

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Juan Cabrillo Middle School	43-69674-6048854	April 9, 2025	June 12, 2025

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

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

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

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

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

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	3
Other Needs	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results	11
Student Population.....	14
Overall Performance	16
Academic Performance	18
Academic Engagement	23
Conditions & Climate.....	25
Goals, Strategies, & Proposed Expenditures.....	27
Goal 1.....	27
Goal 2.....	31
Goal 3.....	35
Budget Summary	40
Budget Summary	40
Other Federal, State, and Local Funds	40
Budgeted Funds and Expenditures in this Plan	41
Funds Budgeted to the School by Funding Source.....	41
Expenditures by Funding Source	41
Expenditures by Budget Reference	41
Expenditures by Budget Reference and Funding Source	41
Expenditures by Goal.....	42
School Site Council Membership	43
Recommendations and Assurances	44

Plan Description

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

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

Cabrillo staff will continue to improve the academic achievement for all students.

Improve school climate and culture both inside and outside of the classroom for our students at Cabrillo Middle School
Support for ELL, Students with Disabilities and Socioeconomic Disadvantaged.

Educational Partner Involvement

How, when, and with whom did your Juan Cabrillo Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

School Site Council: February 26, 2025, March 19, 2025, April 9, 2025

ELAC: February 12, 2025, May14, 2025

School Leadership Team: January 8, 2025, February 5, 2025 March 5, 2025, April 2, 2025,

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

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

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

In Language Arts:

Red-SPED, SED, ETEL, EL Students

Orange-0

In Math:

Red-EL, ELET, SED, Hispanic

Orange- SPED

Suspension Rate:
Red-ELET
Orange-EL, SED, SPED, Filipino, Hispanic

Attendance:
Red-ETEL, SPED
Orange-EL, SED

Other Needs

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

Not Applicable

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.35%	0.49%	0.37%	3	4	3
African American	2.47%	2.57%	2.61%	21	21	21
Asian	28.44%	28.27%	28.11%	242	231	226
Filipino	7.52%	6.73%	5.60%	64	55	45
Hispanic/Latino	41.01%	41.25%	39.80%	349	337	320
Pacific Islander	0.59%	0.24%	0.87%	5	2	7
White	14.34%	13.95%	16.17%	122	114	130
Multiple/No Response	4.94%	5.88%	5.97%	42	48	48
Total Enrollment				851	817	804

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	249	241	247
Grade 7	291	279	277
Grade 8	311	297	280
Total Enrollment	851	817	804

Conclusions based on this data:

1. In the past twenty years, Cabrillo Middle School has fluctuated between 800 and 900 students. The schools population has stabilized at approx. 800 students.
2. The Hispanic, Asian and White subgroups are numerically significant, consistently making-up a large part of our student population.
3. Other than a significant drop in student population from 952 (in 2016 - 2017) to 893 (in 2017 - 2018), there the student population has reduced to roughly 800 students and has been consistent since.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	214	141	124	24.30%	25.1%	15.4%
Fluent English Proficient (FEP)	243	290	284	27.40%	28.6%	35.3%
Reclassified Fluent English Proficient (RFEP)	187	232	223	4.1%	22.0%	27.7%

Conclusions based on this data:

1. There has been a gradual decline in the number and percentage of English Learners, which make-up more than 15.4% of the total student population.
2. There has been a gradual decrease in the number and percentage of Fluent English Proficient (FEP) students, but it makes up 35.3% of our student population.
3. There has been an increase in the number and percentage of Reclassified Fluent English Proficient (RFEP) students due to increased staff efforts in this area.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	238	239	246	225	231	244	224	231	244	94.5	96.7	99.2
Grade 7	282	279	277	271	273	273	270	273	272	96.1	97.8	98.6
Grade 8	309	288	285	302	277	280	297	276	280	97.7	96.2	98.2
All Grades	829	806	808	798	781	797	791	780	796	96.3	96.9	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2525.	2528.	2512.	18.30	24.24	15.57	28.57	26.84	32.38	28.57	21.21	20.90	24.55	27.71	31.15
Grade 7	2567.	2555.	2577.	25.93	23.81	34.93	32.22	30.40	25.37	18.89	22.71	13.97	22.96	23.08	25.74
Grade 8	2588.	2569.	2567.	27.61	22.46	25.36	33.00	29.71	29.29	18.52	23.19	17.86	20.88	24.64	27.50
All Grades	N/A	N/A	N/A	24.40	23.46	25.63	31.48	29.10	28.89	21.49	22.44	17.46	22.63	25.00	28.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	18.39	23.38	20.90	55.61	49.78	47.13	26.01	26.84	31.97
Grade 7	24.91	16.48	31.25	55.76	63.74	51.10	19.33	19.78	17.65
Grade 8	29.25	22.83	25.71	52.38	53.62	49.29	18.37	23.55	25.00
All Grades	24.68	20.77	26.13	54.45	56.03	49.25	20.87	23.21	24.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.45	20.87	15.57	51.82	49.13	49.59	27.73	30.00	34.84
Grade 7	32.34	28.57	35.79	44.61	46.52	40.59	23.05	24.91	23.62
Grade 8	28.57	22.83	26.07	47.28	54.35	42.86	24.15	22.83	31.07
All Grades	27.59	24.26	26.16	47.64	50.06	44.15	24.78	25.67	29.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	13.90	16.02	15.57	68.61	72.73	63.93	17.49	11.26	20.49
Grade 7	19.33	16.85	20.96	72.86	71.43	62.87	7.81	11.72	16.18
Grade 8	16.95	19.93	19.29	70.51	66.67	64.64	12.54	13.41	16.07
All Grades	16.90	17.69	18.72	70.78	70.13	63.82	12.33	12.18	17.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.98	19.48	14.75	65.18	64.50	64.75	13.84	16.02	20.49
Grade 7	24.44	24.54	27.57	58.89	58.61	54.04	16.67	16.85	18.38
Grade 8	30.74	23.55	28.57	57.77	63.41	55.00	11.49	13.04	16.43
All Grades	25.82	22.69	23.99	60.25	62.05	57.66	13.92	15.26	18.34

