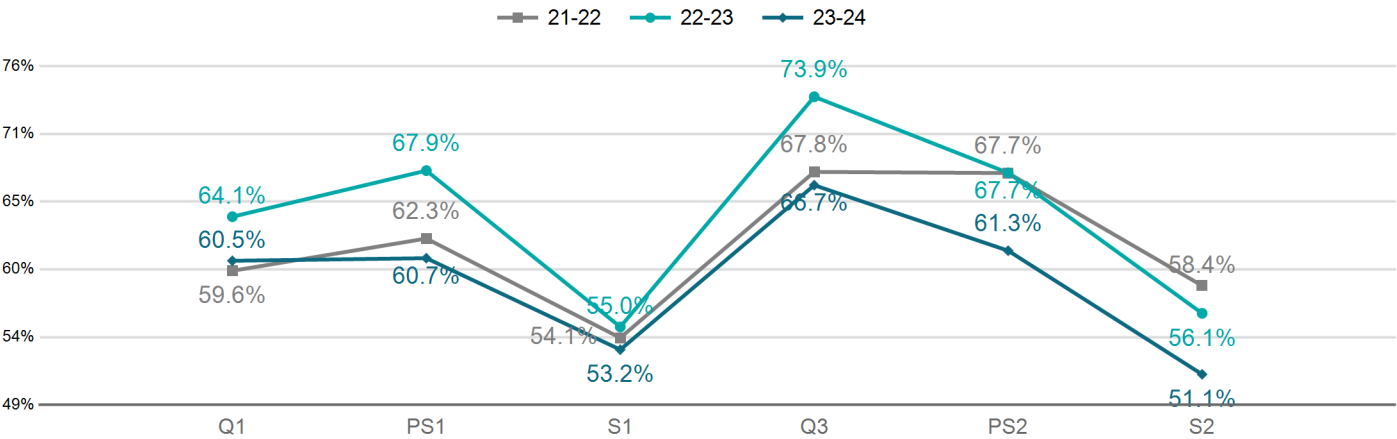


Category: Grade - Subgroup: Gr. 13

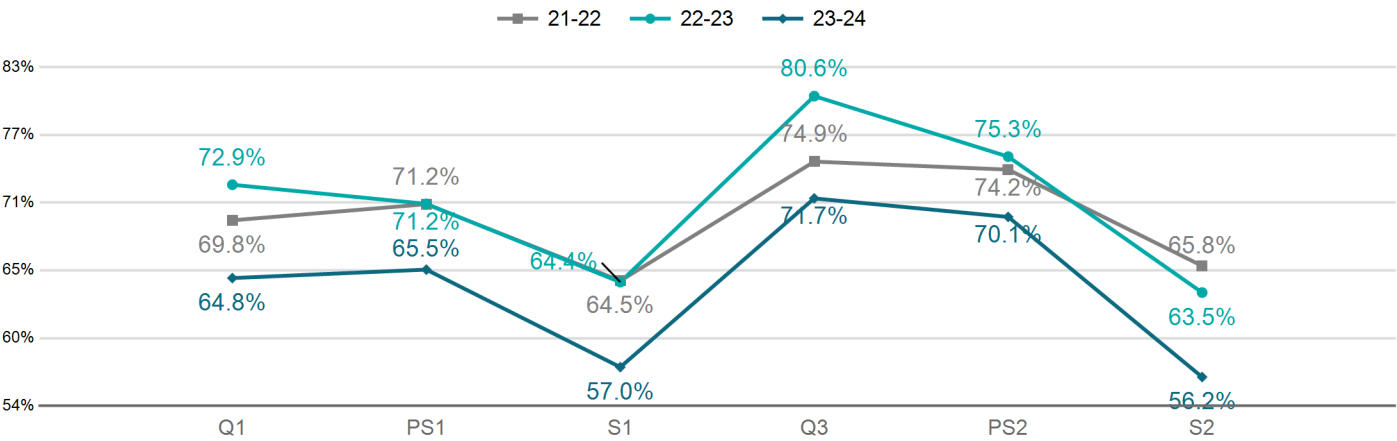


# Percent of Students with 1+ D or F - 3 year Comparison Cabrillo

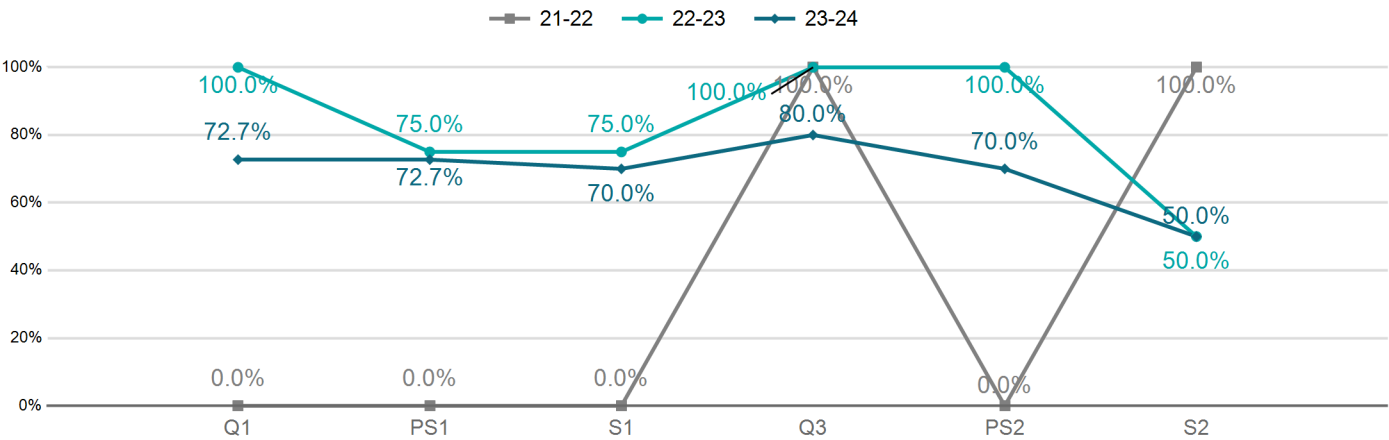
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

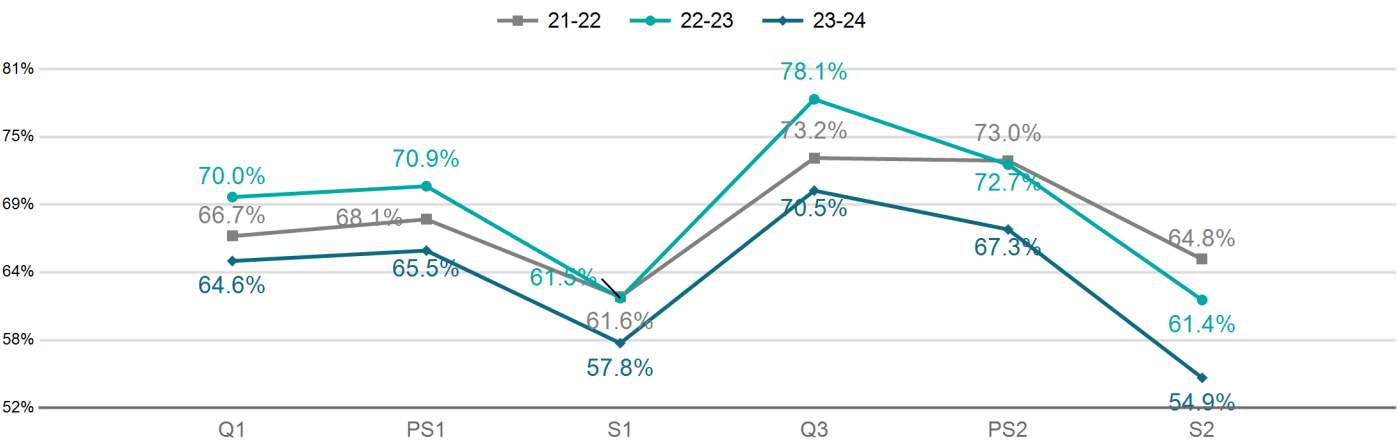


Category: Gender - Subgroup: Nonbinary

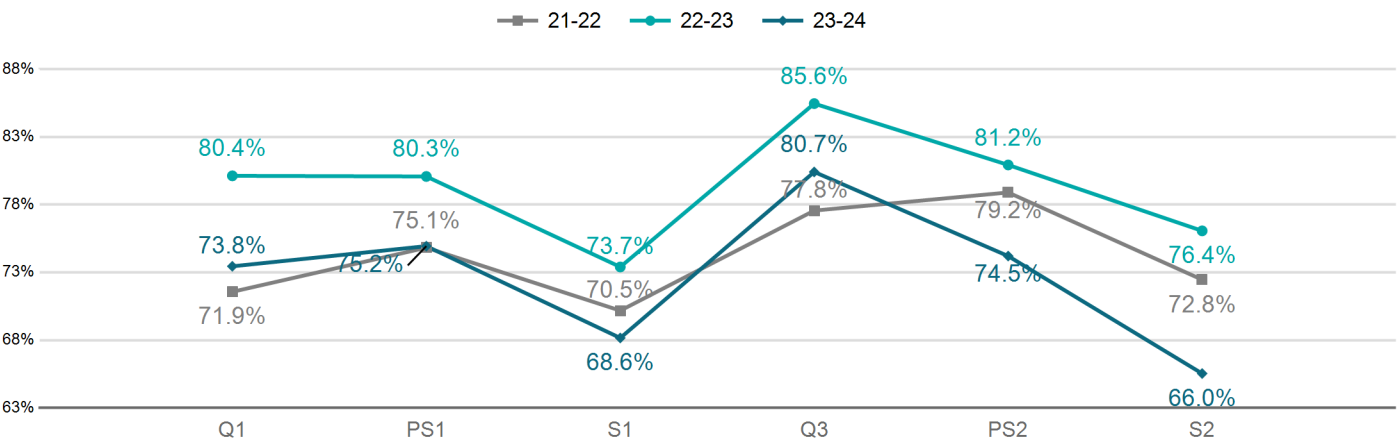


# Percent of Students with 1+ D or F - 3 year Comparison Cabrillo

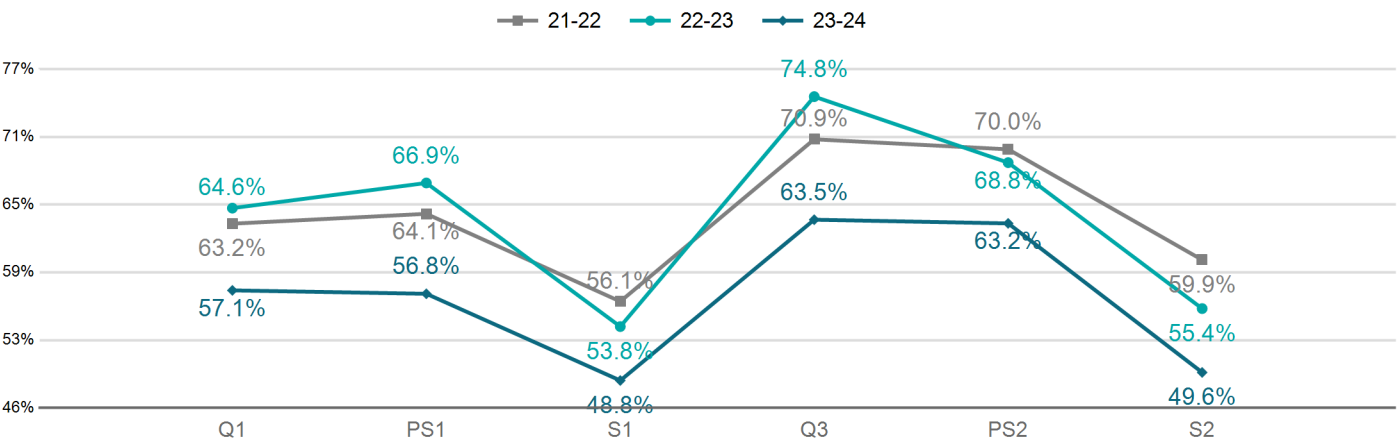
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL

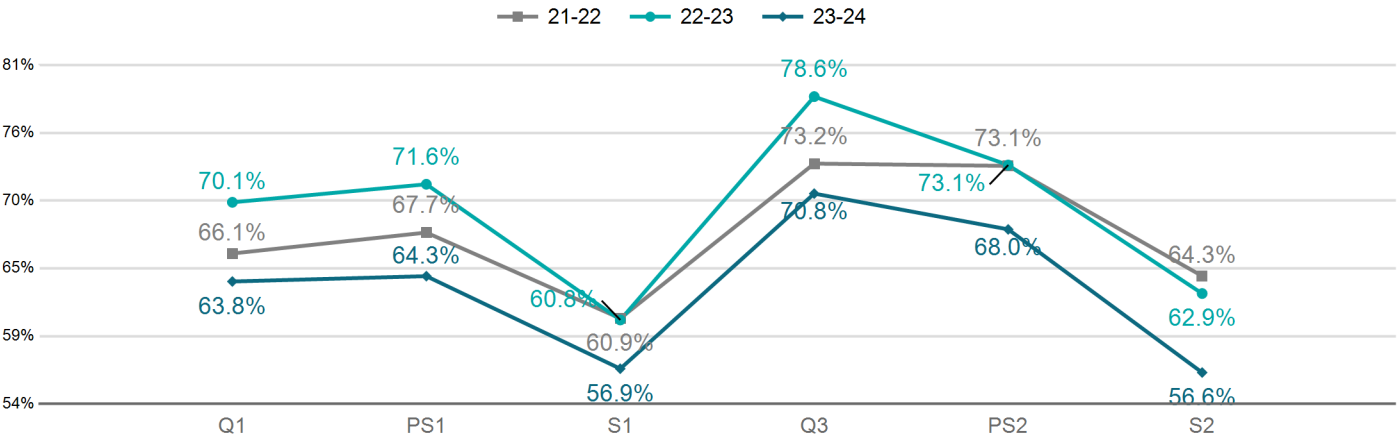


Category: Special Populations - Subgroup: RFEP

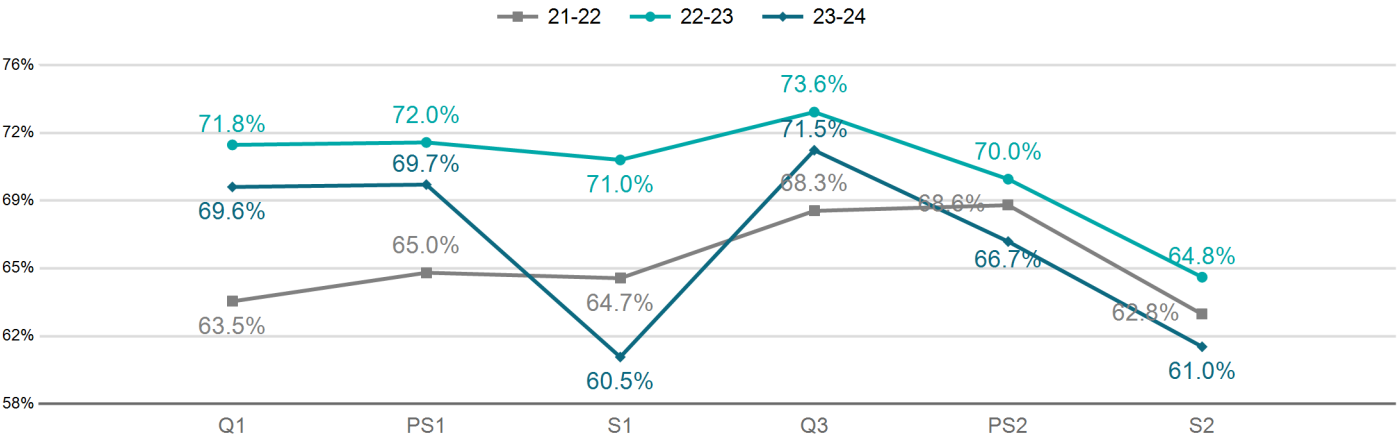


# Percent of Students with 1+ D or F - 3 year Comparison Cabrillo

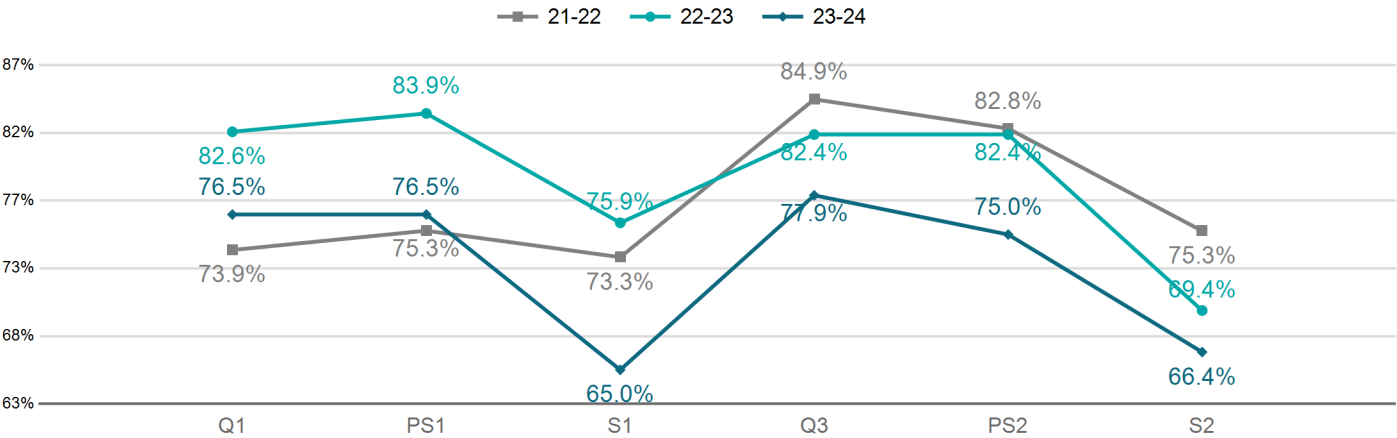
Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

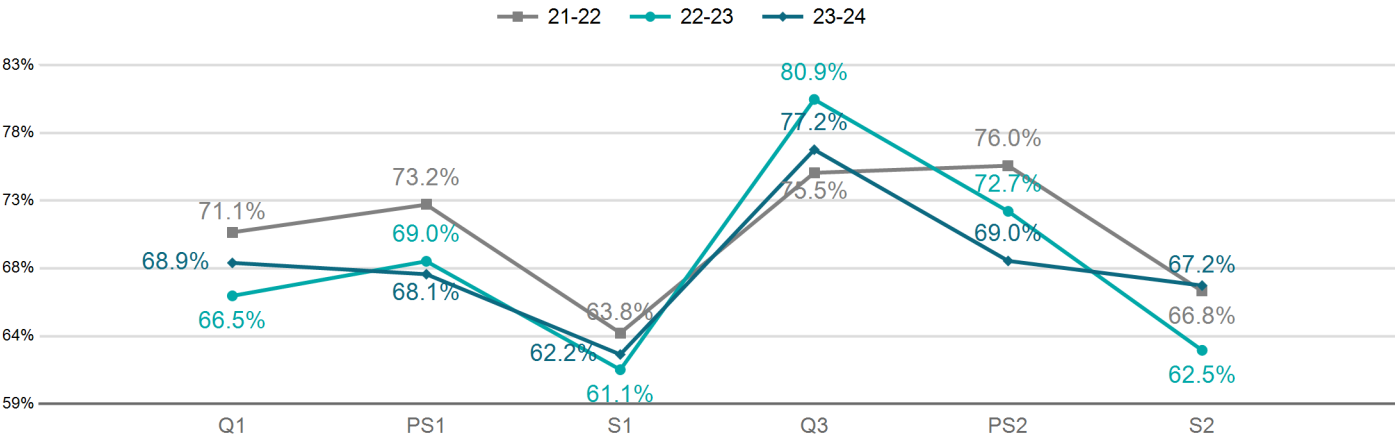


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

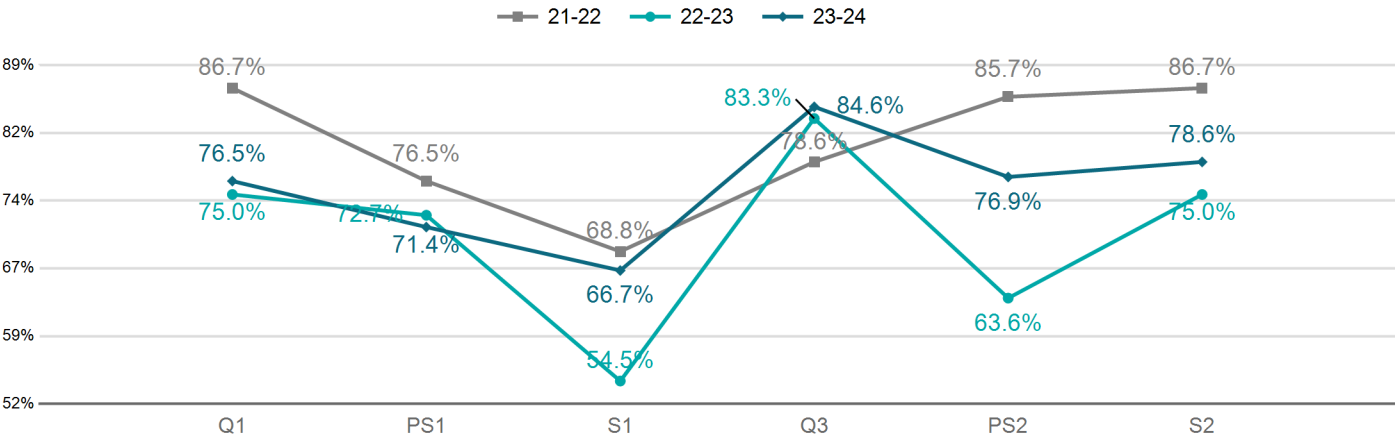


# Percent of Students with 1+ D or F - 3 year Comparison Cabrillo

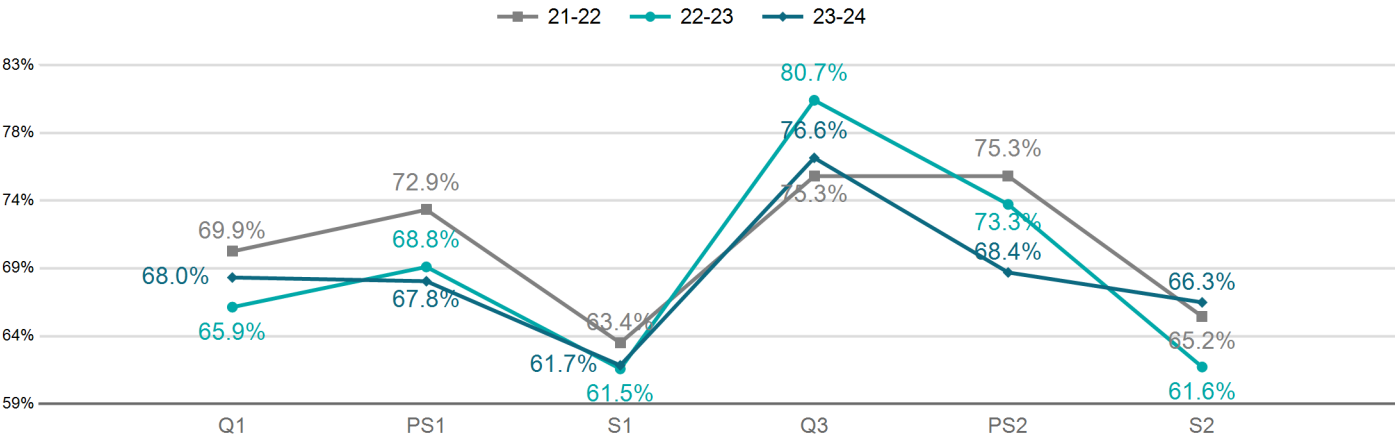
Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

