



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 29, 2026	June 11, 2026

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

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

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

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

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

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

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Plan Description

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

To align with the Every Student Succeeds Act (ESSA) and the Local Control and Accountability Plan (LCAP), Cabrillo Middle School integrates federal, state, and local resources into a unified strategy focused on academic achievement and "Whole Child" development. Our plan for the 2026-2027 school year centers on two primary pillars:

1. Integrated Systems of Support (PBIS & Culture)

In alignment with the District's LCAP goal of providing safe and conducive learning environments, Cabrillo utilizes Positive Behavioral Interventions and Supports (PBIS) to foster a positive school culture. Building on the foundational work of the 2025-2026 school year—which included staff awareness of systemic supports and the synchronization of the student handbook with SCUSD adult portraits—the school will now:

- Fully integrate the "RISE" motto into all aspects of campus life.
- Implement Tier 1 instructional strategies and PBIS interventions to reduce behavioral issues.
- Provide targeted incentives to encourage students to meet school-wide expectations.

2. Academic Excellence & Literacy Across the Curriculum

To meet ESSA requirements for mathematics, literacy, and the needs of specific student groups (English Language Learners, Special Education, and Free and Reduced -eligible students), Cabrillo is implementing a cross-curricular literacy initiative. This includes:

- Departmental Alignment: Vertical and horizontal alignment of grade levels to create unified literacy goals.
- Instructional Scaffolding: Broad implementation of evidence-based strategies, such as sentence stems/frames, increased structured partner talk, and the -Claim-Evidence-Reasoning (CER) framework across all academic disciplines.
- Student Groups Support: Leveraging Tier 1 instructional strategies specifically designed to bridge achievement gaps for English Language Learners and students with IEPs.

By merging social-emotional foundations with rigorous literacy supports, Cabrillo ensures that its site-level planning remains in direct service of the broader LEA and LCAP mandates.

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 and ELAC meetings are open to the public and begin with items from the public. Per the SSC's and ELAC bylaws, agendas are posted at least 72 hours in advance. Agenda's include time for current and future SPSA feedback. Dashboard data is reviewed annually with the staff, students, parents, and community members at faculty, PTSA, and SSC meetings.

School Site Council with Student Representatives present: March 18, 2026, April 8, 2026

Student Leadership Class: March 31, 2026, April 29, 2026

ELAC: February 11, 2026, April 29, 2026

School Leadership Team: February 4, 2026, March 4, 2026, April 1, 2026, May 6, 2026

All Staff (Certificated and Classified): March 19, 2026

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Juan Cabrillo Middle School is not an ATSI/TSI/CSI School. This section is not applicable at this time.

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.

Currently, Juan Cabrillo Middle School is in the “Orange” performance level for both student suspensions and chronic absenteeism, signaling a need for targeted improvement efforts, continued monitoring, and strategic supports to improve student engagement, attendance, and school climate.

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.

Academic Performance Indicators

The current dashboard highlights significant achievement gaps in core academic areas, particularly for students requiring specialized language and learning support.

English Language Arts (ELA)

Red (Lowest): Long-Term English Learners (LTEL).

Orange: Students with Disabilities (SPED).

Mathematics

Red (Lowest): English Learners (EL), Students with Disabilities (SPED), Socioeconomically Disadvantaged (SED) students, and Hispanic students.

Orange: Long-Term English Learners (LTEL).

Suspension Rates & School Climate

The school’s overall suspension rate has moved into the Red category, driven by a notable increase in disciplinary actions over the last academic year.

Performance Tiers:

Red: EL, Hispanic, SED, and SPED student groups.

Orange: Filipino, Asian, LTEL, White, and students of Two or More Races.

The Data: The overall suspension rate rose from 5.8% in 2023-24 to 8.7% in 2024-25.

Primary Drivers: Socioeconomically Disadvantaged (SED) students experienced the most significant surge, with a 4.8% increase in suspensions.

Intervention and Support Strategies

To reverse these trends, Cabrillo conducted a deep-dive analysis of individual student cases to identify behavioral patterns. The following actions have been implemented:

PBIS Framework: Launched a new Positive Behavioral Interventions and Supports (PBIS) system centered on RISE behavior expectations.

Regulation Support: Established a dedicated Calming Space managed by the Wellness Team to help students regulate emotions and reduce exclusionary discipline.

Attendance and Chronic Absenteeism

Attendance data indicates that specific subgroups are facing barriers to consistent school participation.

Red (Lowest): Long-Term English Learners (LTEL) and Socioeconomically Disadvantaged (SED) students.

Orange: English Learners (EL), Hispanic students, Students with Disabilities (SPED), White students, and students of Two or More Races.

Summary Note: The shift in suspension data (a 2.9% total increase) and the "Red" status across multiple categories for SED and LTEL populations remain the primary focus for the current school improvement plan.

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 for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.37%	0.38%	0.38%	3	3	3
African American	2.61%	1.76%	1.78%	21	14	14
Asian	28.11%	30.90%	30.96%	226	246	244
Filipino	5.60%	3.77%	4.31%	45	30	34
Hispanic/Latino	39.80%	39.82%	40.61%	320	317	320
Pacific Islander	0.87%	1.01%	0.63%	7	8	5
White	16.17%	15.45%	14.97%	130	123	118
Multiple/No Response	5.97%	6.53%	5.96%	48	52	47
Total Enrollment				804	796	788

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	247	233	241
Grade 7	277	279	265
Grade 8	280	284	282
Total Enrollment	804	796	788

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), 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	141	130	133	17.3%	15.4%	16.9%
Fluent English Proficient (FEP)	284	294	304	35.5%	35.3%	38.6%
Reclassified Fluent English Proficient (RFEP)	223	205		28.4%	27.70%	

