



## **Cabrillo Point Academy**

# **ACS WASC/CDE MID-CYCLE VISIT SCHOOL PROGRESS REPORT**

**4612 Dehesa Road**

**El Cajon, CA 92019**

**March 9th, 2022**

**Accrediting Commission for Schools**

**Western Association of Schools and Colleges**

## CONTENTS

I:	<a href="#"><u>Student/Community Profile Data</u></a>	3
II:	<a href="#"><u>Significant Changes and Developments</u></a>	11
III:	<a href="#"><u>Engagement of Stakeholders in Ongoing School Improvement</u></a>	14
IV:	<a href="#"><u>Progress on Implementation of the Schoolwide Action Plan/SPSA</u></a>	15
V:	<a href="#"><u>Schoolwide Action Plan/SPSA Refinements</u></a>	20

## **I: Student/Community Profile Data**

Cabrillo Point Academy (CPA) is an independent study charter school authorized by Dehesa School District in San Diego County. CPA opened in Fall 2015, and the school serves students in grades TK-12 in Orange, San Diego, Imperial, and Riverside Counties. The school received initial WASC accreditation in Spring 2016, and the last self-study visit was in January 2019.

### **Mission and Schoolwide Learner Outcomes**

CPA is a personalized learning school, and staff members embed the mission and Schoolwide Learner Outcomes into all aspects of the instructional program. The SLOs and mission statement highlight CPA's dedication to preparing students for the 21st century through a combination of academic and enrichment opportunities that provide a well-rounded education for each student. During the 2021-2022 school year, teachers and staff encourage students to focus on [one SLO per month](#) to help measure student progress towards these schoolwide goals. Staff members present each month's SLO through staff and [family newsletters](#), virtual classes and clubs, professional development meetings, and field trips. These activities build awareness of the SLOs and various projects students can complete showing their progress towards each month's SLO. The Director of Accreditation and Achievement created a [collection of documents](#) showing how the SLOs align to the TK-8 "I Can" Statements (content standards) and high school course outlines. These documents help HSTs share the SLOs and their relation to course content with students and their families or Learning Coaches. The SLOs are also listed in the Assignment and Work Record worksheets and many [high school course outlines](#). Teachers measure student progress towards the SLOs each Learning Period during meetings with students. HSTs discuss the SLOs and document student progress in their [Assignment and Work Record](#) (AWR) reports. Staff members also highlight students' achievement towards the SLOs in staff and family newsletters, and a member of the SLOs Adjunct Team created a [website](#) to showcase student projects that focus on each month's SLO.

### ***Family and Community Trends***

#### ***Reasons for Enrollment***

CPA does not ask families for their reasons for enrolling, and the school does not have data to report in this area. However, staff members report that families enroll for various reasons.

Reasons for enrollment include:

- Students whose families previously homeschooled through a Private School Affidavit but now desire support from a public charter school;
- Students for whom traditional brick-and-mortar settings are no longer working;
- Students concerned about bullying, school safety, and social or academic stressors; and
- Students with health concerns.

#### ***Student Retention and Mobility***

Of the 4,394 grade TK-11 students enrolled at CPA during the 2019-2020 school year, 2,421 (or 55%) remained for the 2020-2021 academic year. Two thousand, nine hundred seventy-nine students enrolled during the 2020-2021 school year (65% of grades TK-11) remained at Cabrillo Point Academy for the 2021-2022 school year. HSTs build close relationships with students and their families, and HSTs can potentially work with a student from kindergarten through high

school graduation. As evidenced by [parent survey results](#), families appreciate the school's flexibility, communication, and support and often stay with CPA for several school years.

Reasons for student mobility include students who leave CPA to attend a brick-and-mortar middle or high school program, military family transfers, and families who choose to homeschool privately. Transfers to one of CPA's sister schools (Mission Vista Academy or Pacific Coast Academy) also account for student mobility, as explained in the "Student Enrollment" section below.