Conclusions based on this data:

1. School-wide, more students are in the two highest bands of 49% versus the lowest two bands at 48% overall in English Language Arts / Literacy
2. However, 3 out of 4 categories also showed a decline in the number of students "above standard" increasing the percentages in "at or near standard." There was also a similar decrease at "at or near" that showed students dropping to "below standard."
3. Scores show a large number of students in reading, writing, and listening skills in the At of Near Standard. This group of students should be targeted to increase overall scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	238	239	246	182	235	244	179	235	244	76.5	98.3	99.2
Grade 7	282	279	277	269	273	274	267	273	273	95.4	97.8	98.9
Grade 8	309	289	285	293	279	283	290	279	283	94.8	96.5	99.3
All Grades	829	807	808	744	787	801	736	787	800	89.7	97.5	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2506.	2513.	2503.	20.11	25.96	22.54	14.53	16.17	15.57	30.73	19.15	22.13	34.64	38.72	39.75
Grade 7	2541.	2541.	2561.	26.59	26.74	37.36	17.60	17.58	15.75	21.35	22.34	15.02	34.46	33.33	31.87
Grade 8	2558.	2545.	2553.	26.90	28.32	28.98	15.17	11.11	11.31	20.34	18.28	19.79	37.59	42.29	39.93
All Grades	N/A	N/A	N/A	25.14	27.06	29.88	15.90	14.87	14.13	23.23	19.95	18.88	35.73	38.12	37.13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	17.88	22.55	19.67	48.60	43.40	44.26	33.52	34.04	36.07
Grade 7	23.22	19.78	30.40	48.31	54.95	44.69	28.46	25.27	24.91
Grade 8	25.17	24.37	25.09	47.59	44.09	45.23	27.24	31.54	29.68
All Grades	22.69	22.24	25.25	48.10	47.65	44.75	29.21	30.11	30.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	13.41	21.28	20.49	64.80	51.49	49.59	21.79	27.23	29.92
Grade 7	23.22	22.71	32.97	56.93	52.75	44.69	19.85	24.54	22.34
Grade 8	23.79	22.22	26.50	52.07	46.59	50.18	24.14	31.18	23.32
All Grades	21.06	22.11	26.88	56.93	50.19	48.13	22.01	27.70	25.00

Conclusions based on this data:

1. Overall, students that met or exceeded on CAASPP math increased slightly over the year from 29.88% up 2%
2. Overall, there is a drop in the number of students over the year in "nearly met" 18.8 % decreasing the percentage of those who "did not meet" to 37.13%
3. Our greatest accomplishment is in the overall achievement in exceeded from 27% to 29%

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1505.4	1509.1	1509.6	1505.4	1498.7	1494.0	1504.9	1519.0	1524.7	59	55	48
7	1534.8	1526.0	1525.2	1541.0	1516.4	1510.9	1528.3	1535.0	1539.0	51	50	37
8	1561.8	1549.9	1509.4	1566.8	1546.3	1490.3	1556.4	1553.1	1527.9	59	35	45
All Grades										169	140	130

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	10.17	20.00	10.42	37.29	30.91	39.58	22.03	25.45	29.17	30.51	23.64	20.83	59	55	48
7	23.53	24.00	27.03	35.29	44.00	29.73	19.61	10.00	21.62	21.57	22.00	21.62	51	50	37
8	28.81	26.47	18.18	37.29	44.12	25.00	20.34	8.82	20.45	13.56	20.59	36.36	59	34	44
All Grades	20.71	23.02	17.83	36.69	38.85	31.78	20.71	15.83	24.03	21.89	22.30	26.36	169	139	129

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	27.12	36.36	27.08	37.29	32.73	35.42	11.86	9.09	16.67	23.73	21.82	20.83	59	55	48
7	43.14	36.00	29.73	29.41	34.00	37.84	11.76	10.00	10.81	15.69	20.00	21.62	51	50	37
8	38.98	38.24	22.73	32.20	35.29	29.55	18.64	8.82	13.64	10.17	17.65	34.09	59	34	44
All Grades	36.09	36.69	26.36	33.14	33.81	34.11	14.20	9.35	13.95	16.57	20.14	25.58	169	139	129

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	3.39	10.91	2.08	15.25	20.00	33.33	44.07	32.73	39.58	37.29	36.36	25.00	59	55	48
7	9.80	16.00	13.51	25.49	18.00	37.84	31.37	38.00	21.62	33.33	28.00	27.03	51	50	37
8	20.34	17.65	11.36	15.25	35.29	20.45	50.85	26.47	27.27	13.56	20.59	40.91	59	34	44
All Grades	11.24	14.39	8.53	18.34	23.02	30.23	42.60	33.09	30.23	27.81	29.50	31.01	169	139	129

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	11.86	20.00	18.75	62.71	56.36	54.17	25.42	23.64	27.08	59	55	48
7	11.76	18.00	24.32	62.75	58.00	54.05	25.49	24.00	21.62	51	50	37
8	18.64	23.53	20.45	61.02	55.88	38.64	20.34	20.59	40.91	59	34	44
All Grades	14.20	20.14	20.93	62.13	56.83	48.84	23.67	23.02	30.23	169	139	129

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	45.76	41.82	41.67	30.51	38.18	39.58	23.73	20.00	18.75	59	55	48
7	64.71	51.02	45.95	19.61	30.61	32.43	15.69	18.37	21.62	51	49	37
8	57.63	50.00	38.64	32.20	35.29	27.27	10.17	14.71	34.09	59	34	44
All Grades	55.62	47.10	41.86	27.81	34.78	33.33	16.57	18.12	24.81	169	138	129