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	239	246	229	231	244	221	231	244	221	96.7	99.2	96.5
Grade 7	279	277	280	273	273	270	273	272	270	97.8	98.6	96.4
Grade 8	288	285	284	277	280	276	276	280	275	96.2	98.2	97.2
All Grades	806	808	793	781	797	767	780	796	766	96.9	98.6	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2528.	2512.	2538.	24.24	15.57	29.41	26.84	32.38	28.05	21.21	20.90	11.76	27.71	31.15	30.77
Grade 7	2555.	2577.	2568.	23.81	34.93	26.30	30.40	25.37	30.00	22.71	13.97	19.26	23.08	25.74	24.44
Grade 8	2569.	2567.	2593.	22.46	25.36	33.09	29.71	29.29	26.55	23.19	17.86	18.18	24.64	27.50	22.18
All Grades	N/A	N/A	N/A	23.46	25.63	29.63	29.10	28.89	28.20	22.44	17.46	16.71	25.00	28.02	25.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	23.38	20.90	27.27	49.78	47.13	42.73	26.84	31.97	30.00
Grade 7	16.48	31.25	26.67	63.74	51.10	55.19	19.78	17.65	18.15
Grade 8	22.83	25.71	32.73	53.62	49.29	45.09	23.55	25.00	22.18
All Grades	20.77	26.13	29.02	56.03	49.25	47.97	23.21	24.62	23.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	20.87	15.57	29.41	49.13	49.59	41.63	30.00	34.84	28.96
Grade 7	28.57	35.79	30.00	46.52	40.59	43.33	24.91	23.62	26.67
Grade 8	22.83	26.07	37.59	54.35	42.86	39.05	22.83	31.07	23.36
All Grades	24.26	26.16	32.55	50.06	44.15	41.31	25.67	29.69	26.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.02	15.57	14.55	72.73	63.93	69.55	11.26	20.49	15.91
Grade 7	16.85	20.96	20.00	71.43	62.87	67.41	11.72	16.18	12.59
Grade 8	19.93	19.29	23.64	66.67	64.64	64.36	13.41	16.07	12.00
All Grades	17.69	18.72	19.74	70.13	63.82	66.93	12.18	17.46	13.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	19.48	14.75	28.51	64.50	64.75	51.13	16.02	20.49	20.36
Grade 7	24.54	27.57	27.41	58.61	54.04	56.30	16.85	18.38	16.30
Grade 8	23.55	28.57	31.27	63.41	55.00	54.55	13.04	16.43	14.18
All Grades	22.69	23.99	29.11	62.05	57.66	54.18	15.26	18.34	16.71

Conclusions based on this data:

1. There is a clear upward trend in the percentage of students achieving the "Standard Exceeded" level across all grades. This figure rose from 23.46% in 2022-23 to 29.63% in 2024-25, indicating that nearly 30% of the student body is now performing at the highest tier of ELA proficiency.
2. Cabrillo has seen significant gains in specific literacy domains. The percentage of students performing "Above Standard" in Writing increased from 24.26% to 32.55%, and Research/Inquiry scores saw a similar jump from 22.69% to 29.11% over the three-year period. This suggests a successful instructional focus on producing purposeful writing and analyzing information.
3. Cabrillo maintains exceptionally high testing engagement. Across all three years, the participation rate remained above 96%, peaking at 98.6% in the 2023-24 school year. This high level of involvement ensures that the data is a highly reliable representation of the total student population's academic standing.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	239	246	230	235	244	225	235	244	225	98.3	99.2	97.8
Grade 7	279	277	280	273	274	267	273	273	267	97.8	98.9	95.4
Grade 8	289	285	284	279	283	273	279	283	273	96.5	99.3	96.1
All Grades	807	808	794	787	801	765	787	800	765	97.5	99.1	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2513.	2503.	2519.	25.96	22.54	29.33	16.17	15.57	12.89	19.15	22.13	21.33	38.72	39.75	36.44
Grade 7	2541.	2561.	2557.	26.74	37.36	32.58	17.58	15.75	16.10	22.34	15.02	17.23	33.33	31.87	34.08
Grade 8	2545.	2553.	2579.	28.32	28.98	39.56	11.11	11.31	12.82	18.28	19.79	11.72	42.29	39.93	35.90
All Grades	N/A	N/A	N/A	27.06	29.88	34.12	14.87	14.13	13.99	19.95	18.88	16.47	38.12	37.13	35.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	23.83	21.31	26.67	36.17	36.07	35.11	40.00	42.62	38.22
Grade 7	30.04	38.83	34.08	37.36	27.11	33.71	32.60	34.07	32.21
Grade 8	22.94	26.50	36.26	37.63	35.34	31.14	39.43	38.16	32.60
All Grades	25.67	29.13	32.68	37.10	32.75	33.20	37.23	38.13	34.12

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	22.55	19.67	20.89	43.40	44.26	42.22	34.04	36.07	36.89
Grade 7	19.78	30.40	27.34	54.95	44.69	46.07	25.27	24.91	26.59
Grade 8	24.37	25.09	34.43	44.09	45.23	39.19	31.54	29.68	26.37
All Grades	22.24	25.25	27.97	47.65	44.75	42.48	30.11	30.00	29.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	21.28	20.49	27.11	51.49	49.59	45.33	27.23	29.92	27.56
Grade 7	22.71	32.97	29.21	52.75	44.69	44.94	24.54	22.34	25.84
Grade 8	22.22	26.50	29.67	46.59	50.18	43.59	31.18	23.32	26.74
All Grades	22.11	26.88	28.76	50.19	48.13	44.58	27.70	25.00	26.67

Conclusions based on this data:

1. There has been a consistent upward trend in the percentage of students performing at the highest level. The "Standard Exceeded" category for all grades rose from 27.06% in 2022-23 to 34.12% in 2024-25, representing a significant gain of over 7 percentage points in top-tier performance.
2. Grade 8 students showed remarkable progress in their ability to apply mathematical concepts. Specifically, the percentage of 8th graders scoring "Above Standard" in Concepts & Procedures jumped from 22.94% (22-23) to 36.26% (24-25), suggesting that recent instructional focus in middle school math foundations is yielding results.
3. While over a third of students still fall into the "Standard Not Met" category, there is a gradual contraction of the lowest performing groups. For all grades combined, the percentage of students who "Did Not Meet Standard" decreased from 38.12% to 35.42% over the three-year period, indicating that more students are moving upward into the "Nearly Met" or "Met" brackets.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1509.1	1509.6	1497.5	1498.7	1494.0	1483.3	1519.0	1524.7	1511.2	55	48	52
7	1526.0	1525.2	1539.6	1516.4	1510.9	1520.8	1535.0	1539.0	1558.0	50	37	45
8	1549.9	1509.4	1535.1	1546.3	1490.3	1516.9	1553.1	1527.9	1553.0	35	45	28
All Grades										140	130	125