## **Student Demographic Data**

### **Student Enrollment**

Four thousand, four hundred seventy-seven students are enrolled at Cabrillo Point Academy in grades TK-12 for the 2021-2022 school year. Enrollment has decreased by 198 students (4%) since the last self-study visit in January 2019. The majority of the school's students (83%) are in grades TK-8, with 61% of the total students in grades TK-5. CPA's students are distributed by gender fairly evenly. While CPA's student body is not quite as diverse as the Orange County region, the students represent a wide variety of backgrounds. According to [census data](#), about 22% of Orange County's population is Asian, but only 9% of the student body identifies as Asian. While 34% of the county's residents are Hispanic, only 17% of the students represent this group. Approximately 62% of Cabrillo Point's students are white, compared with 40% of the population of Orange County.

As mentioned in the school's Spring 2019 [Self-Study Report](#), Cabrillo Point Academy opened in 2015 as Inspire Charter School - South (part of the Inspire Family of Schools). Each of the Inspire schools became a separate LEA in 2020, and Cabrillo Point Academy maintains an MOU relationship with Pacific Coast Academy (PCA) and Mission Vista Academy (MVA). When MVA opened in July 2019, some CPA and PCA students residing in Riverside County transferred to MVA. At the same time, CPA students living in San Diego County transferred to PCA. These transfers explain the decrease in Riverside and San Diego County students at CPA over the last three school years, as shown in [this document](#).

### **Socioeconomic Status**

Approximately 21% of the student population of Cabrillo Point Academy qualify for free or reduced-price lunch, and 11% of the student population lives at or below the poverty line. The amount of students living in poverty is slightly higher than that of [Orange County](#), in which 9.5% of residents live at or below the poverty line. The school's curricular options and Planning Amounts (\$2,600 for K-8 and \$2,800 for high school) support all students and allow homeschooling families to create an educational program that meets the needs of each student. Specific supports for students who qualify for free or reduced-price lunch include access to school-owned WiFi hotspots and computers, specialized support staff and a school social worker, and 12 hours of free tutoring per month for high school students. CPA qualified for Title I funding beginning in the 2021-2022 school year, and staff members have not evaluated the impact of Title I funding, as the program is new to CPA this school year. The leadership team will monitor student achievement data and growth over time to report the impact of the [Title I program](#) in future WASC reports.

Eighty-eight percent of CPA parents have at least some college education, with 66% of parents

holding a Bachelor's degree or higher. The parents of CPA students are more well-educated than the overall population of Orange County, where 41% of residents have at least a Bachelor's degree.

## **Special Needs and Other Focused Programs**

### ***Supports for Students with Disabilities***

Cabrillo Point Academy's Special Education Department and the Student Support Services Department provide qualifying students with all accommodations listed in their IEP documents or their Section 504 Plan. CPA has a collection of [board-approved policies](#) that support students with special learning needs. Supports include online and in-person SAI classes taught by Special Education teachers and related services such as Speech and Language, Occupation Therapy, Adaptive Physical Therapy, Physical Therapy, Educationally Related Mental Health Services, and/or counseling support from a school psychologist. Students with special learning needs receive all necessary CAASPP testing accommodations, as documented in their IEP or 504 plan.

All students with special learning needs ranging in age from 16-22 have transition services identified within their IEP documents. Those ranging in age from 18-22 are supported further through the Adult Transition Program. Transition services offered include transition-related SAI classes, transition workshops, job coaching and placement services, career education, resources for independent living, post-secondary education support, and agency linkage with a Regional Center or the Department of Rehabilitation.

A Certificate of Completion option is available to qualifying high school students. The IEP team determines a student's placement in the Certificate of Completion program based on a thorough review of relevant data and the student's individual needs. The program includes life skills classes, an emphasis on transition skills, and one-on-one SAI and individualized attention from Case Managers and transition teachers.

504 Plans offer accommodations and support to general education students with an identified disability/area of need who require additional support beyond other general education supports such as an SST or intervention program. These accommodations support them in accessing their grade-level curriculum as it relates to their identified area of need, and the team designs all accommodations and plans around the unique needs of each student. The 504 team supports HSTs through phone calls and weekly scheduled office hours.