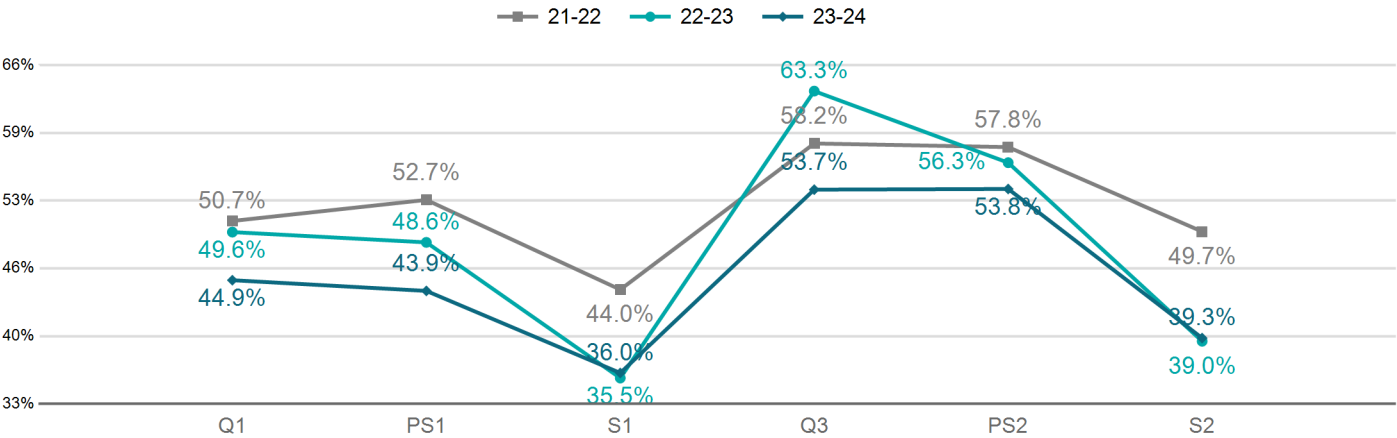


Category: Special Populations - Subgroup: Homeless



# Percent of Students with 1+ D or F - 3 year Comparison Cabrillo

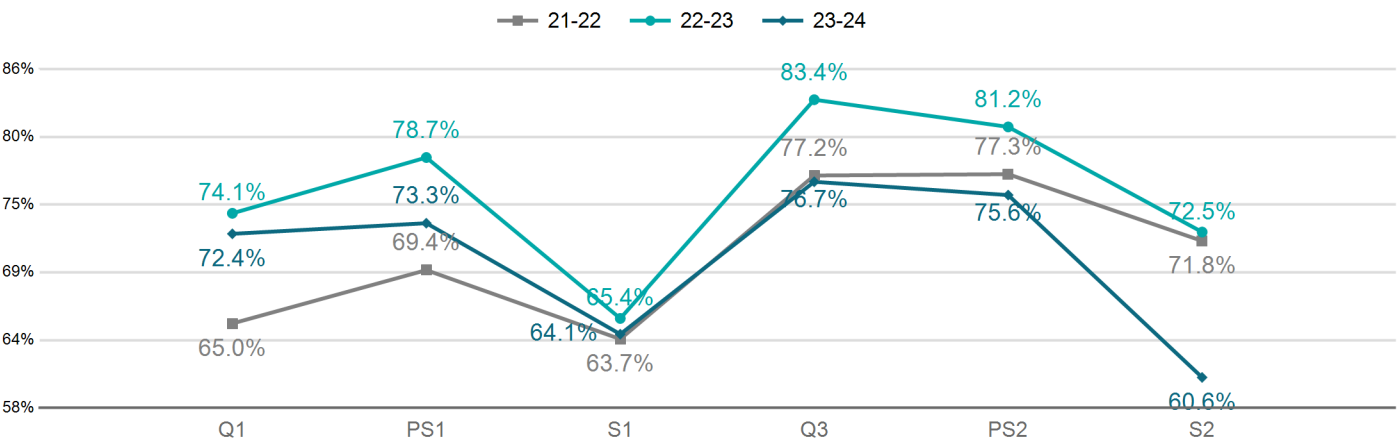
Category: Special Populations - Subgroup: GATE/Excel



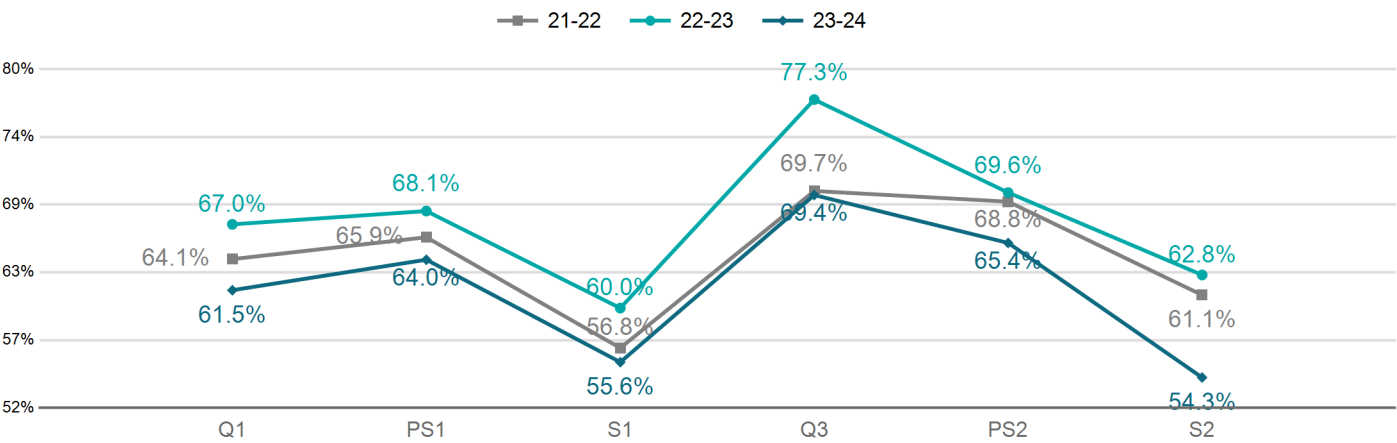


# Percent of Students with 1+ D or F - 3 year Comparison Cabrillo

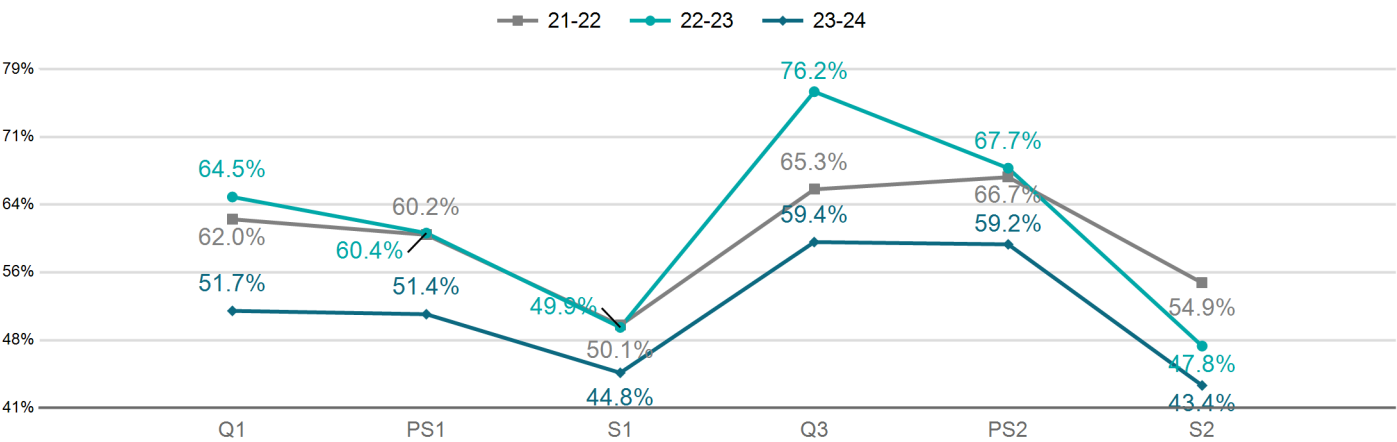
Category: SLC - Subgroup: Cabrillo - AGL



Category: SLC - Subgroup: Cabrillo - CAL-J

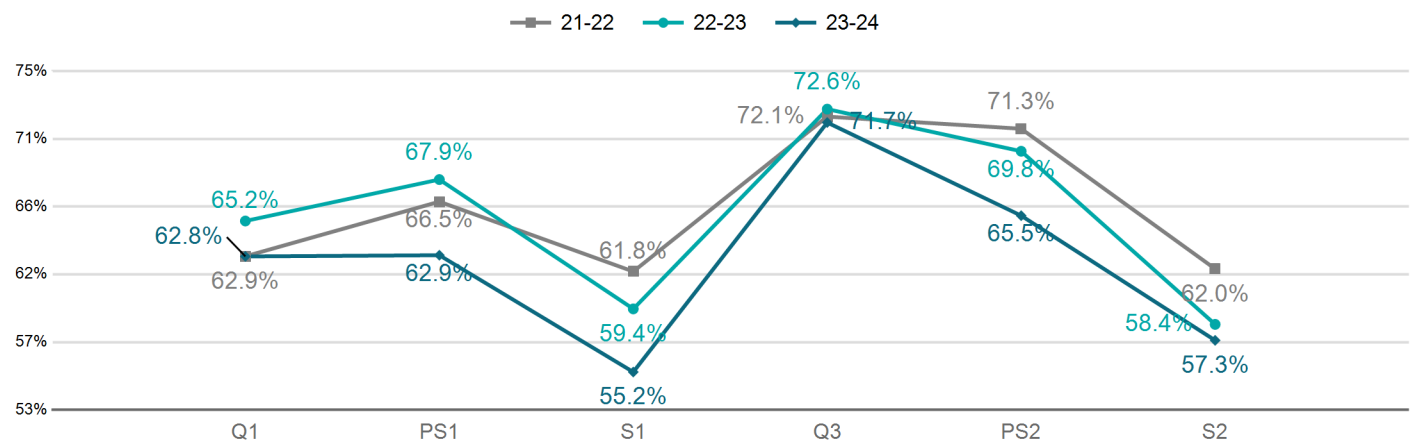


Category: SLC - Subgroup: Cabrillo - CED



# Percent of Students with 1+ D or F - 3 year Comparison Cabrillo

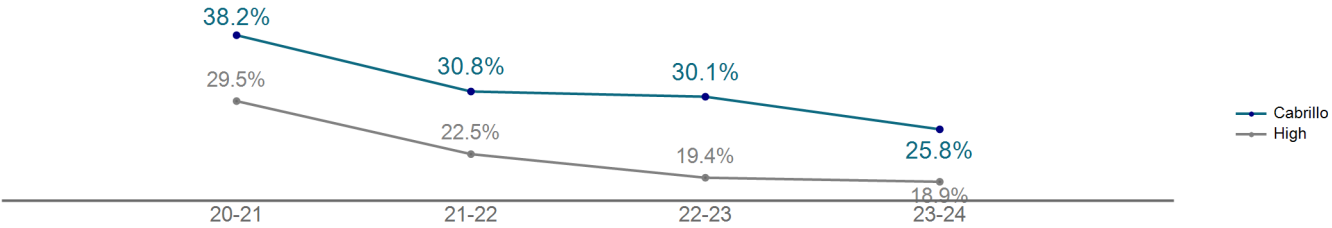
Category: SLC - Subgroup: Cabrillo - SACMAA