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	20.00	10.42	13.46	30.91	39.58	32.69	25.45	29.17	23.08	23.64	20.83	30.77	55	48	52
7	24.00	27.03	35.56	44.00	29.73	24.44	10.00	21.62	17.78	22.00	21.62	22.22	50	37	45
8	26.47	18.18	32.14	44.12	25.00	25.00	8.82	20.45	7.14	20.59	36.36	35.71	34	44	28
All Grades	23.02	17.83	25.60	38.85	31.78	28.00	15.83	24.03	17.60	22.30	26.36	28.80	139	129	125

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	36.36	27.08	21.15	32.73	35.42	32.69	9.09	16.67	21.15	21.82	20.83	25.00	55	48	52
7	36.00	29.73	42.22	34.00	37.84	22.22	10.00	10.81	13.33	20.00	21.62	22.22	50	37	45
8	38.24	22.73	35.71	35.29	29.55	25.00	8.82	13.64	3.57	17.65	34.09	35.71	34	44	28
All Grades	36.69	26.36	32.00	33.81	34.11	27.20	9.35	13.95	14.40	20.14	25.58	26.40	139	129	125

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	10.91	2.08	5.77	20.00	33.33	25.00	32.73	39.58	26.92	36.36	25.00	42.31	55	48	52
7	16.00	13.51	31.11	18.00	37.84	20.00	38.00	21.62	24.44	28.00	27.03	24.44	50	37	45
8	17.65	11.36	39.29	35.29	20.45	14.29	26.47	27.27	10.71	20.59	40.91	35.71	34	44	28
All Grades	14.39	8.53	22.40	23.02	30.23	20.80	33.09	30.23	22.40	29.50	31.01	34.40	139	129	125

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	20.00	18.75	23.08	56.36	54.17	50.00	23.64	27.08	26.92	55	48	52
7	18.00	24.32	35.56	58.00	54.05	33.33	24.00	21.62	31.11	50	37	45
8	23.53	20.45	39.29	55.88	38.64	32.14	20.59	40.91	28.57	34	44	28
All Grades	20.14	20.93	31.20	56.83	48.84	40.00	23.02	30.23	28.80	139	129	125

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	41.82	41.67	29.41	38.18	39.58	45.10	20.00	18.75	25.49	55	48	51
7	51.02	45.95	55.56	30.61	32.43	26.67	18.37	21.62	17.78	49	37	45
8	50.00	38.64	46.43	35.29	27.27	17.86	14.71	34.09	35.71	34	44	28
All Grades	47.10	41.86	42.74	34.78	33.33	32.26	18.12	24.81	25.00	138	129	124

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	10.91	4.17	5.88	30.91	47.92	35.29	58.18	47.92	58.82	55	48	51
7	18.00	18.92	33.33	44.00	48.65	24.44	38.00	32.43	42.22	50	37	45
8	20.59	13.64	39.29	41.18	36.36	21.43	38.24	50.00	39.29	34	44	28
All Grades	15.83	11.63	23.39	38.13	44.19	28.23	46.04	44.19	48.39	139	129	124

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	16.36	14.58	26.92	63.64	72.92	50.00	20.00	12.50	23.08	55	48	52
7	14.00	13.51	33.33	64.00	67.57	48.89	22.00	18.92	17.78	50	37	45
8	20.59	15.91	3.57	61.76	54.55	64.29	17.65	29.55	32.14	34	44	28
All Grades	16.55	14.73	24.00	63.31	65.12	52.80	20.14	20.16	23.20	139	129	125

Conclusions based on this data:

1. There is a notable increase in the percentage of students reaching the highest level of English proficiency. For "All Grades" combined, the percentage of students at Level 4 (Well Developed) rose from 23.02% in 2022-23 to 25.60% in 2024-25. This growth is particularly evident in 7th Grade, where the percentage of Level 4 students jumped from 24.00% to 35.56% over the three-year period.
2. Cabrillo has demonstrated impressive growth in student writing proficiency over the last two years. Across all grade levels, the percentage of students achieving a Level 4 in the Written Language domain jumped from 14.39% in 2022-23 to 22.40% in 2024-25—representing a substantial 56% increase in top-tier performance. The most striking gains occurred in Grade 8, where the number of students in the "Well Developed" writing category more than doubled, soaring from 17.65% to 39.29%.
3. While oral language remains a relative strength, there is a clear shift toward higher competency levels. In 2024-25, 32.00% of all tested students achieved Level 4 in Oral Language. While this is a slight dip from the 22-23 high of 36.69%, it represents a recovery from the previous year (26.36%), indicating a stabilized and maturing population of English learners who are increasingly capable of complex verbal interaction.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
796	30.3%	16.3%	0.3%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	130	16.3%
Foster Youth	2	0.3%
Homeless	13	1.6%
Socioeconomically Disadvantaged	241	30.3%
Students with Disabilities	113	14.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.8%
American Indian	3	0.4%
Asian	246	30.9%
Filipino	30	3.8%
Hispanic	317	39.8%
Two or More Races	52	6.5%
Pacific Islander	8	1%
White	123	15.5%

Conclusions based on this data:

- Hispanic students represent the largest ethnic group at the school with 39.8% (317 students), followed by Asian students at 30.9% (246 students). Together, these two groups comprise over 70% of the total student body.

2. A substantial portion of the population requires targeted academic and social support, with 30.3% of students identified as Socioeconomically Disadvantaged and 14.2% (113 students) classified as Students with Disabilities.
3. With 16.3% of the population (130 students) enrolled as English Learners, there is a clear and ongoing need for robust English Language Development (ELD) programming and integrated instructional support across all core subjects.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

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 "orange" range for Chronic Absenteeism and Suspensions. These are areas of concern for us and areas 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 "blue".