### ***Supports for Multilingual Students***

Cabrillo Point Academy has many programs to support the school's 111 English Learners. CPA reviews the [EL Master Plan](#) annually. The school implemented a DELAC during the 2020-2021 school year, and this committee currently has three board members: A president, vice president, and officer at large. The [DELAC](#) meets four times a year to provide input on CPA's ELD program, the LCAP, and Title I funding. The DELAC created a needs survey for parents of English Learners, and the committee used the results of this survey to develop the EL program for the 2021-2022 school year.

Teachers complete a series of [EL training sessions](#) each year. These sessions cover ELD standards, ELPAC and reclassification, and instructional strategies for EL students. Special Education teachers participate in [training](#) to build awareness of support programs available for

EL students with disabilities. CPA will provide EL representation at IEP meetings beginning in the 2021-2022 school year to ensure that IEP documents include EL needs, goals, and support programs.

CPA offers designated ELD classes to multilingual students, and all English Learners have an ELD course on their Master Agreement. HSTs measure the progress of each student's ELD standards mastery through their Learning Period meetings with students, reviews of student work, and the [Assignment and Work Record reports](#). CPA offers several ways for students to complete the required 30 minutes of daily designated ELD instruction. The school encourages students to participate in the school's live twice-weekly ELD classes. The ELD teachers who lead these classes provide [research-based curriculum](#) and activities for the other three days of the school week, and this program provides the highest level of support from credentialed teachers. CPA offers free access to BrainPOP EL, Reading Eggs, and Math Seeds for those who do not wish to attend the live classes. Parents can also use their choice of ELD curriculum to meet the 30-minute requirement. Families complete a log showing activities that meet the daily designated ELD requirement, and HSTs use this log for progress monitoring.

CPA implemented the ELLevation program during the 2021-2022 school year to monitor student progress after reclassification. School administrators began piloting the program with HSTs on November 1st, 2021, and teachers have provided positive feedback about ELLevation. CPA will continue to train staff members on the program's capabilities and will use it for MTSS and grade-level retention follow-up and intervention in the future.

EL students participate in annual ELPAC Chats with their HST. Each student completes a [worksheet](#) to analyze their ELPAC scores, set goals for ongoing improvement, and prepare for the ELPAC Chat session. The student, parent, and Director of School Support then meet to discuss the student's achievements and goals. ELPAC Chats allow students to reflect on their progress and growth areas and actively participate in the goal-setting and student improvement process.

### ***Supports for Foster Youth and Students Living in Transitional Housing***

Cabrillo Point Academy provides various supports to foster youth and students living in transitional housing. These supports include specialized staff members focused on students' academic and social-emotional needs, community resource assistance from the school's Homeless Liaison, access to WiFi hotspots and laptops, and backpacks with school supplies. CPA also provides twelve hours of free tutoring for high school students, access to Tier 2 mental health services, and additional Planning Amounts to provide access to materials and vendor services at all grade levels. Additionally, Cabrillo Point Academy allocates some Title I funds that families may use to purchase materials or classes to support the academic achievement of foster youth and students living in transitional funding who have exhausted their Planning Amounts.

Please refer to [Chapter II](#) for information about Title I funding and its use to support CPA's unduplicated student population.

### **Student Achievement Data**

Cabrillo Point Academy uses multiple measures to assess student achievement and mastery of

the content standards. Assessment methods include state-mandated assessments, STAR 360 benchmark tests, course- and curriculum-embedded assessments and projects, report cards, [work samples](#), and [Assignment and Work Record reports](#). Based on careful reviews of achievement data, staff members have identified major learning needs in math and writing. CPA's instructional staff recognize that students will also benefit from increased opportunities to prepare for college and career. [Chapter IV](#) outlines our progress towards these goals, and we will continue to address the goals through the [Schoolwide Action Plan](#) over the next three years of CPA's current WASC cycle.

### [California School Dashboard](#)

The CA School Dashboard has limited data for 2020 and 2021 due to the COVID-19 pandemic. Please refer to the [Graduation Rate](#) and [College and Career Readiness](#) sections below for information on CPA's growth in these areas over the last three school years.

Please refer to [Chapter II](#) for more information on changes CPA implemented to improve student outcomes.