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	5.08	10.91	4.17	32.20	30.91	47.92	62.71	58.18	47.92	59	55	48
7	15.69	18.00	18.92	35.29	44.00	48.65	49.02	38.00	32.43	51	50	37
8	23.73	20.59	13.64	27.12	41.18	36.36	49.15	38.24	50.00	59	34	44
All Grades	14.79	15.83	11.63	31.36	38.13	44.19	53.85	46.04	44.19	169	139	129

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	10.17	16.36	14.58	61.02	63.64	72.92	28.81	20.00	12.50	59	55	48
7	11.76	14.00	13.51	70.59	64.00	67.57	17.65	22.00	18.92	51	50	37
8	8.47	20.59	15.91	79.66	61.76	54.55	11.86	17.65	29.55	59	34	44
All Grades	10.06	16.55	14.73	70.41	63.31	65.12	19.53	20.14	20.16	169	139	129

Conclusions based on this data:

1. Overall, there is a need to focus on speaking and listening to skills to increase competency based on the number of students in the Beginning and Somewhat/Moderate levels.
2. Overall there is a trend towards higher reading skills.
3. We have increased our overall scores and have raised our RFEP rate and reclassification.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
804	34%	15.4%	0.0%
Total Number of Students enrolled in Juan Cabrillo Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	124	15.4%
Foster Youth	0	0.0%
Homeless	8	1%
Socioeconomically Disadvantaged	273	34%
Students with Disabilities	128	15.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.6%
American Indian	3	0.4%
Asian	226	28.1%
Filipino	45	5.6%
Hispanic	320	39.8%
Two or More Races	48	6%
Pacific Islander	7	0.9%
White	130	16.2%

Conclusions based on this data:

- Hispanic students make-up Cabrillo's largest demographic subgroup (320 students at 39.8%)

2. Asian students make-up the next most significant demographic subgroup (226 students / 28.1%), with white students making-up third most numerically significant subgroup with (130 students 16.2%) of the student population.
3. As a result of being designated as an ATSI / FPM (Additional Targeted Support and Improvement) School in 2023-24 primarily due to under-performance of Students with Disabilities on the CAASPP test, we are implementing the following strategies:
 - Make better use of the testing accommodations provided to these students
 - Administer the Interim Assessments (Practice Tests)
 - Recognize students for showing effort on the assessments
 - Provide nutritious snacks during the assessments
 - Break testing up into shorter increments
 - Work to improve attendance

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

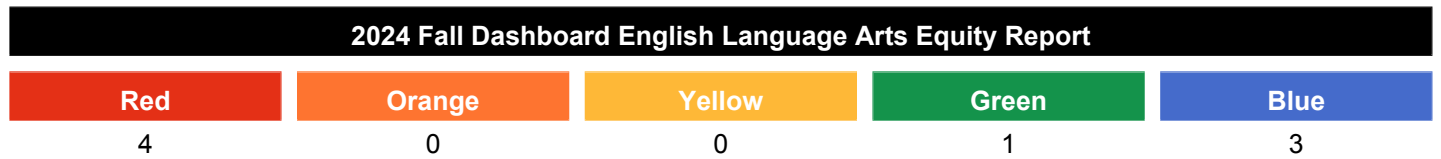
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 7.6 points above standard Increased 3.6 points 766 Students	English Learners  Red 80.3 points below standard Declined 9.2 points 222 Students	Long-Term English Learners  Red 113.7 points below standard Declined 18.7 points 34 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 105.3 points below standard 13 Students	Socioeconomically Disadvantaged  Red 71.2 points below standard Declined 23.4 points 273 Students

Students with Disabilities  Red 106.5 points below standard Declined 15.7 points 124 Students	African American  No Performance Color 11.0 points above standard Increased 34.0 points 20 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  Blue 80.6 points above standard Increased 11.7 points 222 Students	Filipino  Blue 34.6 points above standard Increased 16.1 points 44 Students	Hispanic  Red 70.3 points below standard Declined 9.0 points 294 Students
Two or More Races  Blue 61.6 points above standard Increased 8.5 points 47 Students	Pacific Islander  No Performance Color Less than 11 Students 7 Students	White  Green 33.1 points above standard Maintained 0.3 points 125 Students

Conclusions based on this data:

1. English Learners struggled on the exams and scored in the red. This is 222 students.
2. Hispanic students scored in the Red. This is 294 students.
3. Students with disabilities scored in the red. This is 124 students. SED Students also scored in the red, 273 students.

School and Student Performance Data

Academic Performance Mathematics

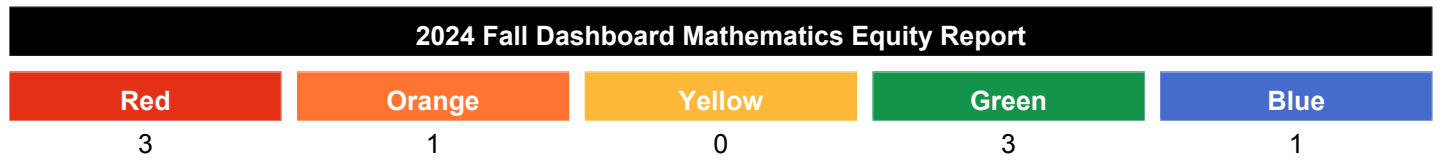
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 23.5 points below standard Increased 4.7 points 768 Students	English Learners  Red 121.6 points below standard Declined 5.9 points 223 Students	Long-Term English Learners  Red 179.8 points below standard Declined 15.7 points 34 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 144.2 points below standard 13 Students	Socioeconomically Disadvantaged  Red 117.3 points below standard Declined 18.1 points 274 Students