School and Student Performance Data

Academic Performance English Language Arts

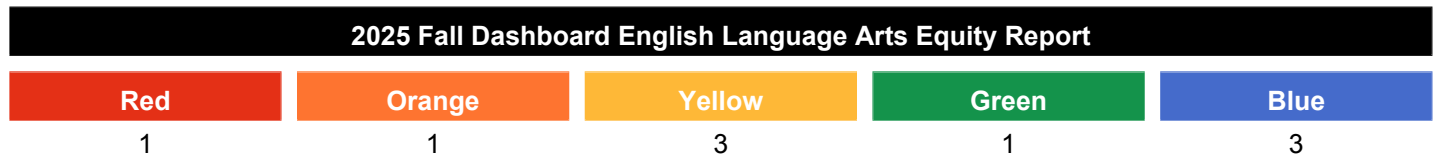
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 18.5 points above standard Increased 10.9 points 752 Students	English Learners  Yellow 65.4 points below standard Increased 14.9 points 227 Students	Long-Term English Learners  Red 110.9 points below standard Maintained 2.8 points 39 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 98.7 points below standard Increased 6.6 points 11 Students	Socioeconomically Disadvantaged  Yellow 65.2 points below standard Increased 6 points 252 Students

Students with Disabilities  Orange 98.3 points below standard Increased 8.2 points 111 Students	African American  No Performance Color 12.3 points above standard Maintained 1.3 points 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 85.3 points above standard Increased 4.7 points 233 Students	Filipino  Blue 58.7 points above standard Increased 24.1 points 30 Students	Hispanic  Yellow 59.8 points below standard Increased 10.5 points 290 Students
Two or More Races  Green 45.7 points above standard Declined 15.9 points 52 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Blue 54.3 points above standard Increased 21.2 points 121 Students

Conclusions based on this data:

1. Gaps: While Cabrillo as a whole is in the Green category and increased by 10.9 points (reaching 18.5 points above standard), a significant performance gap exists between ethnic groups. Asian (Blue), Filipino (Blue), and White (Blue) students are performing well above standard, whereas Hispanic students remain in the Yellow category at 59.8 points below standard.
2. Critical Need for LTEL Support: Although the broader English Learner group showed a positive increase of 14.9 points, Long-Term English Learners (LTELs) are in the Red category. This group is currently 110.9 points below standard and showed the least amount of growth (only 2.8 points), indicating a need for more intensive, specialized intervention for students who have not reclassified over time.
3. There is a positive trend of growth across high-need populations, even where achievement gaps remains wide. Socioeconomically Disadvantaged students (6-point increase), Students with Disabilities (8.2-point increase), and Hispanic students (10.5-point increase) all showed upward movement, suggesting that current Tier 1 and Tier 2 instructional strategies are beginning to have a measurable impact.

School and Student Performance Data

Academic Performance Mathematics

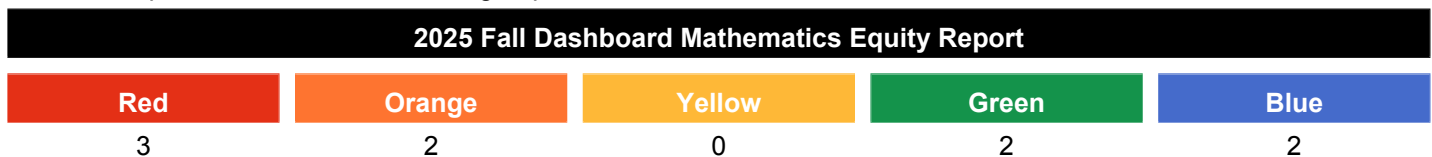
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 12.9 points below standard Increased 10.6 points 750 Students	English Learners  Orange 110.1 points below standard Increased 11.5 points 231 Students	Long-Term English Learners  Orange 162.6 points below standard Increased 17.2 points 38 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 186.4 points below standard Declined 42.1 points 11 Students	Socioeconomically Disadvantaged  Red 125.2 points below standard Declined 7.9 points 256 Students

Students with Disabilities  Red 135.5 points below standard Maintained 2.1 points 112 Students	African American  No Performance Color 73.8 points below standard Declined 26.8 points 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 82.7 points above standard Increased 7.4 points 234 Students	Filipino  Green 2.1 points below standard Increased 12.2 points 30 Students	Hispanic  Red 111.5 points below standard Maintained 1.7 points 292 Students
Two or More Races  Green 23.8 points above standard Increased 3.6 points 52 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Blue 27.4 points above standard Increased 26.8 points 119 Students

Conclusions based on this data:

1. The Asian and White student groups continue to be the highest performers, both landing in the Blue category. The White student group showed the most dramatic improvement with an increase of 26.8 points, moving them to 27.4 points above the standard. This demonstrates that a segment of the student population is not only meeting but significantly exceeding grade-level expectations.
2. Three student groups—Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic—are in the Red (lowest performance) category. Notably, the Socioeconomically Disadvantaged group (256 students) saw a decline of 7.9 points, indicating a need for targeted interventions for these specific populations.
3. The "All Students" group is in the Green performance level, having increased by 10.6 points. While the group remains 12.9 points below standard, the rate of improvement suggests that school-wide math initiatives are successfully closing the achievement gap.