### [California Assessment of Student Performance and Progress](#)

Overall, 59.53% of students met or exceeded the English-Language Arts standards on the 2021 CAASPP exam, which is an increase of 11.48% over the 2019 scores. In math, 38.98% of students met or exceeded the standards in 2021, showing growth of 16.78% since the 2019 CAASPP administration. For the spring 2021 CAST administration, 34.95% of students (overall) met or exceeded standards, a growth of 5.49% over 2019 CAST scores.

CPA's 2021 overall CAASPP scores in ELA were 26% higher than the school's authorizer. CPA's overall math CAASPP scores were 17% higher than the authorizer's. Statewide CAASPP scores for 2021 were not available as of the writing of this report.

These improved test scores are likely due to various programs implemented over the last three years. Since the WASC self-study visit in 2019, CPA has increased monitoring and recording of each student's progress towards the content standards through [Assignment and Work Record reports](#). The Student Support Department has developed a robust academic and social-emotional [intervention program](#), and teachers' knowledge of these support systems has increased over time, which has led to increased student participation. CPA teachers have helped students prepare for the CAASPP tests by offering test prep events, sharing parent-friendly testing videos and resources, and encouraging students to complete the CAASPP practice tests. The growth over time data is encouraging, but CPA will continue working to increase student scores on the state-mandated assessments, particularly in mathematics.

Cabrillo Point Academy staff members utilize various strategies to encourage student participation in the CAASPP assessments. Student participation on the ELA and math CAASPP tests increased by seven percent from 2018 to 2019 and another two percent from 2019 to 2021. Staff members anticipate that participation rates will continue to improve. CAST participation rates fell four percent from the spring 2019 administration to spring 2021. Staff members will encourage participation in these tests and revise the schoolwide action plan to grow in this area.

### [STAR 360](#)

Cabrillo Point Academy students complete the STAR 360 assessments three times per year. CPA added a winter STAR 360 window during the 2020-2021 school year to monitor growth and implement support programs for students struggling to meet mid-year benchmarks. HSTs use the data to show growth over time, implement interventions for students who need additional support, and assist homeschooling families with instructional planning. CPA switched to the more rigorous state benchmark alignment in Renaissance/STAR 360 to better predict how students will perform on the CAASPP assessments. CPA also switched from the Enterprise Scale to the Universal Scale for STAR 360 scores to better monitor achievement and growth as students progress from the Early Literacy test to the STAR Reading assessment.

Overall proficiency scores in reading increased from Fall 2019 to Spring 2020, dropped a few points in Fall 2020, increased in Winter 2021, and have remained at 75% for the last two test administrations. The overall math scores follow a similar trend, but scores increased by four percent from Spring 2021 to Fall 2021.

This switch from district benchmark tests to state/CAASPP benchmark tests in STAR 360 explains the perceived decline in overall student proficiency. While the STAR 360 data shows relatively poor performance on the tests, this decline is due to a change in scoring methods and ranges between the two benchmark systems. Additionally, the switch from the Renaissance STAR 360 Enterprise Scale to the Unified Scale at the beginning of the 2021-2022 school year means that we cannot determine growth using STAR 360 scaled scores from school years before 2021-2022. Attempting to do so would provide inaccurate data, as we would be comparing two different score ranges.

We expect overall scores to improve as teachers continue to monitor students' progress towards the content standards through AWR reports. We also expect scores to improve as teachers offer standards-aligned direct learning activities through programs such as synchronous instruction time and Explorers on Course classes. The Student Support Team will use the ELLevation database to closely monitor academic interventions and support programs and their impact on student achievement.

Except for Spring 2020 and Spring 2021, student participation in the STAR 360 tests has generally increased over the last three school years. Participation rates for the spring 2020 STAR 360 administration are lower than other testing windows due to COVID-related school closures.

### [English Language Proficiency Assessments for California](#)

CPA's ELPAC data has remained consistent over the last three years, with 28% of students tested scoring proficient on the Summative ELPAC in spring 2019 and spring 2021. Thirty-one percent of students tested proficient on the spring 2020 Summative ELPAC. CPA students scored better than students statewide, where 16% of students scored proficient in 2019. However, CPA's students did not score as well as those at the authorizing district, where 41% of students scored proficient on the 2019 Summative ELPAC. State and district ELPAC scores for 2020 and 2021 were unavailable when writing this report.