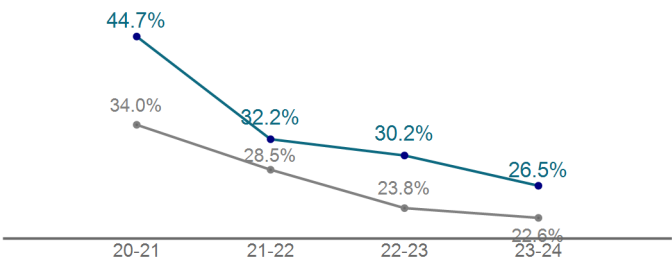
# Semester 2 - D/F Rate

**Included Departments:** Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

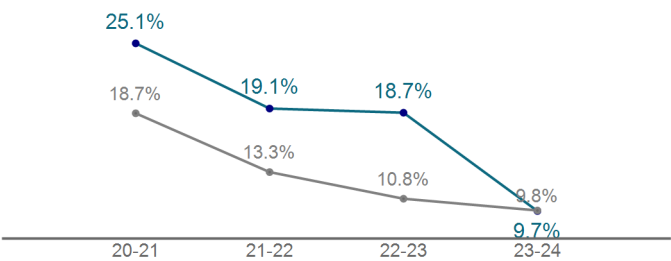
**Cabrillo  
All Students  
N = 11,419**



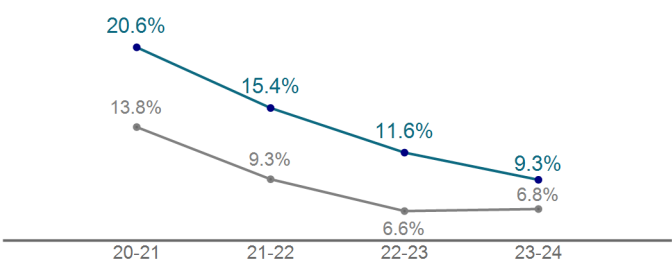
**African American  
N = 1,075**



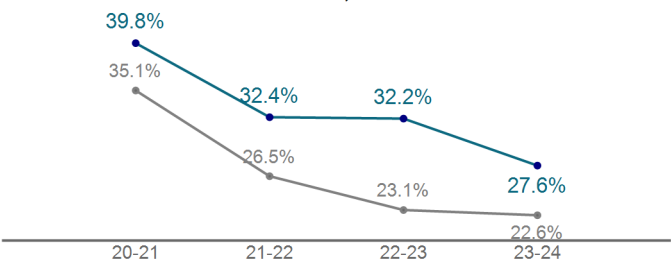
**Asian  
N = 134**



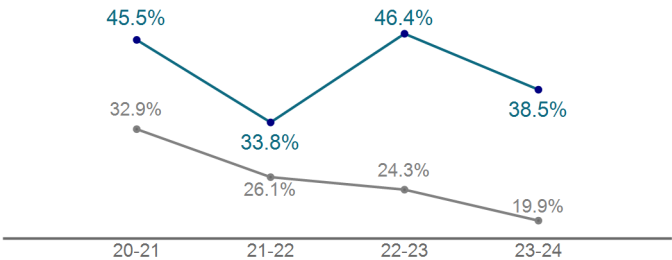
**Filipino  
N = 797**



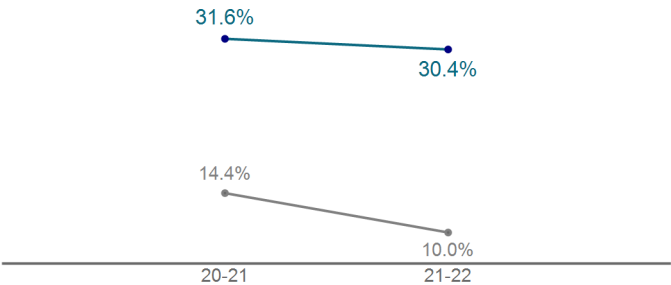
**Hispanic  
N = 8,764**



**Pacific Islander  
N = 91**



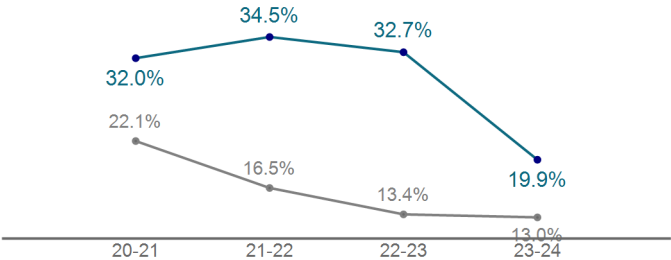
**White**



**Native American**

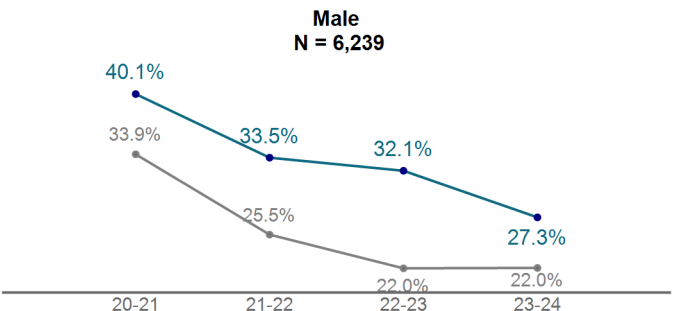
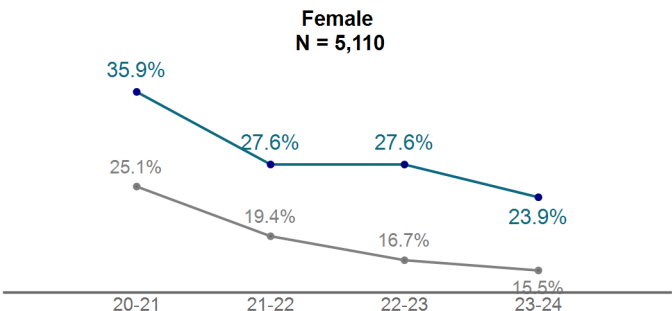
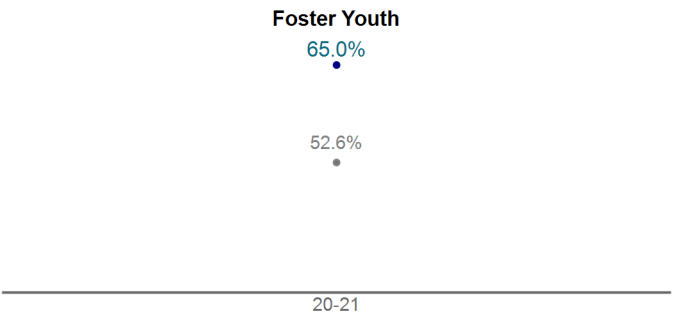
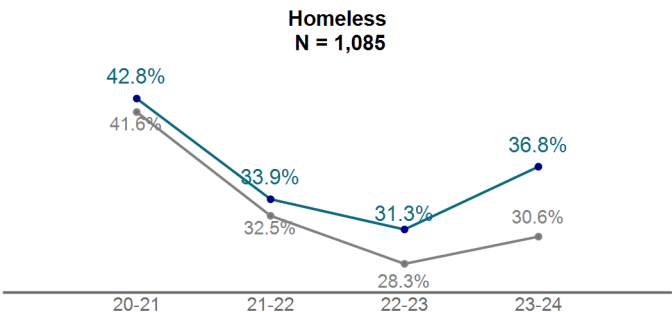
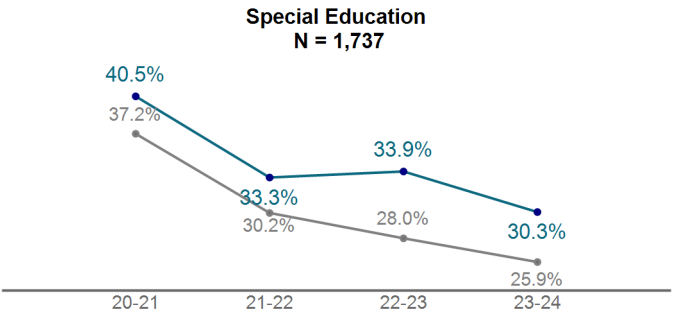
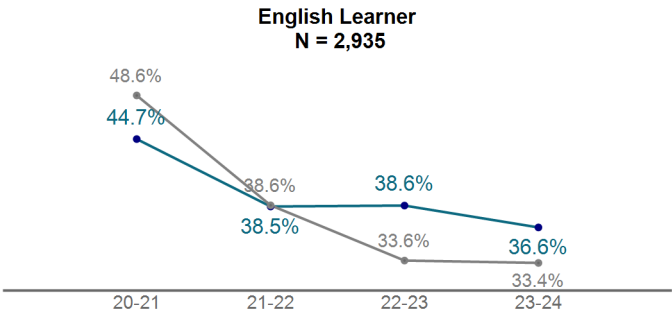
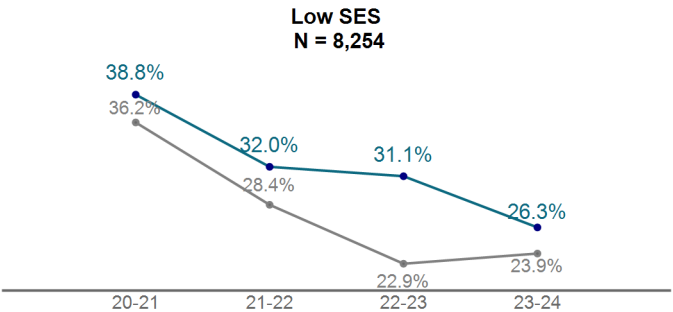
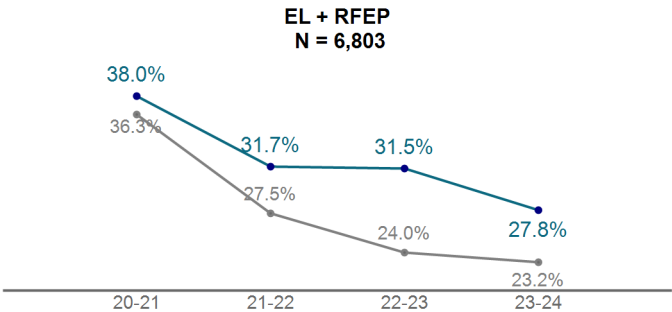
Subgroup with fewer than 20 total grades.