School and Student Performance Data

Academic Performance Science

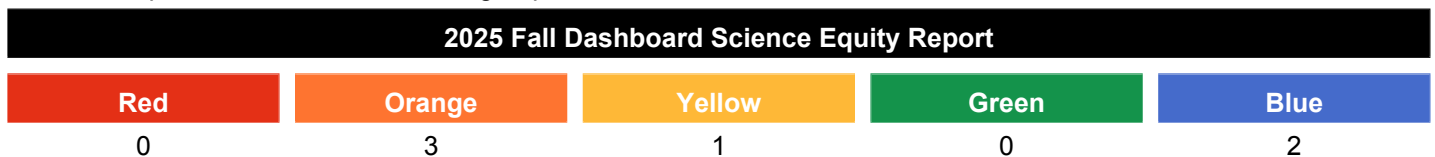
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Green 61.6 science points Increased 2.2 points 272 Students	English Learners Yellow 40.6 science points Increased 2.4 points 75 Students	Long-Term English Learners No Performance Color 29.3 science points Declined 4.4 points 17 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Orange 39.4 science points Declined 4.5 points 83 Students

Students with Disabilities  Orange 40.1 science points Declined 2.5 points 44 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 77.7 science points Increased 3.7 points 85 Students	Filipino  No Performance Color 64 science points Maintained -0.8 points 11 Students	Hispanic  Orange 41.6 science points Maintained -1.6 points 103 Students
Two or More Races  No Performance Color 75 science points Increased 8.2 points 21 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 66.8 science points Maintained 1.2 points 49 Students

Conclusions based on this data:

1. The school-wide performance in Science is strong, with the "All Students" group placed in the Green performance level. Cabrillo achieved an average of 61.6 science points and demonstrated an upward trend with a maintainable increase of 2.2 points over the previous cycle.
2. The Asian and White student groups are the highest performing populations at Cabrillo, both earning a Blue dashboard color. Notably, the Asian student group leads the school with 77.7 science points and showed a solid increase of 3.7 points, while the White student group maintains a high standard at 66.8 points.
3. There is a significant performance disparity for several student groups that fall into the Orange (Lower Performance) category. The Socioeconomically Disadvantaged group and Students with Disabilities both saw declines (4.5 points and 2.5 points respectively), while the Hispanic group maintained a lower score of 41.6 points. These groups are currently performing approximately 20–25 points below the school average, highlighting a critical area for targeted instructional support.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 Blue
59.1 making progress.	76.7 making progress.
Number Students: 110 Students	Number Students: 30 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.

2025 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%	30.9%	0%	59.1%

Conclusions based on this data:

- Building on the impressive gains in writing, Cabrillo’s English Learners are showing strong upward mobility across the board, with 59.1% of students progressing at least one proficiency level.
- 30.9% of our English Learners are maintaining their progress level, with 10% of our students decreased one level.
- This broad growth is anchored by standout performances in specific areas: while the overall percentage of students reaching Level 4 in Written Language rose by over 55% (reaching 22.40% in 2024-25), the 8th-grade cohort led the charge with a massive “Well Developed” writing increase from 17.65% to 39.29%—effectively more than doubling their mastery in that category.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

13.2% Chronically Absent

Maintained 0.3

823 Students

English Learners



Orange

21.7% Chronically Absent

Declined 0.5

143 Students

Long-Term English Learners



Red

31.7% Chronically Absent

Increased 5.5

41 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Homeless



No Performance Color

78.6% Chronically Absent

Increased 22.3

14 Students

Socioeconomically Disadvantaged



Red

22.9% Chronically Absent

Increased 0.6

293 Students

Students with Disabilities  Orange 24.2% Chronically Absent Declined 3.8 128 Students	African American  No Performance Color 25% Chronically Absent Increased 6.8 16 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Green 4.7% Chronically Absent Maintained 0.1 255 Students	Filipino  Blue 0% Chronically Absent Declined 4.3 30 Students	Hispanic  Orange 22.5% Chronically Absent Declined 1 329 Students
Two or More Races  Orange 7.1% Chronically Absent Increased 3.3 56 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  Orange 9.5% Chronically Absent Increased 4.9 126 Students

Conclusions based on this data:

1. The school-wide chronic absenteeism rate is currently in the Orange category at 13.2%. While Cabrillo "Maintained" its status (a negligible 0.3% change), this indicates that over 100 students out of the 823 enrolled are missing at least 10% of instructional days, signaling a need for refreshed school-wide attendance incentives.
2. Long-Term English Learners (LTELs) saw a significant increase of 5.5%, bringing their chronic absenteeism rate to 31.7%. Similarly, Socioeconomically Disadvantaged students are in the Red at 22.9%, indicating that barriers to school attendance are disproportionately affecting these groups.
3. In contrast, the Asian and Filipino student groups demonstrate exceptionally high engagement. The Asian group is in the Green category with a low 4.7% absenteeism rate, while the Filipino group reached the Blue category with 0% chronically absent—a 4.3% improvement from the previous year. These groups serve as a benchmark for high attendance within the school community.

School and Student Performance Data

Conditions & Climate Suspension Rate

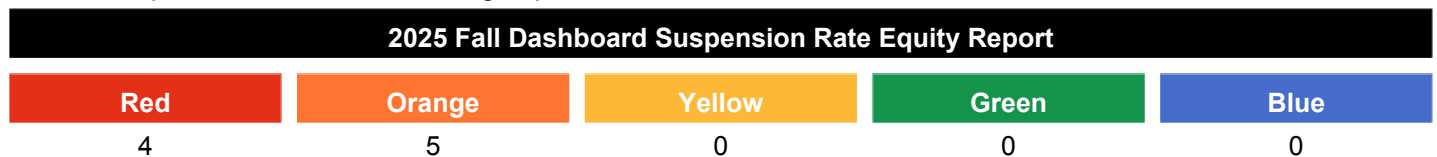
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 8.7% suspended at least one day Increased 2.8% 832 Students	English Learners  Red 13.3% suspended at least one day Increased 1.8% 150 Students	Long-Term English Learners  Orange 14.6% suspended at least one day Declined 4% 41 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 20% suspended at least one day Increased 8.9% 15 Students	Socioeconomically Disadvantaged  Red 14.3% suspended at least one day Increased 4.8% 300 Students

Students with Disabilities  Red 13.2% suspended at least one day Increased 2.6% 129 Students	African American  No Performance Color 6.3% suspended at least one day Increased 6.3% 16 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Orange 2.7% suspended at least one day Increased 2.3% 259 Students	Filipino  Orange 3.3% suspended at least one day Increased 1.3% 30 Students	Hispanic  Red 15.4% suspended at least one day Increased 3.9% 332 Students
Two or More Races  Orange 5.4% suspended at least one day Increased 1.6% 56 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  Orange 6.3% suspended at least one day Increased 2.4% 128 Students

Conclusions based on this data:

1. Cabrillo's overall suspension status is in the Orange category, with 8.7% of the student body (832 students) having been suspended at least once. This reflects a 2.8% increase from the previous reporting period, indicating a downward trend in overall school climate and a need for re-evaluating universal behavior expectations.
2. The data reveals a critical disparity in discipline for specific student groups, with four groups falling into the Red category. Most notably, Hispanic students (15.4%), Socioeconomically Disadvantaged students (14.3%), and English Learners (13.3%) are being suspended at significantly higher rates than the school average, highlighting a major equity gap in how disciplinary actions are applied.
3. While the suspension rate for LTEL's remains high at 14.6% (Orange), they showed a 4% decline compared to the previous year. This suggests that targeted support or specific relational interventions for this particular group are beginning to yield positive results in student behavior.