While the number of [students reclassified](#) has increased annually over the last three years, the number of multilingual students also increased. This increase in multilingual learners meant that the percentage of students reclassified during the 2020-2021 school year was two percent less than the previous year.

### [Report Card Analysis](#)



Teachers effectively conduct progress monitoring of all students throughout the school year, including semester report cards for students in TK-8 and progress reports and report cards for students in grades 9-12.

TK-8 report cards indicate each student's performance on the grade-level "I Can" Statements. HSTs determine TK-8 report card grades, following a review of student progress through the content standards and the student's attitude towards school work.

Students in grades 6-12 receive report card grades on the traditional A-F scale. Students in grades TK-5 receive a report card grade on a four-point scale for each of the four core subjects:

- Exceeds Expectations ("EE")
- Meets Expectations ("ME")
- Below Expectations ("BE")
- At-Risk ("AR")

High school students receive a mid-semester progress report and an end-of-semester report card to monitor and document mastery of the content and course credits using the traditional A-F scale. The progress report provides a mid-semester snapshot of the student's achievements and allows teachers to implement support when needed. HSTs suggest adjustments to curricular materials, tutoring, or [intervention strategies](#) when students struggle to meet course requirements. The HST may recommend an SST to determine additional techniques to support the student if the lack of progress continues. [Data](#) from the last three years shows a decline in "D" and "F" grades from progress reports to report cards, showing that intervention helps improve coursework grades over the semester.

The teacher of record determines grades for high school progress reports and report cards. The HST is the teacher of record for Choice Plus (parent-choice) classes, while the HQT is the teacher of record for synchronous Choice Plus Academy courses or HQT-led Edgenuity courses.

As shown in [this chart](#), teachers determine high school grades based on the student's work quality and the amount of work completed. CPA does not award partial course credits or units.

CPA understands that some students experienced significant disruptions in learning and instruction during the COVID-19 pandemic. Students and parents could choose a Pass/Fail scale or an adjusted letter grade scale during the Spring 2020 semester report cards.

On the Pass/Fail scale, students who completed at least 50% of the course with a grade of 50% or better received a Pass grade. CPA did not calculate "Pass" grades into the students' GPA averages. This change explains the significant drop in "D" and "F" grades during the Spring 2020 semester. The adjusted letter grade scale available during the pandemic were as follows:

- A: 79%-100%
- B: 69%-78%
- C: 59%-68%
- D: 50%-58%
- F: 49% or less

### [AP Courses and Exams](#)

CPA offers a variety of College Board-approved Advanced Placement courses. AP courses are available through Edgenuity, BYU Independent Study, Apex Learning, k12, and the UC Scout online course platform. Liz Palmiter, Director of High School, is responsible for maintaining AP course approval. Please follow [this link](#) to view the list of available AP courses.

CPA does not offer in-house AP exams. The school provides information on registering for these

exams through the My AP Account website.

### [Community College Concurrent Enrollment](#)

Students may concurrently enroll at California community colleges or through an accredited public or private four-year institution to earn college and high school credit while enrolled as full-time students with CPA. The Guidance Department monitors concurrent enrollment through transcripts and reports from School Pathways.

Forty-six percent of the [class of 2019](#) met the College and Career indicator through college credit courses. This percentage increased by 13% to 59% of the [class of 2020](#). During both years, college credit courses served as the method through which most of Cabrillo Point Academy's graduates met the college and career indicator.

### [Graduation Rate](#)

Cabrillo Point Academy's graduation rate has increased steadily over the last three years. The school's overall graduation rate increased by 7.1% from 2019 to 2020 but remained steady at 93% in 2020 and 2021. Cabrillo Point Academy's charter authorizer is an elementary district, and there is no data to show how CPA's graduation rate compares to that of the district. Internal graduation rate records and data from the [CDE](#) and [CA School Dashboard](#) show that CPA's graduation rate was 2.6% higher than that of the state in 2019, 9% higher than that of California (84%) in 2020 and 2021.