**Other  
N = 176**



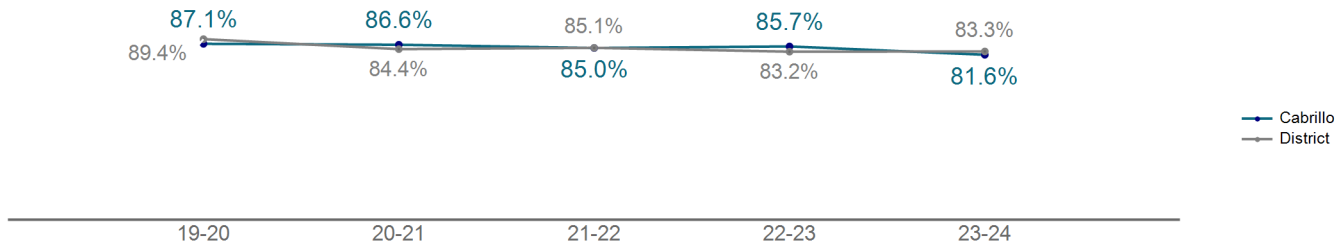
N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subaroups with fewer than 20 total grades are not included.

# Semester 2 - D/F Rate

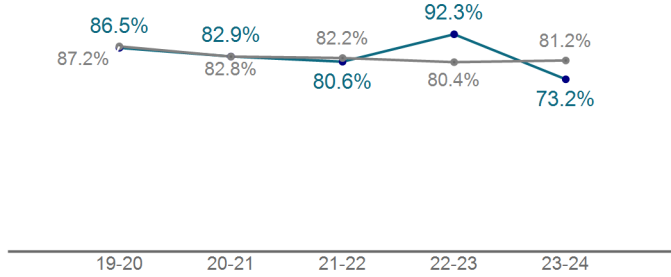


# Cohort Graduation Rate

**Cabrillo  
All Students**



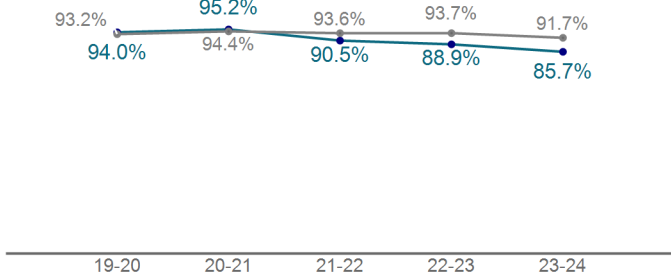
**African American**



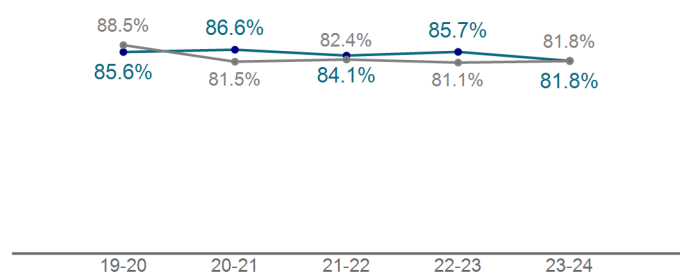
**Asian**

Subgroup with fewer than 20 students.

**Filipino**



**Hispanic**



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**

Subgroup with fewer than 20 students.

**Native American**

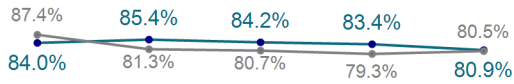
Subgroup with fewer than 20 students.

**Other**

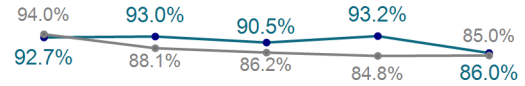
Subgroup with fewer than 20 students.

# Cohort Graduation Rate

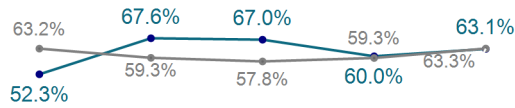
**EL + RFEP**



**Low SES**



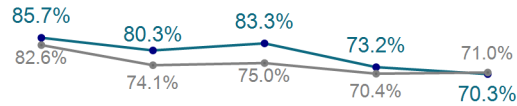
**English Learner**



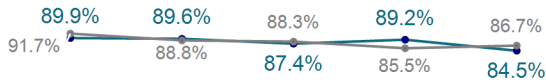
**Special Education**

Subgroup with fewer than 20 students.

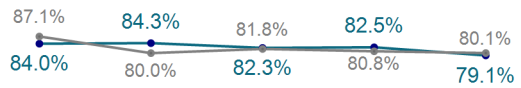
**Homeless or Foster Youth**



**Female**

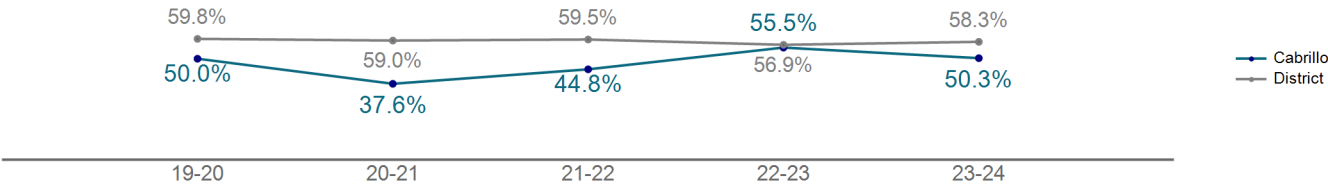


**Male**

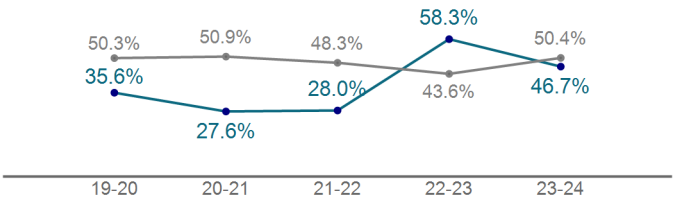


# Percent of Graduates that Met A-G Requirements

Cabrillo  
All Students



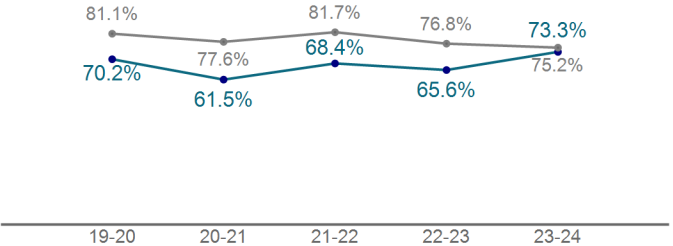
African American



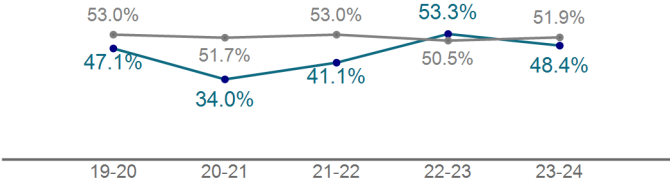
Asian

Subgroup with fewer than 20 students.

Filipino



Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

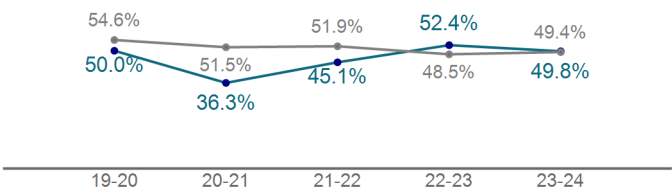
Other

Subgroup with fewer than 20 students.

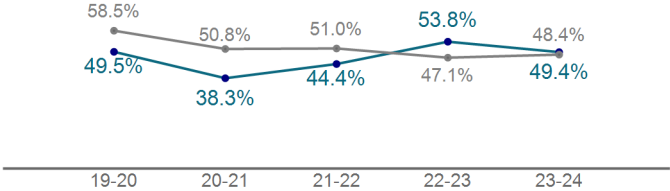
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Graduates that Met A-G Requirements

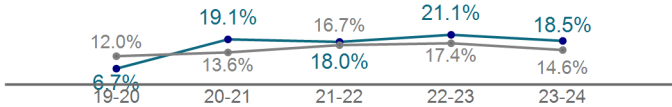
EL + RFEP



Low SES



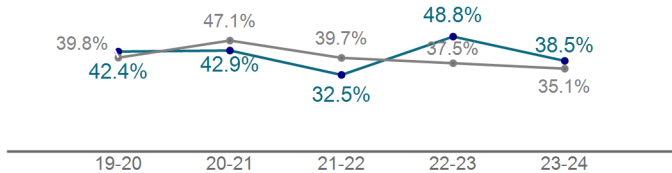
English Learner



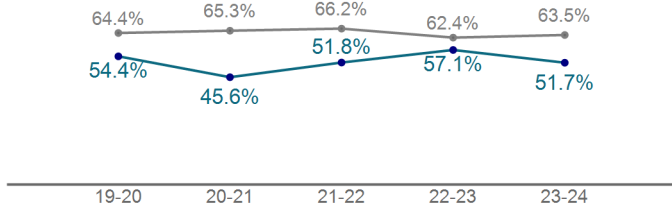
Special Education

Subgroup with fewer than 20 students.