Students with Disabilities  Orange 137.7 points below standard Increased 6.4 points 125 Students	African American  No Performance Color 47.0 points below standard Increased 44.3 points 20 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  Blue 75.3 points above standard Increased 9.7 points 223 Students	Filipino  Green 14.3 points below standard Increased 6.5 points 44 Students	Hispanic  Red 113.2 points below standard Maintained 2.4 points 295 Students
Two or More Races  Green 20.2 points above standard Declined 28.3 points 47 Students	Pacific Islander  No Performance Color Less than 11 Students 7 Students	White  Green 0.6 points above standard Increased 8.5 points 125 Students

Conclusions based on this data:

1. Significant learning loss has occurred for our students who are socially economically disadvantaged, declined by 18.1%. This is 274 students.
2. EL students 274 and Hispanic Students 295 have scores in the red for math.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Orange
46.5% making progress.	57.1% making progress.
Number Students: 114 Students	Number Students: 35 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.5%	42.1%	0%	46.5%

Conclusions based on this data:

1. 114 of our English Learners progressed at least one level.
2. 35 of our English Learners are maintaining their progress level.
3. 10.5% of our students decreased one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

12.9% Chronically Absent

Declined 4

842 Students

English Learners



Orange

22.2% Chronically Absent

Declined 3.4

144 Students

Long-Term English Learners



Red

26.2% Chronically Absent

Increased 4.5

42 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

56.3% Chronically Absent

0

16 Students

Socioeconomically Disadvantaged



Orange

22.3% Chronically Absent

Declined 2.5

314 Students

Students with Disabilities  Red 28.1% Chronically Absent Increased 3.8 139 Students	African American  No Performance Color 18.2% Chronically Absent Maintained 0 22 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Green 4.6% Chronically Absent Declined 1.7 238 Students	Filipino  Green 4.3% Chronically Absent Declined 4.8 47 Students	Hispanic  Yellow 23.5% Chronically Absent Declined 4.1 341 Students
Two or More Races  Green 3.8% Chronically Absent Declined 3.3 52 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	White  Green 4.6% Chronically Absent Declined 10.9 131 Students

Conclusions based on this data:

1. Cabrillo needs to increase efforts for attendance with EL and Students with disabilities. Both groups are in the red.
2. Overall, 12.9% of students show chronic absence, which is 5% lower than the previous school year.
3. Hispanic students have moved out of red and into Yellow, SED students in the orange, this sub group has moved from Yellow for absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

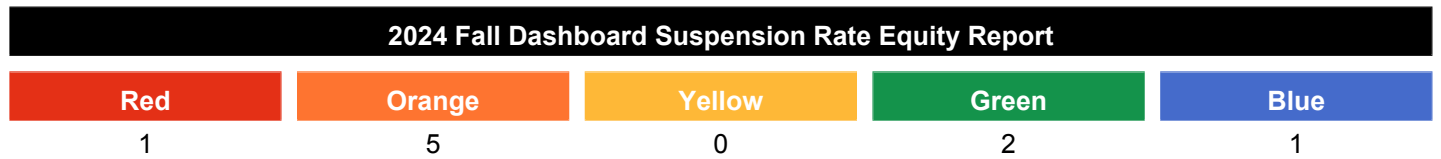
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 5.8% suspended at least one day Declined 0.3% 860 Students	English Learners  Orange 11.6% suspended at least one day Increased 1% 147 Students	Long-Term English Learners  Red 18.6% suspended at least one day Increased 10.4% 43 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 11.1% suspended at least one day 18 Students	Socioeconomically Disadvantaged  Orange 9.6% suspended at least one day Increased 1.4% 324 Students

Students with Disabilities  Orange 10.6% suspended at least one day Increased 2.3% 142 Students	African American  No Performance Color 0% suspended at least one day Declined 4.5% 25 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Blue 0.4% suspended at least one day Declined 0.4% 243 Students	Filipino  Orange 2.1% suspended at least one day Increased 2.1% 48 Students	Hispanic  Orange 11.5% suspended at least one day Maintained 0.1% 349 Students
Two or More Races  Green 3.8% suspended at least one day Declined 1.6% 53 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	White  Green 3.8% suspended at least one day Declined 0.5% 131 Students

Conclusions based on this data:

1. Cabrillo has high levels of suspension with our Latinx students, students with disabilities, and our EL students.
2. Increased efforts with school wide MTSS planning, implementation, and tiered support are needed.
3. Suspension rates maintained but are still twice that of the state average. Suspension rates have gone down overall from 2023/24 to 24/25 School Year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

School Goal :

Cabrillo students will demonstrate annual progress toward meeting the California Standards. Overall student achievement will be raised, and achievement gaps will be narrowed.

The Cabrillo staff is committed to promoting the academic achievement of all students, with the overarching goal of improving student performance across all subject areas. This improvement will be measured through increased proficiency in standardized tests, specifically the California Assessment of Student Performance and Progress (CAASPP). To achieve this goal, students will be provided with consistent support in academics, as well as behavioral and social-emotional learning.

The staff recognizes that academic success is not solely based on intellectual ability, but also relies heavily on emotional well-being and social skills. Therefore, a holistic approach to education will be adopted, where students' emotional and social needs are addressed alongside their academic needs. This will include implementing strategies to foster a positive and inclusive learning environment where students feel safe, supported, and motivated to learn.

Additionally, the staff will work collaboratively to identify and address any learning gaps or challenges that students may be experiencing. This will involve using data-driven instruction to personalize learning and provide targeted interventions for students who need additional support. Professional development opportunities will also be provided to teachers to ensure they are equipped with the knowledge and skills to effectively support all students' learning.