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

Cabrillo staff will continue to improve the academic achievement for all students. Our goal is to increase all students' academic performance in all subject areas as measured by increasing proficiency in standardized and district test scores, specifically CAASPP. In order to accomplish this, all students continue to need support in academics, behavioral and social-emotional learning.

By the end of the 2026-2027 academic year, Cabrillo students will demonstrate a minimum 4% increase in overall proficiency on the CAASPP in the areas of ELA and Math, while narrowing achievement gaps by 10% with specific subgroups, including Students with Disabilities, Hispanic students, Socioeconomically Disadvantaged, and English Language Learners (ELLs), through a combination of data-driven instruction and integrated social-emotional support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Goal 1 - Academic Achievement and Graduation for All Students

Identified Need

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

Identified Need

1. While the majority of student test scores on the CAASPP have improved by 4% in ELA (54% meeting standard in 23-24 to 58% meeting standard in 24-25) and 4% improvement in Math (44% meeting standard in 23-24 to 48% meeting standard in 24-25), several subgroups have remained stagnant or declined since the pre-pandemic period.

To address this, teachers will 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

Implementing Tier 1 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.

2. Analysis of Cabrillo Student CAASPP Data over three years:

English Language Arts (ELA) Performance

While Cabrillo has demonstrated a 4% overall increase in ELA proficiency from 2024 to 2025, a significant achievement gap remains.

Proficiency Gap: Approximately 43% of students currently fall within the Nearly Met or Not Met categories.

Subgroup Performance: Students with Disabilities, Hispanic students, Socioeconomically Disadvantaged students, and English Language Learners (ELLs) consistently perform in the "Low" or "Very Low" ranges.

Long-term Trend: Despite these gaps, the school as a whole has consistently met or exceeded state standards over the past three years.

Mathematics Performance

Math scores saw a 4% overall increase between 2024 and 2025; however, the achievement gap in this subject is more pronounced than in ELA.

Proficiency Gap: Over half the student body (52%) is not meeting high-level proficiency standards.

Subgroup Performance: Performance trends for Students with Disabilities, Hispanic students, Socioeconomically Disadvantaged students, and ELLs mirror the ELA data, requiring urgent, targeted intervention.

Long-term Trend: Performance remains stable or improving relative to state benchmarks over a three-year period.

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, Science, 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.

3. In the 2025 -2026 school year, Cabrillo Middle School continued to implement a formal Multi-Tier System of Support (MTSS) that was established in 24-25. The MTSS team has been actively involved in professional development and the identification of academic, behavioral, and social-emotional supports for students.

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 2026-2027 is to identify and implement Tier 2 and 3 support 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 2025, 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 2025-2026, departments utilized SMARTIE goals to pinpoint student needs through i-Ready, CAASPP, and grade-level data—a data-driven practice that will remain a cornerstone of our strategy. Building on this, the MTSS team is set to identify and implement broader academic interventions, including structured after-school support programs.

The library continues to serve as a vital hub for student productivity and social connection during lunch. To support this engagement, we will:

Expand Collections: Increase funding for specialized library programs and diverse book acquisitions.

Extend Access: Maintain and extend school library hours by increasing staff availability.

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 57.83% 2024-2025	Cabrillo MS will Increase meet or exceed by 4 percentage points to 61.83% 2026-2027
SBAC Math Met or Exceeded Percent	Cabrillo CAASPP Math meet or exceed overall 48.82% 2024-2025	Cabrillo MS will Increase meet or exceed by 4 percentage points to 52.65% 2026-2027

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. This allows students to access the library before school and during lunch time. While this action benefits all students and staff, it primarily benefits our unduplicated students who may not have access to books/libraries outside of the school day.	All Students	9800 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.2	Funds will be used to purchase new books for the Cabrillo library to foster literacy and inclusion by providing struggling readers and English Language Learners with high-interest, low-readability books, bilingual texts, and audio-visual tools designed to bridge the achievement gap.	All Students	7000 Targeted Allocation 4000-4999: Books And Supplies

1.3	Funds will be used to purchase student planners to help students develop essential organizational and time-management skills, ensuring they stay on track with assignments and academic support, while specifically providing unduplicated students with the structured resources necessary to bridge achievement gaps.	All Students	4403 Targeted Allocation 4000-4999: Books And Supplies
1.4	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	12000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures
1.5	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	42893 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.6	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 to our unduplicated students that may not have the resources to get this help.	All Students	17250 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.7	Cabrillo will develop and implement a plan for Classroom Learning Walks. Funds will be used to provide pull-out days and professional development as needed to meet SPSA goals.	All Students	5000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.8	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
1.9	THE SPED department at Cabrillo will focus on improving student outcomes in curriculum based reading and instructional text. They will teach students how to use reflective rubrics that they can assess their own learning of the main idea and details of the text.	SPED Students	0 None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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 2025-26 and because they proved to be effective, they will continue in 2026-27. Our CAASPP scores went up in ELA and Math, we will continue to try and increase both scores by 4% over the next year, 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.

While overall funding increases have slightly raised the budgets for Strategies 1.3 and 1.7, Cabrillo is pivoting from unsuccessful 2025-26 external math tutoring contracts—hampered by late hiring and high staff turnover—toward more stable, internal interventions. For the upcoming year, these funds will instead support a math adoption pilot featuring departmental learning walks and after-school peer-led small group instruction.

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.