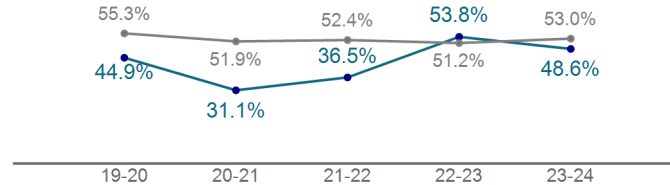
Homeless or Foster Youth



Female



Male



N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Content Curriculum Development, Planning, and Collaboration Content teams and Pathway teams will meet throughout the year to develop action plans and collaborate on ways to implement the interventions, develop curriculum and Linked Learning/interdisciplinary projects. Each team will either meet in the summer months, after school, on Saturdays, or will receive release time during the school day for collaboration time as appropriate.	\$25,228	
	One Bilingual Community Workers (1 FTE) will facilitate home-school communication by supporting parents who come to school for information; contacting parents at the request of school personnel to discuss attendance, behavior, and academic concerns; schedule and participate in conferences, meetings, and the presentations for school staff, students, and their parents/guardians in an effort to increase student academic achievement. Community Worker will provide oral and written translations for school staff and parents. Community Worker will also support the activities of the SSC and ELAC.	\$93,382	
	Parent Involvement: Purchasing materials, supplies, and snacks for parent meetings, workshops, and ceremonies. Increasing parent involvement and providing workshops and parent nights on various topics around college and career, a-g, financial aid, etc.	\$7,000	
	Parents will be offered monthly evening workshops, training, and forums on various topics, including: college admissions, advanced placement, pathway course selections, work based learning opportunities, Canvas and Synergy. Additional furnishings for the parent center workshops, volunteer work spaces, and parent meetings.	\$12,077	
2	Hire music coaches to assist with the Mariachi and Orchestra. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	\$20,000	
	Instructional Assistant - Parent Resources Center Bilingual Spanish Assist in organizing, developing and coordinating activities related to the operations of the Cabrillo Parent Center. Will assist parents in acquiring information and skills which will strengthen their roles as partners in their children's education, including high school success and college/career opportunities.	\$89,883	
	PD/Conferences: Staff and student teams will attend professional conferences and workshops related to leadership skills, CCSS and Linked Learning, then train school staff to implement learning within their teams. Conferences and workshops will include AVID, EL, and other Linked Learning/CCSS related professional development. This will include the cost of registration fees and cost of travel.	\$52,430	
3	Hire two dance coaches to assist with the Cabrillo Dance Program. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	\$25,000	
	School Psychologist, one FTE position to support our most At-Promise students (Foster, Homeless, mental health).	\$167,042	
4	Program Faciliator to support intervention, instruction, and schoolwide goals targeting historically marginalized subgroups, including but not limited to English Learners.	\$85,379	
5	College Aides to support core academic classes in support of meeting graduation rates and a-g completion rates.	\$16,998	
	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, and parent involvement. Supplemental materials may include supplemental books, instructional materials, technology, and equipment targeted in support of our lowest performing subgroups and at-promise students; snacks may be provided for parent meetings.	\$7,500	
6	Provide support to purchase athletic team jerseys, performing arts uniforms, and PE loaners on a yearly rotating basis. Jerseys and equipment would remain property of Cabrillo and be returned at the end of each season.	\$25,000	
7	Summer and after school enrichment and transition to high school programs - Opportunities for students in need of academic and social emotional supports.	\$6,929	
	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, parent involvement. Supplemental materials and equipment may include supplemental books, instructional materials, technology and equipment targeted in support of the lowest performing subgroups and at-promise students, snacks may be provided for parent meetings.	\$10,000	
8	AP Summer Bridge - Opportunity for students in need of academic supports before they begin their AP class.	\$1,729	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
9	Work Based Learning and Enrichment Experiences - Funding would include the cost of admissions, transportation, travel and materials and supplies if needed for on campus or fieldtrip opportunities.	\$20,000	
10	Saturday School Intervention - Opportunity for students in need of academic supports and remediation.	\$11,277	
11	Two (2) recreational aides to provide campus supervision and ensure that the campus is a clean, safe, and secure environment for students. Recreational aides to perform related duties as assigned.	\$28,500	
Total		\$705,354	

# All Parents

## School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Content Curriculum Development, Planning, and Collaboration Content teams and Pathway teams will meet throughout the year to develop action plans and collaborate on ways to implement the interventions, develop curriculum and Linked Learning/interdisciplinary projects. Each team will either meet in the summer months, after school, on Saturdays, or will receive release time during the school day for collaboration time as appropriate.	\$25,228	
	One Bilingual Community Workers (1 FTE) will facilitate home-school communication by supporting parents who come to school for information; contacting parents at the request of school personnel to discuss attendance, behavior, and academic concerns; schedule and participate in conferences, meetings, and the presentations for school staff, students, and their parents/guardians in an effort to increase student academic achievement. Community Worker will provide oral and written translations for school staff and parents. Community Worker will also support the activities of the SSC and ELAC.	\$93,382	
	Parent Involvement: Purchasing materials, supplies, and snacks for parent meetings, workshops, and ceremonies. Increasing parent involvement and providing workshops and parent nights on various topics around college and career, a-g, financial aid, etc.	\$7,000	
	Parents will be offered monthly evening workshops, training, and forums on various topics, including: college admissions, advanced placement, pathway course selections, work based learning opportunities, Canvas and Synergy. Additional furnishings for the parent center workshops, volunteer work spaces, and parent meetings.	\$12,077	
2	Hire music coaches to assist with the Mariachi and Orchestra. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	\$20,000	
	Instructional Assistant - Parent Resources Center Bilingual Spanish Assist in organizing, developing and coordinating activities related to the operations of the Cabrillo Parent Center. Will assist parents in acquiring information and skills which will strengthen their roles as partners in their children's education, including high school success and college/career opportunities.	\$89,883	
	PD/Conferences: Staff and student teams will attend professional conferences and workshops related to leadership skills, CCSS and Linked Learning, then train school staff to implement learning within their teams. Conferences and workshops will include AVID, EL, and other Linked Learning/CCSS related professional development. This will include the cost of registration fees and cost of travel.	\$52,430	
3	Hire two dance coaches to assist with the Cabrillo Dance Program. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	\$25,000	
	School Psychologist, one FTE position to support our most At-Promise students (Foster, Homeless, mental health).	\$167,042	
4	Program Faciliator to support intervention, instruction, and schoolwide goals targeting historically marginalized subgroups, including but not limited to English Learners.	\$85,379	
5	College Aides to support core academic classes in support of meeting graduation rates and a-g completion rates.	\$16,998	
	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, and parent involvement. Supplemental materials may include supplemental books, instructional materials, technology, and equipment targeted in support of our lowest performing subgroups and at-promise students; snacks may be provided for parent meetings.	\$7,500	
6	Provide support to purchase athletic team jerseys, performing arts uniforms, and PE loaners on a yearly rotating basis. Jerseys and equipment would remain property of Cabrillo and be returned at the end of each season.	\$25,000	
7	Summer and after school enrichment and transition to high school programs - Opportunities for students in need of academic and social emotional supports.	\$6,929	
	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, parent involvement. Supplemental materials and equipment may include supplemental books, instructional materials, technology and equipment targeted in support of the lowest performing subgroups and at-promise students, snacks may be provided for parent meetings.	\$10,000	
8	AP Summer Bridge - Opportunity for students in need of academic supports before they begin their AP class.	\$1,729	
9	Work Based Learning and Enrichment Experiences - Funding would include the cost of admissions, transportation, travel and materials and supplies if needed for on campus or fieldtrip opportunities.	\$20,000	

All Parents  
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
10	Saturday School Intervention - Opportunity for students in need of academic supports and remediation.	\$11,277	
11	Two (2) recreational aides to provide campus supervision and ensure that the campus is a clean, safe, and secure environment for students. Recreational aides to perform related duties as assigned.	\$28,500	
Total		\$705,354	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Content Curriculum Development, Planning, and Collaboration Content teams and Pathway teams will meet throughout the year to develop action plans and collaborate on ways to implement the interventions, develop curriculum and Linked Learning/interdisciplinary projects. Each team will either meet in the summer months, after school, on Saturdays, or will receive release time during the school day for collaboration time as appropriate.	\$25,228	
	One Bilingual Community Workers (1 FTE) will facilitate home-school communication by supporting parents who come to school for information; contacting parents at the request of school personnel to discuss attendance, behavior, and academic concerns; schedule and participate in conferences, meetings, and the presentations for school staff, students, and their parents/guardians in an effort to increase student academic achievement. Community Worker will provide oral and written translations for school staff and parents. Community Worker will also support the activities of the SSC and ELAC.	\$93,382	
	Parent Involvement: Purchasing materials, supplies, and snacks for parent meetings, workshops, and ceremonies. Increasing parent involvement and providing workshops and parent nights on various topics around college and career, a-g, financial aid, etc.	\$7,000	
	Parents will be offered monthly evening workshops, training, and forums on various topics, including: college admissions, advanced placement, pathway course selections, work based learning opportunities, Canvas and Synergy. Additional furnishings for the parent center workshops, volunteer work spaces, and parent meetings.	\$12,077	
2	Hire music coaches to assist with the Mariachi and Orchestra. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	\$20,000	
	Instructional Assistant - Parent Resources Center Bilingual Spanish Assist in organizing, developing and coordinating activities related to the operations of the Cabrillo Parent Center. Will assist parents in acquiring information and skills which will strengthen their roles as partners in their children's education, including high school success and college/career opportunities.	\$89,883	
	PD/Conferences: Staff and student teams will attend professional conferences and workshops related to leadership skills, CCSS and Linked Learning, then train school staff to implement learning within their teams. Conferences and workshops will include AVID, EL, and other Linked Learning/CCSS related professional development. This will include the cost of registration fees and cost of travel.	\$52,430	
3	Hire two dance coaches to assist with the Cabrillo Dance Program. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	\$25,000	
	School Psychologist, one FTE position to support our most At-Promise students (Foster, Homeless, mental health).	\$167,042	
4	Program Faciliator to support intervention, instruction, and schoolwide goals targeting historically marginalized subgroups, including but not limited to English Learners.	\$85,379	
5	College Aides to support core academic classes in support of meeting graduation rates and a-g completion rates.	\$16,998	
	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, and parent involvement. Supplemental materials may include supplemental books, instructional materials, technology, and equipment targeted in support of our lowest performing subgroups and at-promise students; snacks may be provided for parent meetings.	\$7,500	
6	Provide support to purchase athletic team jerseys, performing arts uniforms, and PE loaners on a yearly rotating basis. Jerseys and equipment would remain property of Cabrillo and be returned at the end of each season.	\$25,000	
7	Summer and after school enrichment and transition to high school programs - Opportunities for students in need of academic and social emotional supports.	\$6,929	
	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, parent involvement. Supplemental materials and equipment may include supplemental books, instructional materials, technology and equipment targeted in support of the lowest performing subgroups and at-promise students, snacks may be provided for parent meetings.	\$10,000	
8	AP Summer Bridge - Opportunity for students in need of academic supports before they begin their AP class.	\$1,729	
9	Work Based Learning and Enrichment Experiences - Funding would include the cost of admissions, transportation, travel and materials and supplies if needed for on campus or fieldtrip opportunities.	\$20,000	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
10	Saturday School Intervention - Opportunity for students in need of academic supports and remediation.	\$11,277	
11	Two (2) recreational aides to provide campus supervision and ensure that the campus is a clean, safe, and secure environment for students. Recreational aides to perform related duties as assigned.	\$28,500	
Total		\$705,354	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Content Curriculum Development, Planning, and Collaboration Content teams and Pathway teams will meet throughout the year to develop action plans and collaborate on ways to implement the interventions, develop curriculum and Linked Learning/interdisciplinary projects. Each team will either meet in the summer months, after school, on Saturdays, or will receive release time during the school day for collaboration time as appropriate.	\$25,228	
	One Bilingual Community Workers (1 FTE) will facilitate home-school communication by supporting parents who come to school for information; contacting parents at the request of school personnel to discuss attendance, behavior, and academic concerns; schedule and participate in conferences, meetings, and the presentations for school staff, students, and their parents/guardians in an effort to increase student academic achievement. Community Worker will provide oral and written translations for school staff and parents. Community Worker will also support the activities of the SSC and ELAC.	\$93,382	
	Parent Involvement: Purchasing materials, supplies, and snacks for parent meetings, workshops, and ceremonies. Increasing parent involvement and providing workshops and parent nights on various topics around college and career, a-g, financial aid, etc.	\$7,000	
	Parents will be offered monthly evening workshops, training, and forums on various topics, including: college admissions, advanced placement, pathway course selections, work based learning opportunities, Canvas and Synergy. Additional furnishings for the parent center workshops, volunteer work spaces, and parent meetings.	\$12,077	
2	Hire music coaches to assist with the Mariachi and Orchestra. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	\$20,000	
	Instructional Assistant - Parent Resources Center Bilingual Spanish Assist in organizing, developing and coordinating activities related to the operations of the Cabrillo Parent Center. Will assist parents in acquiring information and skills which will strengthen their roles as partners in their children's education, including high school success and college/career opportunities.	\$89,883	
	PD/Conferences: Staff and student teams will attend professional conferences and workshops related to leadership skills, CCSS and Linked Learning, then train school staff to implement learning within their teams. Conferences and workshops will include AVID, EL, and other Linked Learning/CCSS related professional development. This will include the cost of registration fees and cost of travel.	\$52,430	
3	Hire two dance coaches to assist with the Cabrillo Dance Program. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	\$25,000	
	School Psychologist, one FTE position to support our most At-Promise students (Foster, Homeless, mental health).	\$167,042	
4	Program Faciliator to support intervention, instruction, and schoolwide goals targeting historically marginalized subgroups, including but not limited to English Learners.	\$85,379	
5	College Aides to support core academic classes in support of meeting graduation rates and a-g completion rates.	\$16,998	
	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, and parent involvement. Supplemental materials may include supplemental books, instructional materials, technology, and equipment targeted in support of our lowest performing subgroups and at-promise students; snacks may be provided for parent meetings.	\$7,500	
6	Provide support to purchase athletic team jerseys, performing arts uniforms, and PE loaners on a yearly rotating basis. Jerseys and equipment would remain property of Cabrillo and be returned at the end of each season.	\$25,000	
7	Summer and after school enrichment and transition to high school programs - Opportunities for students in need of academic and social emotional supports.	\$6,929	
	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment , graduation requirements, parent involvement. Supplemental materials and equipment may include supplemental books, instructional materials, technology and equipment targeted in support of the lowest performing subgroups and at-promise students, snacks may be provided for parent meetings.	\$10,000	
8	AP Summer Bridge - Opportunity for students in need of academic supports before they begin their AP class.	\$1,729	
9	Work Based Learning and Enrichment Experiences - Funding would include the cost of admissions, transportation, travel and materials and supplies if needed for on campus or fieldtrip opportunities.	\$20,000	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
10	Saturday School Intervention - Opportunity for students in need of academic supports and remediation.	\$11,277	
11	Two (2) recreational aides to provide campus supervision and ensure that the campus is a clean, safe, and secure environment for students. Recreational aides to perform related duties as assigned.	\$28,500	
Total		\$705,354	