Through these comprehensive efforts, the Cabrillo staff aims to empower all students to reach their full academic potential and succeed in their educational journey.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Goal 1 - Academic Achievement and Graduation for All Students

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

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

Identified Need

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

1.1 While student test scores on the CAASPP have improved, scores for most subgroups have remained stagnant or declined since the pre-pandemic period.

To address this, teachers should collaborate to align curriculum, standards, expectations, and lesson design to ensure the success of all Cabrillo students. The Cabrillo staff will prioritize meeting student needs through high-level instruction, including:

Integrating research-based instructional strategies that align with district goals

Integrating technology into blended learning models

Implementing CCSS/NGSS-aligned curriculum and professional development aligned to school and district goals

Project-based learning

Implementing instructional strategies that include behavioral and social-emotional learning, as developed by staff and district personnel

Additional time is required for collaboration and work with TOSAs across disciplines, within departments and teams, to utilize the cycle of inquiry to design lessons, curriculum, and assessments that support all students.

1.2 Analysis of Cabrillo Student CAASPP Data

English Language Arts (ELA)

A significant number of students (approximately 45.42%) are not achieving at high levels in ELA, scoring in the medium or below range.

Specific subgroups, including Students with Disabilities and English Language Learners (ELLs), demonstrate particularly low performance, scoring in the low and very low ranges.

While overall scores increased by 3.6 points from 2023 to 2024, targeted interventions are necessary to address persistent achievement gaps.

Mathematics

A higher percentage of students (approximately 43.95%) are achieving at high or very high levels in Math.

Similar to ELA, ELL and Students with Disabilities subgroups exhibit low performance in Math, scoring in the low or very low ranges.

Overall student scores in Math increased by 4.7 points from 2023 to 2024, indicating positive growth but a continued need for focused support for struggling students.

Key Areas for Improvement

Targeted Support for Subgroups: English Learners and Students with Disabilities require explicit and intensive support to accelerate their learning and close achievement gaps.

Cross-Disciplinary Literacy Strategies: Integrating reading, writing, listening, and speaking strategies across all subjects (e.g., social studies, electives) can enhance overall literacy skills and improve academic performance for all students.

Consistent Engagement Strategies: Implementing structured partner interactions and other research-based instructional practices can increase student participation, motivation, and connection to learning, leading to deeper understanding and improved outcomes.

Overall Recommendations

A multi-faceted approach is needed to address the diverse learning needs of Cabrillo students and raise overall achievement levels.

This includes providing specialized support for struggling subgroups, embedding literacy instruction across the curriculum, and utilizing effective engagement strategies to create a more dynamic and supportive learning environment. By implementing these targeted interventions, Cabrillo can ensure that all students have the opportunity to succeed and reach their full potential.

1.3 In the 2024-2025 school year, Cabrillo Middle School took the initial steps to implement a formal Multi-Tier System of Support (MTSS). The MTSS team has been actively involved in professional development and the identification of academic, behavioral, and social-emotional supports for students.

Progress and Goals for 2025-2026

MTSS Leadership and Implementation:

Monthly MTSS Leadership Team meetings will continue, with a focus on refining Tier 1 academic support identification and implementation processes.

The MTSS team will dedicate collaborative time to develop a comprehensive, site-wide system for each area of MTSS (academic, behavioral, and social-emotional) support throughout the year.

A key goal for 2025-2026 is to identify and implement Tier 2 and 3 supports for all areas of the MTSS model.

Behavior Support and Interventions:

The RISE form, implemented in 2023-2024 to support student behavior across campus, will continue to be utilized.

Positive reinforcement strategies, introduced in 2024, will be further integrated into behavior support systems.

The MTSS team will continue to identify and implement Tier 1 behavior intervention supports for all students, such as PBIS and Restorative Practices.

The MTSS team assisted in the site-wide implementation of a PBIS plan to identify and address student behaviors; this system will be enhanced in the coming year.

Academic Support and Interventions:

In 2024-2025, departments focused on SMARTIE goals to identify student academic needs using iReady, CAASPP, and grade-level data; this practice will continue.

The MTSS team will explore and identify additional academic supports for all students, such as after-school student support programs.

Social-Emotional Support and Interventions:

The school will continue to explore and implement a Social-Emotional curriculum for all students, such as 2nd Step for SEL, which also addresses bullying on campus.

Staff Development and Collaboration:

The MTSS team will intentionally incorporate MTSS and Tier 1 practices into Team and Department meetings.

Cabrillo's school counselors are working on RAMP (Recognized ASCA Model Program) certification and will attend conferences to increase their knowledge and expertise in Tier 1, 2, and 3 support for all students.

By continuing to develop and implement a comprehensive MTSS, Cabrillo Middle School aims to provide all students with the academic, behavioral, and social-emotional support they need to succeed.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Met or Exceeded Percent	Cabrillo CAASPP ELA meet or exceed overall 49.02% 2023-2024	Cabrillo MS will Increase meet or exceed by 4 points to 53.02% 2025-26
SBAC Math Met or Exceeded Percent	Cabrillo CAASPP Math meet or exceed overall 48.65% 2023-2024	Cabrillo MS will Increase meet or exceed by 4 points to 52.65% 2025-26

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	To guarantee all students and staff have prompt access to library services and encourage reading engagement during the school year, the Library Assistant position will receive funding for one additional hour.	All Students	9800 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.2	Funds will be used to purchase new books for the Cabrillo library in order to encourage students to love reading during Teen Read Week hosted by Cabrillo.	All Students	7000 Targeted Allocation 4000-4999: Books And Supplies
1.3	Allocate resources for materials and refreshments to facilitate parent education meetings and thereby enhance family engagement and communication.	All Students	2500 Targeted Allocation 4000-4999: Books And Supplies
1.4	THE SPED department at Cabrillo will focus on improving student outcomes in curriculum based reading and instructional text. They will teach	SPED Students	0 None Specified None Specified

	students how to use reflective rubrics that they can assess their own learning of the main idea and details of the text.		
1.5			0 None Specified None Specified
1.6			0 None Specified None Specified
1.7			None Specified None Specified
1.8			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall goals were met in 2024-25 and because they proved to be effective, they will continue in 2025-26. Our CAASPP scores went up in ELA and Math, we will continue to try and increase both scores by 4% over the next two years, which is in alignment to the district LCAP Goals in ELA and Math.