Strategies from Goals 2 and 3 that were more academic in nature were moved to Goal 1.

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 supports), 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 California Healthy Kids Survey (CHKS), which was given in 7th grade for the past two years, as well as California Dashboard Suspension and Chronic Absenteeism data. Suspension rates increased by 8.7% from 2023-2024 to 2024-2025. Chronic Absenteeism maintained by 0.3% from 2023-2024 to 2024-2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

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

After-school and lunchtime programs are vital to student life at Cabrillo. To further bolster campus engagement, we must maintain and expand funding for these initiatives. Providing organized, supervised lunchtime activities offers students essential opportunities to relax and socialize, which directly correlates with a reduction in negative behavioral incidents.

Digital Citizenship and Responsibility

The prevalence of 1-1 Chromebooks and increased social media use has shifted the disciplinary landscape. While much of this digital interaction occurs off-campus, its effects—ranging from cyber-safety concerns to a lack of empathy—frequently manifest during the school day. To address this, we propose:

- Student Education: Targeted assemblies and presentations focusing on digital citizenship, cyber-safety, and responsible technology use.
- Parental Support: Continued collaboration between Administration, Counseling, Health & Wellness, and the PTSA to host documentary screenings and guest speakers.

School Connectedness and Transitions

According to the 2025 School Climate Report Card, only 62% of seventh graders feel strongly connected to the school. Because connectedness is a primary driver of academic performance and social-emotional well-being, we aim to:

- Bridge Transitions: Enhance support systems for students moving from elementary to middle school and from middle school to high school.
- Curriculum-Linked Experiences: Provide grade-level field trips to increase engagement through real-world applications of classroom learning.

Supporting Unduplicated Students

Survey data highlights a critical need to support our unduplicated student population. Many of these students lack access to extracurricular exploration outside of school hours. By providing these resources on campus, we ensure that every student—regardless of socioeconomic background—has the opportunity to explore, connect, and thrive in a supportive educational environment.

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 rate for all students is 12.2% - Orange-Maintained .3%. The focus for 26-27 will be the Hispanic/Latino student population.	Chronic Absenteeism for Cabrillo Hispanic/Latino students is 22.5%	Reduce by 5% to 21.5% for Hispanic/Latino students
Suspension rates for all students is 8.7% - Orange-Increased by 2.8%. The focus for 26-27 will be the Hispanic/Latino student population.	Suspension rate for Cabrillo Hispanic/Latino students is 15.4%	Reduce by 5% to 14.5% 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
2.1	Transition to & from Middle School: We will proactively welcome our new students—with a specific emphasis on closing the opportunity gap for unduplicated learners—by hosting a 'Transition to Middle School' workshop that empowers incoming 5th graders with the social and academic scaffolding needed for a successful move to the next level. We will aim to provide equitable outreach to our unduplicated students, ensuring our incoming 6th graders feel fully welcomed and supported.	6th Grade Students	1000 Targeted Allocation 4000-4999: Books And Supplies
2.2	Allocate resources for materials and refreshments to facilitate parent education meetings and thereby enhance family engagement and communication. This will increase the parent participation of our unduplicated population	All Students	2500 Targeted Allocation 4000-4999: Books And Supplies
2.3	Funds will be allocated to a Social Emotional Learning (SEL) program for 6th-grade students, specifically designed to provide unduplicated students with equitable access to trauma-informed resources. This initiative will foster self-regulation and interpersonal skills, creating a stable emotional foundation that removes barriers to learning and directly enhances student engagement and academic focus.	All Students	2400 Targeted Allocation 4000-4999: Books And Supplies
2.4	Offer extracurricular opportunities to extend classroom learning, including Allera Sports, extra curricular activities, sports and clubs to support unduplicated students that don't have access to these opportunities afterschool. (Safety Goal)	All Students	24000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures
2.5	Campus Safety - Emergency preparedness and campus safety planning and materials. (Safety Plan Goal)	All Students	500 Targeted Allocation 4000-4999: Books And Supplies
2.6	Host Specialty Events to enhance student and family connectedness at school including 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.	All Students	2500 Targeted Allocation 4000-4999: Books And Supplies
2.7	Implement a PBIS rewards system, including food and specialized programming, to provide	All Students	2709 Targeted Allocation

	unduplicated students with equitable access to positive reinforcement. This system is specifically designed to bridge the engagement gap by rewarding social-emotional growth and school participation, directly supporting the retention and academic focus of foster youth, English learners, and low-income students.		4000-4999: Books And Supplies
2.8	Fund a .50 FTE Wellness Coach to support the social-emotional needs of students, prioritizing unduplicated learners who require culturally responsive mental health advocacy to ensure they have an equitable foundation for classroom success.	All Students	17609 Targeted Allocation 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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 the launch of our new PBIS system, lunch time activities with Allera sports, in all opportunities to engage students through field trips 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.

The original plan allocated \$16,500 for Allera sports activities two days per week. However, due to a measurable decrease in negative student behavior and a high level of student engagement, we modified the implementation to three days per week during the 2025-26 cycle. Consequently, we have increased the budgeted expenditure to \$24,000 for the 2026-27 school year to sustain this expanded three-day schedule.

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.

For the 2026-27 school year, we will utilize a \$17,000 SPSA budget increase to expand Allera sports to three days a week and fund a 0.50 FTE Wellness Coach. This staffing addition is a critical strategy to support student social-emotional needs following the reduction of a 1.0 FTE School Counselor.

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

Identified Need

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

Cabrillo's overall 2024-2025 CAASPP ELA scores showed a positive trend, increasing by 10.9 points. However, 43% of students are working below standard. While most subgroups demonstrated improvements in ELA scores, Long-Term English Learners and Students with Disabilities continue to score below standard, indicating persistent achievement gaps that require targeted interventions.

The 2024-2025 CAASPP results indicate that English Language Learners are making progress towards English language proficiency, however, English Language students are 65.4 points below standard with our long term English Language Learners at 110.9 points below standard. Overall, ELA CAASPP scores show 7.5% of EL students Met/Exceeded Standard for ELA, that is a 3.5% increase from 2024-2025.