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Content Curriculum Development, Planning, and Collaboration Content teams and Pathway teams will meet throughout the year to develop action plans and collaborate on ways to implement the interventions, develop curriculum and Linked Learning/interdisciplinary projects. Each team will either meet in the summer months, after school, on Saturdays, or will receive release time during the school day for collaboration time as appropriate.	\$25,228	
	One Bilingual Community Workers (1 FTE) will facilitate home-school communication by supporting parents who come to school for information; contacting parents at the request of school personnel to discuss attendance, behavior, and academic concerns; schedule and participate in conferences, meetings, and the presentations for school staff, students, and their parents/guardians in an effort to increase student academic achievement. Community Worker will provide oral and written translations for school staff and parents. Community Worker will also support the activities of the SSC and ELAC.	\$93,382	
	Parent Involvement: Purchasing materials, supplies, and snacks for parent meetings, workshops, and ceremonies. Increasing parent involvement and providing workshops and parent nights on various topics around college and career, a-g, financial aid, etc.	\$7,000	
	Parents will be offered monthly evening workshops, training, and forums on various topics, including: college admissions, advanced placement, pathway course selections, work based learning opportunities, Canvas and Synergy. Additional furnishings for the parent center workshops, volunteer work spaces, and parent meetings.	\$12,077	
2	Hire music coaches to assist with the Mariachi and Orchestra. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	\$20,000	
	Instructional Assistant - Parent Resources Center Bilingual Spanish Assist in organizing, developing and coordinating activities related to the operations of the Cabrillo Parent Center. Will assist parents in acquiring information and skills which will strengthen their roles as partners in their children's education, including high school success and college/career opportunities.	\$89,883	
	PD/Conferences: Staff and student teams will attend professional conferences and workshops related to leadership skills, CCSS and Linked Learning, then train school staff to implement learning within their teams. Conferences and workshops will include AVID, EL, and other Linked Learning/CCSS related professional development. This will include the cost of registration fees and cost of travel.	\$52,430	
3	Hire two dance coaches to assist with the Cabrillo Dance Program. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	\$25,000	
	School Psychologist, one FTE position to support our most At-Promise students (Foster, Homeless, mental health).	\$167,042	
4	Program Faciliator to support intervention, instruction, and schoolwide goals targeting historically marginalized subgroups, including but not limited to English Learners.	\$85,379	
5	College Aides to support core academic classes in support of meeting graduation rates and a-g completion rates.	\$16,998	
	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, and parent involvement. Supplemental materials may include supplemental books, instructional materials, technology, and equipment targeted in support of our lowest performing subgroups and at-promise students; snacks may be provided for parent meetings.	\$7,500	
6	Provide support to purchase athletic team jerseys, performing arts uniforms, and PE loaners on a yearly rotating basis. Jerseys and equipment would remain property of Cabrillo and be returned at the end of each season.	\$25,000	
7	Summer and after school enrichment and transition to high school programs - Opportunities for students in need of academic and social emotional supports.	\$6,929	
	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment , graduation requirements, parent involvement. Supplemental materials and equipment may include supplemental books, instructional materials, technology and equipment targeted in support of the lowest performing subgroups and at-promise students, snacks may be provided for parent meetings.	\$10,000	
8	AP Summer Bridge - Opportunity for students in need of academic supports before they begin their AP class.	\$1,729	
9	Work Based Learning and Enrichment Experiences - Funding would include the cost of admissions, transportation, travel and materials and supplies if needed for on campus or fieldtrip opportunities.	\$20,000	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
10	Saturday School Intervention - Opportunity for students in need of academic supports and remediation.	\$11,277	
11	Two (2) recreational aides to provide campus supervision and ensure that the campus is a clean, safe, and secure environment for students. Recreational aides to perform related duties as assigned.	\$28,500	
Total		\$705,354	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Content Curriculum Development, Planning, and Collaboration Content teams and Pathway teams will meet throughout the year to develop action plans and collaborate on ways to implement the interventions, develop curriculum and Linked Learning/interdisciplinary projects. Each team will either meet in the summer months, after school, on Saturdays, or will receive release time during the school day for collaboration time as appropriate.	\$25,228	
	One Bilingual Community Workers (1 FTE) will facilitate home-school communication by supporting parents who come to school for information; contacting parents at the request of school personnel to discuss attendance, behavior, and academic concerns; schedule and participate in conferences, meetings, and the presentations for school staff, students, and their parents/guardians in an effort to increase student academic achievement. Community Worker will provide oral and written translations for school staff and parents. Community Worker will also support the activities of the SSC and ELAC.	\$93,382	
	Parent Involvement: Purchasing materials, supplies, and snacks for parent meetings, workshops, and ceremonies. Increasing parent involvement and providing workshops and parent nights on various topics around college and career, a-g, financial aid, etc.	\$7,000	
	Parents will be offered monthly evening workshops, training, and forums on various topics, including: college admissions, advanced placement, pathway course selections, work based learning opportunities, Canvas and Synergy. Additional furnishings for the parent center workshops, volunteer work spaces, and parent meetings.	\$12,077	
2	Hire music coaches to assist with the Mariachi and Orchestra. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	\$20,000	
	Instructional Assistant - Parent Resources Center Bilingual Spanish Assist in organizing, developing and coordinating activities related to the operations of the Cabrillo Parent Center. Will assist parents in acquiring information and skills which will strengthen their roles as partners in their children's education, including high school success and college/career opportunities.	\$89,883	
	PD/Conferences: Staff and student teams will attend professional conferences and workshops related to leadership skills, CCSS and Linked Learning, then train school staff to implement learning within their teams. Conferences and workshops will include AVID, EL, and other Linked Learning/CCSS related professional development. This will include the cost of registration fees and cost of travel.	\$52,430	
3	Hire two dance coaches to assist with the Cabrillo Dance Program. The coaches will work one on one with students. They will be held to a contract to fulfill a specific amount of hours.	\$25,000	
	School Psychologist, one FTE position to support our most At-Promise students (Foster, Homeless, mental health).	\$167,042	
4	Program Faciliator to support intervention, instruction, and schoolwide goals targeting historically marginalized subgroups, including but not limited to English Learners.	\$85,379	
5	College Aides to support core academic classes in support of meeting graduation rates and a-g completion rates.	\$16,998	
	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, and parent involvement. Supplemental materials may include supplemental books, instructional materials, technology, and equipment targeted in support of our lowest performing subgroups and at-promise students; snacks may be provided for parent meetings.	\$7,500	
6	Provide support to purchase athletic team jerseys, performing arts uniforms, and PE loaners on a yearly rotating basis. Jerseys and equipment would remain property of Cabrillo and be returned at the end of each season.	\$25,000	
7	Summer and after school enrichment and transition to high school programs - Opportunities for students in need of academic and social emotional supports.	\$6,929	
	Supplemental materials and equipment to support literacy across the curriculum, interventions, a-g attainment, graduation requirements, parent involvement. Supplemental materials and equipment may include supplemental books, instructional materials, technology and equipment targeted in support of the lowest performing subgroups and at-promise students, snacks may be provided for parent meetings.	\$10,000	
8	AP Summer Bridge - Opportunity for students in need of academic supports before they begin their AP class.	\$1,729	
9	Work Based Learning and Enrichment Experiences - Funding would include the cost of admissions, transportation, travel and materials and supplies if needed for on campus or fieldtrip opportunities.	\$20,000	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
10	Saturday School Intervention - Opportunity for students in need of academic supports and remediation.	\$11,277	
11	Two (2) recreational aides to provide campus supervision and ensure that the campus is a clean, safe, and secure environment for students. Recreational aides to perform related duties as assigned.	\$28,500	
Total		\$705,354	

24.25 Home School Compact  
Cabrillo High School

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

**THE SCHOOL**

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

**THE HOME**

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

**THE STUDENT**

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

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

\_\_\_\_\_  
Signature of Principal

10/16/24

\_\_\_\_\_  
Date



Juan Rodriguez Cabrillo High School  
2001 Santa Fe Avenue, Long Beach, CA 90810  
(562) 951-7700 Fax (562) 951-7797



## Parent Involvement Guidelines 2024-2025

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

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

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

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

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

- B. Plan meetings with SSC & ELAC parents (at a convenient time) to review assessment data, Single Plan for Student Achievement, and previous year's Parent Involvement Guidelines
  - 1) Invite other parents and stakeholders to attend the meeting via flyers shared on Canvas
  - 2) Advertise on the Cabrillo website
  - 3) Announce at Back-to-School Night
  - 4) Use School Messenger and the school website to announce dates/location of meetings
- C. At Meeting
  - 1) Review School Plan, Parent Involvement Guidelines, and Home School Compact. As a group, make changes (deletions or additions) as necessary
  - 2) School Site Council (SSC) must vote to approve the Parent Involvement Guidelines & Home School Compact. This vote must be stated in the meeting minutes.
  - 3) Oral and written translations will be made available for Spanish-speaking parents.
2. Cabrillo High School will take the following actions to distribute the Cabrillo Parent Involvement Guidelines to parents of participating children and the local community:
  - SSC & ELAC meetings
  - Main Office Bulletin Board
  - Back-to-School Night
  - Cabrillo website
  - Back to School packet
3. Cabrillo High School will convene a Title I Meeting to inform parents of the following:
  - Parents' right to be involved in parent advisory committees (SSC, ELAC)
  - Meetings offered to hold a flexible number of meetings at varying times
  - Notifications/flyers sent home in languages that parents understand
  - An announcement made on school marquee, through Canvas and School Messenger
  - Incentives, refreshments, and child care provided
4. Cabrillo High School will provide timely information about programs to support students and parents of participating children in a timely manner:
  - Section of Newsletter
  - At Annual Orientation meetings
  - In the Main Office
  - At SSC, DCAC, ELAC, Parent Institute, and other parent meetings (PTSA/CAAP, etc.)
  - At Back-to-School Night
  - On school website
  - Through Pathways and Special Programs outreach
  - School Messenger
5. Cabrillo High School will provide families of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
  - Student-Parent Information Night, 9th-grade orientation
  - Parent information meetings about graduation requirements, etc.