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

As noted in this goal, the expenditures will go towards supporting our ELA and Math resources in the library and to support our SPED department with resources to support student improvement. Because overall targeted funds have decreased for 2025-26, there is a slight budget decrease for Strategy 1.2.

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

No vast changes were made to this goal, other than combining ELA and Math in one goal rather than two goals. With a smaller budget change will mean that a few less new books are purchased for the school library. There will be an attempt to make up this difference using the general fund.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Culture and Climate Goal: Enhance the school climate and culture for Cabrillo Middle School students, both within and beyond the classroom.

Cabrillo MS Staff and MTSS Team will continue Tier 1 (universal student support), with this goal focusing on School Climate both inside and outside of the classroom for all students. The goal is for students to be comfortable at school, ready and excited to learn, and engaged in and connected to the Cabrillo community. Progress toward this goal will be measured through the SCCOE SEL Survey and Developmental Relationships Survey, which was given in place of the Health Kids Survey (7th Grade) fthis year, as well as California Dashboard Suspension and Chronic Absenteeism data. Suspension rates declined by 0.3% from 2022-2023 to 2023-2024. Chronic Absenteeism declined by 4% from 2022-2023 to 2023-2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Goal 1 - Academic Achievement and Graduation for All Students

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

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

Identified Need

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

After school clubs are very popular with Cabrillo students. We need to continue and expand funding to support after school and lunchtime programs to increase engagement at school.

The library is highly used at lunch time by students to work and connect with other students. Will continue to expand purchase of books for special library programs and activities. Continue after school library hours by extending Librarians hours. Provide games and activities at lunch to help students connect, relax, and socialize. There are fewer negative student actions when the lunch activities are organized and supervised.

Student use of social media, 1-1 Chromebooks and more online/computer time affects student discipline, and increases the need for education around the responsible use of technology both in the school setting and outside the school.

Although much of this happens outside of the school day, it affects the students at school. Student education in digital citizenship, cyber-safety and responsibility through assemblies and presentations to increase awareness and empathy, as well as parent education regarding social media use and safety issues.

Continue collaboration between Cabrillo admin, counseling, Health & Wellness and our PTSA to present parent education opportunities (documentary screenings, speakers) that support students and families.

Support the transition to middle school, and from middle school to high school. In the 2024 Developmental Relationships Survey % of seventh graders report that they agree or strongly agree to feeling strongly connected to school.

A student's connectedness to school affects academic performance, behavior and their social-emotional well being.

All grades take curriculum-related field trips. Student connectedness and engagement is increased with field trips/experiences that support classroom curriculum.

Based on the information in our surveys, Cabrillo MS needs to provide support for our unduplicated students that may not have the opportunity to explore, experience and engage outside the school day. This will provide the resources available for all students to explore, feel connected, and engaged in outside learning opportunities that help our students thrive and support our unduplicated student population.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism focus is the Latino/a/x	Chronic Absenteeism for Cabrillo Hispanic/Latino students is 23.5%	Reduce by 1% to 22.5% for Hispanic/Latino students
Suspension Rates focus is the Latino/a/x	Suspension rate for Cabrillo Hispanic/Latino students is 11.5%	Reduce by 1% to 10.5% for Hispanic/Latino students

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Offer Extracurricular opportunities to extend classroom learning, Allera Sports, extra curricular activities, sports and clubs. For some students they don't have access to these opportunities so the school will provide.(Safety Goal)	All Students	16500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures
1.2	Transition to & from Middle School: We need to welcome our new students to make them feel welcome and help 8th graders prepare for their move to the next school/grade level Beginning of the year / New / 5th Grade Transition to Middle School	6th Grade Students	500 Targeted Allocation 4000-4999: Books And Supplies
1.3	Increase student connectedness and engagement in activities such as field trips, speakers, performances that enhance the classroom experience, where our unduplicated population can benefit from these opportunities to explore and learn.	All Students	10000 Targeted Allocation 0001-0999: Unrestricted: Locally Defined
1.4	Campus Safety - Emergency preparedness and campus safety planning and materials. (Safety Plan Goal)	All Students	1000 Targeted Allocation 4000-4999: Books And Supplies
1.5			None Specified None Specified
1.6	Host Specialty Events to enhance student and family connectedness at school like College and Career Week, Multicultural Day, BTSN, Open House, 8th Grade Promotion, Incoming 6th Grade Parent Night. This will increase the participation of our unduplicated population etc.	All Students	3000 Targeted Allocation 4000-4999: Books And Supplies
1.7	Ensure engaging educational opportunities by providing classified staff to manage the Innovation Lab so that it can be used by all staff, students and our unduplicated students that may not have opportunities outside of school.	All Students	42,893 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.8	Cabrillo will maintain its two after school homework support programs, On Track for the 6th graders and Tutorial for the 7th and 8th graders and give access	All Students	17,250 Targeted Allocation