### [College and Career Readiness](#)

Approximately 21% of the graduating class of 2019 finished high school prepared for college or career, showing growth of 14.1% over the class of 2018 when only 6.7% of students were prepared for college or a career. About 28% of the class of 2020 graduated from Cabrillo Point Academy prepared for college or career, showing a growth of 6.7% from 2019. College and Career data from the CA School Dashboard was not available by the due date of this report, but staff members will share the information during the visit. Cabrillo Point Academy has seen growth in this area over time, and staff members expect further growth as students complete an entire four-year course of A-G-approved classes and as CPA adds CTE options. A continued focus on college and career readiness, including an expansion of the CTE offerings, will remain a theme in the schoolwide action plan, professional development activities, and curricular planning in the years to come.

## II: Significant Changes and Developments

Since the [self-study](#) visit in January 2019, Cabrillo Point Academy has implemented various programs to increase student achievement and support the whole school. These developments align with the [schoolwide action plan](#) and the [LCAP](#).

Cabrillo Point Academy moved from being a member of the statewide Inspire Family of Schools to a local control model at the end of the 2019-2020 school year. Cabrillo Point Academy has its own Governing Board, leadership team, Human Resources staff, LCAP, Special Education Department, High School team, and other dedicated support and instructional staff members. The switch to the local control model has positively impacted CPA. The local leadership team allows for increased capacity, accountability, and oversight of all departments. Likewise, the school's local staff and board members know the school and its policies.

Cabrillo Point Academy ensured that all core subject high school courses are A-G approved, beginning in the Fall 2019 semester. A-G classes positively impact high school students by teaching critical thinking and problem-solving skills to support them in college or university coursework, trade skills, and general work and life experiences. A-G courses also help students progress towards mastery of the [Schoolwide Learner Outcomes](#), which develop 21st-century skills that will support students throughout their lives. Cabrillo Point Academy offers a variety of A-G [electives](#), vocational electives, and [CTE courses](#) to allow students to pursue interests and explore career options. The College and Career Readiness Indicator on the school's [Dashboard](#) increased by 6.7 percentage points from 2019 to 2020 as the broader A-G course range prepares students for their futures. (Approximately 33% of the [class of 2020](#) met the College and Career Readiness Indicator through A-G course completion, an increase of 22% over the [class of 2019](#)'s rate.) CPA staff members expect the percentage of students who graduate prepared for college or career to increase over time due to the additional A-G options.

Cabrillo Point Academy worked with various curriculum and coursework providers to offer [summer school](#) to credit deficient students in Summer 2021. Thirteen students completed classes with a passing grade during the Summer 2021 term as measured by student transcripts and Individualized Graduation Plans (IGPs). The summer school opportunity provided students with a chance to recover missing credits, which CPA staff members expect will increase the four-year cohort graduation rate. This program has positively impacted students' social-emotional well-being, as it helps them succeed in meeting their academic goals.

HSTs complete AWR Gradebook Reports each Learning Period. The HST makes standards-based assignments for each student each LP and then shares those assignments with the student and their parent or Learning Coach. At the end of each LP, the HST reviews each student's completed body of work and makes adjustments to the AWR so that the report reflects the student's work. The HST also uses the AWR to record and document the SLOs covered by the student's coursework each LP. HSTs provide a grade on the AWR for each LP. The AWR reports allow HSTs to monitor and measure student progress towards mastery of the grade-level content standards and the SLOs. These reports are useful to families and Learning Coaches because they outline the expectations for each LP and break the content standards into manageable pieces. AWRs help HSTs celebrate student progress and success throughout the school year.

To meet the synchronous instruction and live interactions requirements of AB-130, CPA offers

[intervention programs](#), [Explorers on Course](#) and [Adventures in Math](#) classes, [Community Connections](#), and teacher office hours. Each HST offers 30 minutes of daily synchronous instruction to their students, during which they teach standards-based lessons.