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

### PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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



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

#### PART IV: DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINE COMPONENTS

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

#### PART V: ADOPTION

These Cabrillo High School Parental Involvement Guidelines have been developed jointly with and agreed upon by, parents of Cabrillo students. The Guidelines were adopted by the School Site Council members on October 16, 2024, and will be in effect for the period of 1 year. The school will post the Guidelines for all parents on the Cabrillo High School website. Cabrillo High School, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

  
\_\_\_\_\_  
Signature of Principal

10/16/2024

\_\_\_\_\_  
Date

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



Juan Rodriguez Cabrillo High School  
2001 Avenida Santa Fe, Long Beach, CA 90810  
(562) 951-7700 fax (562) 951-7797  
<https://cabrillo.lbschools.net>



## Consejo Escolar Cabrillo (SSC)

### Estatutos

#### Artículo I Deberes del consejo escolar

El Consejo de Sitio Escolar de la Escuela Juan Rodriguez Cabrillo deberá llevar a cabo las siguientes funciones:

- Obtener recomendaciones y revisar el Plan Único propuesto para el Rendimiento Estudiantil o WASC Estudio de todos los comités asesores escolares.
- Desarrollar y aprobar el plan y los gastos relacionados con todas las leyes y regulaciones estatales y federales.
- Recomendar el plan y los gastos al director de Cabrillo y a la junta directiva del LBUSD para su aprobación.
- Proporcionar una revisión continua de la implementación del plan con los directores, maestros y otros miembros del personal escolar.
- Realizar modificaciones al plan siempre que surja la necesidad.
- Presentar el plan modificado para la aprobación de la mesa directiva siempre que se realice un cambio material (como se define en la política de la mesa directiva del distrito) en las actividades planificadas o gastos relacionados.
- Anualmente (y en cada semestre), evaluar el progreso realizado hacia las metas escolares para elevar el rendimiento académico de todos los estudiantes.
- Llevar a cabo todas las demás tareas asignadas al consejo escolar por la junta directiva del distrito y por la ley estatal.

#### Artículo II Miembros

##### Sección A: Composición

El Consejo Escolar estará compuesto por 12 miembros, seleccionados por sus compañeros, de la siguiente manera:

- 4 profesores
- 1 Miembro del personal de la escuela
- 3 Padres de estudiantes matriculados en Cabrillo o miembros de la comunidad que viven o trabajan dentro de los límites de Cabrillo
- 3 estudiantes
- 1 El director de la escuela será miembro ex officio del SSC
- Se seleccionarán 2 suplentes por cada uno.

Los miembros del SSC elegidos para representar a los padres pueden ser empleados del distrito escolar y cuando no estén empleados en Cabrillo.

#### Sección B: Duración del mandato

Los miembros del SSC serán elegidos por 2-términos de año. Los miembros estudiantes son elegidos por un período de un año. La mitad, o la aproximación más cercana, de cada grupo representativo será elegida durante los años impares, y el número restante será elegido durante los años pares. En la primera reunión ordinaria del SSC, el mandato actual de cada miembro se registrará en el acta de la reunión. Los miembros estudiantes son elegidos por un período de un año.

#### Sección C: Derechos de voto

Cada miembro tiene derecho a un voto y puede emitir ese voto sobre cualquier asunto sometido a votación del SSC. No se permitirán votos en ausencia.

#### Sección D: Terminación de la Membresía

El SSC podrá, mediante el voto afirmativo de dos tercios de todos sus miembros, suspender o expulsar a un miembro. Cualquier miembro electo puede cancelar su membresía presentando una carta de renuncia por escrito al presidente del SSC. Un miembro será despedido y reemplazado por un suplente si no asiste a 3 reuniones. El suplente que sustituirá a un miembro será seleccionado por el número de reuniones a las que haya asistido.

#### Sección E: Transferencia de Membresía

La membresía en el SSC no se puede asignar ni transferir.

#### Sección F: Vacante

Cualquier vacante en el SSC que ocurra durante el mandato de un miembro debidamente elegido se cubrirá con la designación de un miembro suplente previamente elegido para cubrir el resto del mandato del puesto vacante.

### Artículo III Oficiales

#### Sección A: Oficiales

Los funcionarios del SSC serán un presidente, un vicepresidente, un secretario y otros funcionarios que el SSC considere convenientes.

El presidente deberá:

- Presidir todas las reuniones del SSC.
- Firmar todas las cartas, informes y otras comunicaciones del SSC
- Realizar todas las tareas relacionadas con el cargo de presidente.
- Tener otras funciones que le asigne el SSC.

El vicepresidente deberá:

- Representar al presidente en las funciones asignadas.
- Reemplazar al presidente en su ausencia.

El secretario deberá:

- Mantener actas de todas las reuniones ordinarias y especiales del SSC.
- Transmitir copias verdaderas y correctas de las actas de dichas reuniones a los miembros del SSC y a las siguientes personas: la escuela sitio web y LBUSD. Las actas se publicarán dentro de los 7 días siguientes a la reunión.
- Proporcionar todos los avisos de acuerdo con estos estatutos.
- Ser custodio de los registros del SSC.
- Mantener un registro de los nombres, direcciones y números de teléfono de cada miembro del SSC, los presidentes de los comités asesores escolares y otras personas con quienes el SSC, los presidentes de los comités asesores escolares y otras personas con quienes el SSC tiene tratos regulares, así como proporcionada por esas personas.
- Realizar otras tareas asignadas por el presidente o el SSC.

El tesorero deberá:

- Asegurarse de que el dinero esté alineado con un punto de datos (por ejemplo, disminuir los grados D y F; aumentar graduaciones) y las metas escolares.
- Informe financiero y actualizaciones en cada reunión.
- Incluyendo: Seguimiento y comunicación con el director y el presidente para obtener informes financieros y actualizaciones antes de informar al comité sobre lo que se ha gastado y ordenado (protocolo de compras) para realizar un seguimiento de los fondos y los totales restantes.

#### Sección B: Elección y mandato

Los funcionarios serán elegidos anualmente, en la primera reunión del SSC y servirán por un año, o hasta que cada sucesor haya sido elegido.

#### Sección C: Remoción de funcionarios

Los funcionarios podrán ser destituidos de sus cargos por el voto de dos tercios de todos los miembros.

#### Sección D: Vacante

Una vacante en cualquier cargo se cubrirá lo antes posible mediante una elección especial del SSC por la parte restante del mandato.

### Artículo IV comités

#### Sección A: Subcomités

El SSC puede establecer y abolir subcomités de su propia membresía para desempeñar funciones según lo prescrito por el SSC. El subcomité estará integrado por al menos un miembro en representación de maestros y un miembro en representación de los padres de familia. Ningún subcomité podrá ejercer la autoridad del SSC.

#### Sección B: Otros Comités Permanentes y Especiales

El SSC podrá establecer y abolir comités permanentes o especiales con la composición y el desempeño de las funciones que prescriba el SSC. Ningún comité de este tipo podrá ejercer la autoridad del SSC.

### Sección C. Membresía

A menos que el SSC determine lo contrario, el presidente del SSC designará miembros de los comités permanentes o especiales. Una vacante en un comité se cubrirá mediante nombramiento realizado por el presidente.

### Sección D: Términos de mandato

El SSC determinará los términos del mandato de los miembros de un comité.

### Sección E: Reglas

Cada comité puede adoptar reglas para su propio gobierno que no sean incompatibles con estos estatutos o reglas adoptadas por el SSC, o las políticas de la junta gobernante del distrito.

### Sección F: De quién

La mayoría de los miembros del comité constituirá quórum, a menos que el SSC determine lo contrario. El acto de la mayoría de los miembros presentes será el acto del comité siempre que haya quórum de asistencia.

## Artículo V

### Reuniones del Consejo Escolar

#### Sección A: Reuniones

El SSC se reunirá periódicamente en las fechas programadas en el calendario escolar, a menos que se programe lo contrario por mayoría de votos del consejo. Las reuniones especiales del SSC pueden ser convocadas por el presidente o por mayoría de votos del SSC.

#### Sección B: Lugar de las Reuniones

El SSC celebrará sus reuniones ordinarias en la sala 309. El presidente o el voto mayoritario del SSC podrán determinar lugares alternativos para las reuniones.

#### Sección C: Aviso de reuniones

Se dará aviso público por escrito de todas las reuniones al menos 72 horas antes de la reunión. Los cambios en la fecha, hora o lugar establecidos se darán con especial aviso. Todas las reuniones se publicarán en los siguientes lugares: oficinas administrativas, Centro de padres, sitio web de la escuela.

Todas las notificaciones requeridas se entregarán al SSC y a los miembros del comité con no menos de 72 horas y no más de 20 días de anticipación a la reunión, personalmente o por correo (o correo electrónico).

#### Sección D: De quién

El acto de la mayoría de los miembros presentes será el acto del SSC, siempre que haya quórum y ninguna decisión podrá atribuirse al SSC. La mayoría de los miembros del SSC constituirá quórum.

#### Sección E: Conducta de las Reuniones


Las reuniones del SSC se llevarán a cabo de acuerdo con las reglas de orden establecidas por la Sección 3147(c) del Código de Educación y con las Reglas de Orden de Robert o una adaptación de las mismas aprobada por el SSC.

#### Sección F: Reuniones abiertas al público

Todas las reuniones del SSC y de los comités establecidos por el SSC estarán abiertas al público. La notificación de dichas reuniones se proporcionará de conformidad con la Sección C de este artículo. Se proporcionará tiempo para comentarios públicos al principio o al final de cada reunión según lo publicado en la agenda 72 horas antes de la reunión a discreción del presidente. El orden del día tendrá un total de 15 minutos, con un máximo de 3 minutos para cada orador. Una mayoría de votos del SSC podría extender este tiempo si se considera apropiado.

### Artículo VI Enmiendas

Se podrá realizar una enmienda a estos estatutos en cualquier reunión ordinaria del SSC mediante el voto de dos tercios de los miembros presentes. Se debe enviar una notificación por escrito de la enmienda propuesta a los miembros del SSC al menos 20 días antes de la reunión en la que se considerará la enmienda para su ~~adopción~~ <sup>adopción.</sup>

  
\_\_\_\_\_  
la empresa de Principal

10/16/24  
\_\_\_\_\_  
Fecha