	to our unduplicated students that may not have the resources to get this help.		1000-1999: Certificated Personnel Salaries
1.9	Cabrillo will continue to develop our MTSS Staff Leadership team and provide for pull out days, overtime pay, and professional development as needed to continue to move MTSS/PBIS forward.	All Students	7,718 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.10	Develop and implement a PBIS student rewards system and allow for the purchase of said rewards and programming which will further support student connection to the school including food for student rewards.	All Students	2500 Targeted Allocation 4000-4999: Books And Supplies
1.11	Develop, implement and monitor a MTSS system for all students.	All Students	1000 Targeted Allocation 4000-4999: Books And Supplies
1.12	Purchase supplies for use in the maker space labs for all students to use, which will also support our unduplicated population on campus with the learning tools needed to explore and engage in learning opportunities.	All Students	3500 Targeted Allocation 4000-4999: Books And Supplies
1.13	Maintain a safe and clean campus, also teaching students about respecting their community and learning environment. (Safety Goal)	All Students	0 None Specified None Specified
1.14	Arts Program for all students interested in music, drama, theater, performing arts	All Students	0 Targeted Allocation 4000-4999: Books And Supplies
1.15	Use carryover funds as specified by SSC to increase programs such as Field trip funding, Second step for 6th and 7th Grade, starting arts, and any other specified use that will support the goals in the SPSA Report. All students will be encourage to participate.	All Students	0 Targeted Carryover 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Because overall targeted funds have decreased for 2025-26, we have had to cut bak on funding certain activities, but will continue to review as the year progress with SSC. The biggest change in this goal is that it now provides time for an MTSS leadership team to drive the overall Tier 1 process and report back to the entire staff.

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

This small budget change will mean that a few less new books are purchased for the school library and fewer field trips. There will be an attempt to make up this difference using the general fund and targeted carry over from the previous year.

The 2024-25 SSC voted to carryover funds to support an increase in afterschool programming, field trips, guest programs, rallies, etc. Funds should b about 15% from 2024-25 budget

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Improved Assistance for English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students, and Interventions for Low-Performing Students

The objective is to provide enhanced support and intervention for underperforming students, which includes English Language learners, students with disabilities, and other students who demonstrate a greater need or have risk factors indicating the necessity for additional support.

Our goal is to increase the proficiency of these students in reading and mathematics as measured by the CAASPP, ELPAC, and iReady assessments. Furthermore, we aim to provide comprehensive support to struggling students by addressing their academic, behavioral, and social-emotional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Goal 1 - Academic Achievement and Graduation for All Students

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

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

Identified Need

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

The 2023-2024 CAASPP results indicate a concerning decline in the academic performance of English Learners. Their overall scores dropped by 7.3%, with a 4.4% decrease in English Language Arts over the past two years. Math scores also fell by 1.4 points in 2023-2024, contributing to an overall decline of 1.8% over two years. This data highlights a significant achievement gap, with these students performing below standard by 113.1 points in English Language Arts and 179.8 points in Math.

Hispanic students also experienced a decline in ELA scores, decreasing by 9 points, and currently sit 70.3 points below standard. While their Math scores showed a slight improvement, increasing by 6.4 points, they remain significantly below standard by 137.7 points.

Socioeconomically Disadvantaged students faced a substantial drop in ELA scores, decreasing by 23.4 points, and are currently 71.2 points below standard. Their Math scores also decreased by 18.1 points, placing them 117.3 points below standard.

In contrast, White and Asian students performed above standard in ELA, with scores 0.6 and 80.6 points above standard, respectively.

Cabrillo's overall 2023-2024 CAASPP Math scores showed a positive trend, increasing by 4.7 points. However, they remain below standard by 23.5 points. While most subgroups demonstrated improvements in math scores, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students continue to score below standard by 137, 113, and 117 points, respectively, indicating persistent achievement gaps that require targeted interventions.

2. According to our ELPAC scores, our ELL students' areas of highest concern continue to be the Reading and Writing Domains. This is consistent with past year scores for Cabrillo students.

Since 2023-2024, we have had an increase in the number of students taking the ELPAC. However, in all domains, the percentage of students scoring at the "Level 1" or "Beginning" has increased over the last three years. According to the 2022-2023 ELPAC results, 46.04% of students scored at "Beginning" for Reading. By contrast, in 2023-2024, 52.3% scored "Beginning".

Our ELL students' Writing Domain has also decreased. In 2022-2023 20.14% scored at the Beginning Level, but in 2023-2024, 22.5% of our ELL students scored "Beginning."

Our EL students are integrated into general education classes, so this affects their ability to perform proficiently in all subject areas, not just English Language Arts and Math. We need to focus on improving academic reading, writing and language comprehension for our ELL students; we believe this focus will help them in all subject areas.

The new SCUSD EL Master Plan increased the number of designated ELD classes from 2 to 6 in 2023-2024. Some of the teachers are new to teaching designated ELD, and could potentially change from year to year, so additional training and collaboration time to support our English Learner students will still be needed.

We saw a decrease in Chronic Absenteeism with our EL students by 3.4% which could be attributed to our Hispanic ELs feeling more supported and engaged due to designated daily language acquisition support.

We saw an increase in Chronic Absenteeism with our Students with Disabilities by 3.8%

3. Special needs students/students with disabilities saw a 15.7 point decline in their CAASPP English Language Arts scores in 2024, and are 106.5 points below standard. These students realized a 6.4 increase in their CAASPP Math score, but are still 137.7 points below standard.

4. We will be using SPSA funds to allow for more professional development and collaboration time for teachers working with our struggling readers.

5. We would like to look into professional development in differentiation strategies for general education teachers to improve academic reading, writing and language comprehension for special education, ELL and other struggling students.

6. We would like to give general education, special education and ELL teachers more collaboration time to co-teach, create lessons and strategies to improve academic reading, writing and language comprehension in general education classes.

7. Targeted students need additional social/emotional support. Many new 504s include support for depression and anxiety. Recognizing the needs of these students through accommodations, counseling support and integrating more social-emotional learning in classroom lessons will help all students.

With the MTSS model, in addition to the Tier 1 supports, we plan to identify and implement Tier 2 & 3 supports for some students to provide support before creating a 504 and/or a SPED referral.