The 2024-2025 CAASPP results indicate that English Language Learners are making progress towards Math proficiency. Math scores for English learners increased by 11.5 points and are 110.1 points below standard while our long term English Language Learners increased by 17.2 points and are 162.6 points below standards. This data highlights a significant achievement gap, with these students performing below standard by up to 162.6 points in Math. Overall, Math CAASPP scores show 7.8% of EL student Met/Exceeded Standard for Math, that is a 2.4% increase from 2024-2025.

Hispanic students experienced an increase in ELA scores, increasing by 10.5 points, and currently sit 59.8 points below standard. While their Math scores showed a slight improvement, maintaining at 1.7 points, they remain significantly below standard by 111.5 points.

Socioeconomically Disadvantaged students increased their ELA scores by 6 points, but they are currently 65.2 points below standard. Their Math scores also decreased by 7.9 points, placing them 125.2 points below standard.

In contrast, White and Asian students performed above standard in ELA, with scores of 82.7 (white) and 27.4 (Asian) points above standard, respectively.

Cabrillo's overall 2024-2025 CAASPP Math scores showed a positive trend, increasing by 10.6 points. However, 52% of students are working below standard. While most subgroups demonstrated improvements in math scores, Hispanic, and Socioeconomically Disadvantaged students continue to score below standard, 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.

The 2024-2025 ELPAC data shows that 59.1% of our English Learners are making progress toward English proficiency, this includes an increase of 12.6% from the prior year. This increase in shows that 59.1% of our students moved at least one ELPI level within the last year. Which caused a decrease from 42.5% to 30.9% of students who maintained a level. Additionally, there was also a decrease from 10.6% to 10% of students who decreased a level on the ELPAC.

The 2025-2026 Master Schedule has been intentionally designed to offer greater fluidity between ELD levels. By aligning these sections, we can move students to more advanced levels as they gain proficiency without disrupting their entire course load, allowing for a truly responsive and "real-time" approach to their development. Furthermore, we are prioritizing the retention and strategic deployment of our EL Paraeducator. Rather than limiting this support to designated ELD rooms, the paraeducator will now "push in" to mainstream, non-EL content classes. This ensures that our English Learners receive the linguistic scaffolding they need to access core curriculum in all subject areas, directly addressing the achievement gap in general education settings.

We saw an overall increase in Chronic Absenteeism by .3%, with our Long-Term EL students increasing by 5.5%, equating to 31.7% of LTEL's were chronically absent in the 24-25 school year.

3. Special needs students/students with disabilities saw a 8.2 point increase in their CAASPP English Language Arts scores in 24-25, and are 98.3 points below standard. These students maintained their CAASPP Math scores at 2.1, but are still 135.5 points below standard.

4. 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.

5. Our plan includes increased collaborative planning time for teachers to co-create inclusive reading and writing lessons. Furthermore, we will allocate funding for small-group interventions to bolster ELL students' speaking and listening proficiency in preparation for the ELPAC.

6. 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.

7. 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.

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%	Increase EL CAASPP Meet or Exceed Score by 4 points to 13.2%
	ELPAC-2023-2024 EL Students overall level 1: 26.36%	Increase ELPAC Overall level 1 Score by 4 Points to 30.36%
	Reading-52.3%	Reading-56.3%
	Writing-22.5%	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
3.1	CAASPP, ELPAC Testing Support. This includes snacks	All Students	1500 Targeted Allocation 4000-4999: Books And Supplies
3.2	Teachers will pull small groups to support student listening and speaking skills in preparation for the ELPAC test.	EL Students	3500 Targeted Allocation 1000-1999: Certificated Personnel Salaries
3.3	Improvement of Instruction with supplemental, books, materials and supplies, SAGE Class Instructional materials	All EL students	1000 Targeted Allocation 4000-4999: Books And Supplies
3.4	Involvement of Staff, Parents, and Community, Reclassification, Re-designation, Translation Services, food	All EL Students	2400 Targeted Allocation 4000-4999: Books And Supplies
3.5	Fund a 4 hour daily classroom para to support students/classes. The primary target classrooms would be Newcomer and EL1. However, the para may also be moved at times to support students in their core classes at the teacher's discretion.	All EL Students	26000 Targeted Allocation 2000-2999: Classified Personnel Salaries

3.6	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
3.7	Administration will make every attempt to place bilingual 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
3.8	Continue to develop the ambassador program for EL students to help support transition into English classes.	EL Students	0 None Specified None Specified
3.9	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
3.10			
3.16			

Annual Review

SPSA Year Reviewed: 2025-26

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 2024-2025 CAASPP results indicate a concerning level achievement in the academic performance of current 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 the budget carryforward, we were able to increase support for our EL students by providing small group interventions to support speaking and listening skills on the ELPAC exam. In addition, since we hired the .50 para in January, we were able to move some of the unused funds for this effort.

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	\$189,964.00
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	\$189,964.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$189,964.00

Total of federal, state, and/or local funds for this school: \$189,964.00

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	189964	0.00
Targeted Carryover		

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	189,964.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,750.00
2000-2999: Classified Personnel Salaries	78,693.00
4000-4999: Books And Supplies	31,912.00
5000-5999: Services And Other Operating Expenditures	53,609.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	25,750.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	78,693.00
4000-4999: Books And Supplies	Targeted Allocation	31,912.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	53,609.00

None Specified

Targeted Allocation

0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,846.00
Goal 2	53,218.00
Goal 3	34,900.00

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

Name of Members	Role
Jennifer Doherty	Principal
Angela Dancheva	Classroom Teacher
Raleigh McReynolds	Classroom Teacher
Ramsey Habib	Classroom Teacher
Aneet Kaur Narang	Parent or Community Member
Lauren Fletcher	Parent or Community Member
Susan Yu	Parent or Community Member
Orlanda Mendes	Other School Staff
Laura Rich	Other School Staff
Caitlyn Fletcher	Secondary Student
Aarika Rathi	Secondary Student
Brittney Gutierrez	Classroom Teacher
Saket Gadia	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/29/2026.

Attested:



Principal, Jennifer Doherty on 5/6/26



SSC Chairperson, Lauren Fletcher on 5/6/26