8. SAGE (Self-Awareness, Growth, and Empowerment formerly Middle School Matters) is a Tier 2 intervention program for 7th grade students with a math and ELA support class; social, emotional curriculum is used to teach literacy strategies. 6th grade students identified as underperforming based on CAASPP data/grades etc. will determine placement in SAGE.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA ELPAC	CAASPP-Cabrillos' EL Students meet or exceed 2023-24 ELA- 9.2% ELPAC-2023-2024 EL Students overall level 1: 26.36% Reading-52.3% Writing-22.5%	Increase EL CAASPP Meet or Exceed Score by 4 points to 13.2% Increase ELPAC Overall level 1 Score by 4 Points to 30.36% Reading-56.3% Writing-26.5%
CAASPP Math	CAASPP-Cabrillos' EL Students meet or exceed Math 5.5%	Increase EL CAASPP Meet or Exceed score by 4 points to 9.5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Improvement of Instruction with supplemental, books, materials and supplies, SAGE Class Instructional materials	All EL students	2000 Targeted Allocation 4000-4999: Books And Supplies
1.2	CAASPP, ELPAC Testing Support, Snacks	All Students	1500 Targeted Allocation 4000-4999: Books And Supplies
1.3	Involvement of Staff, Parents, and Community, Reclassification, Re-designation, Translation Services, food	All EL Students	3000 Targeted Allocation 4000-4999: Books And Supplies
1.4	Fund a 4 hour daily bi-lingual, Spanish speaking classroom para to support students/classes. The primary target classrooms would be Newcomer and	All EL Students	28842 Targeted Allocation

	EL1. However, the para may also be moved at times to support students in their core classes at the teacher's discretion.		2000-2999: Classified Personnel Salaries
1.5	Counselors will work to decrease the number of EL students with F grades in English/Reading by 50%. They will accomplish this through 1 on 1 meetings, small groups meetings, and Student Ambassador activities. These funds will support the student activities.	All EL Students	500 Targeted Allocation 4000-4999: Books And Supplies
1.6	All EL students will increase their proficiency level on the ELPAC by one level.	EL Students	0 None Specified None Specified
1.7	Administration will make every attempt to place bi-lingual aides/TA's in core classrooms at the request of the teacher. They will make sure that the TA course exists in the course catalog and has cleared the district curriculum committee.	EL Students	0 Targeted Allocation None Specified
1.8	Continue to develop the ambassador program for EL students to help support transition into English classes.	EL Students	0 None Specified None Specified
1.9	Counseling will meet with newcomer EL students through out the school year with a goal of increasing their feelings of connectedness. Counselors will use surveys and complete check in's with each student. Our goal is that 90% of our newcomers feel welcome and connected at our school.	EL Students	0 None Specified None Specified
1.10			None Specified None Specified
1.11			None Specified None Specified
1.12			None Specified None Specified
1.13			None Specified None Specified
1.14			None Specified None Specified
1.15			None Specified None Specified
1.16			None Specified None Specified
1.17			

			None Specified None Specified
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The 2023-2024 CAASPP results indicate a concerning decline in the academic performance of English Learners. Their overall scores dropped by 7.3%, with a 4.4% decrease in English Language Arts over the past two years. Math scores also fell by 1.4 points in 2023-2024, contributing to an overall decline of 1.8% over two years. This data highlights a significant achievement gap, with these students performing below standard by 113.1 points in English Language Arts and 179.8 points in Math.

The administration developed a comprehensive ELAC committee in 2024-2025. While this work started in 2023-24, the goal is to improve parent opportunities by increasing attendance at ELAC meetings, providing parent educational opportunities, and parent nights with offerings in Spanish.

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

With budget decrease, we had to take away some misc. items that were not greatly effected by the interventions that are in place to help our students in the area of academic success. We will continue to monitor the intervention progress with SSC and can arrange for other support if need from the carry over funds.

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

We will continue to monitor the overall achievement of our students by sub groups and put interventions in place to help all our students meet the standard.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$161,003.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
None Specified	\$0.00
Targeted Allocation	\$161,003.00
Targeted Carryover	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$161,003.00

Total of federal, state, and/or local funds for this school: \$161,003.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	161,003	0.00
Targeted Carryover		

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	161,003.00
Targeted Carryover	0.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	10,000.00
1000-1999: Certificated Personnel Salaries	24,968.00
2000-2999: Classified Personnel Salaries	81,535.00
4000-4999: Books And Supplies	28,000.00
5000-5999: Services And Other Operating Expenditures	16,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	Targeted Allocation	10,000.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	24,968.00

2000-2999: Classified Personnel Salaries	Targeted Allocation	81,535.00
4000-4999: Books And Supplies	Targeted Allocation	28,000.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	16,500.00
None Specified	Targeted Allocation	0.00
5000-5999: Services And Other Operating Expenditures	Targeted Carryover	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,300.00
Goal 2	105,861.00
Goal 3	35,842.00

School Site Council Membership

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

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

Name of Members	Role
Lauren Kelly	Principal
Mary Pat Phillips	Classroom Teacher
Linda Varveris	Classroom Teacher
Kalyani Sridar	Classroom Teacher
Jill Peterson	Parent or Community Member
Lauren Fletcher	Parent or Community Member
Aneet Narang	Parent or Community Member
Orlanda Mendes	Other School Staff
Kent Johnson	Other School Staff
Niya Udinoor	Secondary Student
Evelyn Morris	Secondary Student
Penny Cleveland (Alternate)	Secondary Student
Daniela Lapido (Alternate)	Secondary Student

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

Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 4/9/2025.

Attested:



Principal, Lauren Kelly on 4/21/25



SSC Chairperson, Aneet Narang on 4/22/25
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