Cabrillo Point Academy added monthly [professional development sessions](#) for instructional staff members during the 2020-2021 school year and continued this monthly PD model for the 2021-2022 school year. During the 2021-2022 school year, CPA leadership created a Professional Development Coordinator position to help plan and implement PD activities. CPA's professional development activities target identified growth areas from the schoolwide action plan and CA School Dashboard indicators. HSTs receive information and instructional tips and strategies to share with families, positively impacting teaching and learning. The leadership team posts recordings of PD meetings on the Homeschool Teacher Handbook for easy access and reference at any time.

Cabrillo Point Academy provides a wide range of intervention programs to support student achievement and success. CPA follows a [multi-tiered approach](#) to intervention based on assessment data and the SST process. Support programs include online and paper-and-pencil options to suit individual needs. The Student Support Team implemented the Outstanding Direct Instruction (ODI) program beginning in the Fall 2020 semester. ODI targets student growth areas through direct instruction. The [intervention website](#) supports HSTs and families through instructional videos, grade-level writing prompts and tools, speech resources, test prep activities, and office hours available to HSTs, parents, and students. CPA offers [social-emotional support](#), including information on building and maintaining a growth mindset and SEL tools that can be used in the home learning setting to promote study and life skills. While CPA does not offer a formal support program for gifted students, all students have the opportunity to participate in enrichment activities to expand their curricular program through vendor-led classes and CPA's Community Connections program. The Student Support Team and various school departments implemented the ELLevation database in Fall 2021. The department leads will use this database to document and monitor student achievement and growth towards grade-level expectations, as evidenced through STAR 360 and CAASPP scores, RFEP monitoring, the SST process, and intervention program use. We look forward to measuring the impact of these intervention programs on student success.

Please refer to [Chapter I](#) for information on support programs for unduplicated student subgroups.

Cabrillo Point Academy began the [Community Connections](#) program during the Fall 2019 semester as a way for students to gather with peers for field trips and other enriching activities. The program moved to a virtual model in March 2020 due to COVID-related restrictions, and staff members will offer virtual clubs and in-person park days for the 2021-2022 school year.

A group of CPA HSTs offers virtual classes in K-5 ELA and math during the 2021-2022 school year through the [Explorers on Course](#) program. These virtual learning opportunities build community among students and expose them to various instructional strategies and teaching styles. The Explorers on Course teachers encourage critical thinking and problem-solving skills during club sessions and live classes to help students meet academic goals and work towards mastery of the Schoolwide Learner Outcomes.

Cabrillo Point Academy qualified for Title I funding beginning in the 2021-2022 school year. The school developed a [Parent Engagement Policy](#) and implemented Special Program Leads who encourage parent engagement, including building awareness of the [Parents on Course workshops](#)

(Parent University), an LCAP Advisory Committee (in lieu of a School Site Council), and DELAC meetings. These staff members also provide an additional layer of support to each regional team of HSTs.

The leadership team regularly reviews and updates the school's [enrichment guidelines](#) to ensure that all purchases made with school planning amounts are compliant with state requirements. HSTs review and approve all purchases, and School Accountability Assistants serve as a second approval when HSTs have questions or are unsure about a particular item. The Enrichment Department holds weekly office hours to assist HSTs with purchasing guidelines and order approvals.

Cabrillo Point Academy implemented an Equity and Inclusion Committee during the Fall 2021 semester to demonstrate our schoolwide dedication to improving equity practices. Committee members developed a [mission statement](#) to outline their plans. These staff members are working on a teacher-facing website to share resources such as a calendar of cultural events and holidays, a discrimination report survey, and libraries of teacher- and student-friendly materials that support culturally-responsive teaching and learning. We look forward to monitoring the impact of these initiatives through staff, student, and parent feedback.

CPA's leadership team made various changes to comply with COVID-related regulations. The school implemented the [COVID Prevention Plan](#), [COVID-19 Operations Written Report](#), and the [Learning Continuity and Attendance Plan](#) to ensure student and staff safety and mitigate learning loss due to the pandemic. From March 2020 through the end of the 2020-2021 school year, HSTs met families virtually, and staff members offered virtual clubs and field trips to enrich students' core academic programs. CPA provided computers and WiFi hotspots so that students could complete the CAASPP tests in the virtual setting. These changes minimized disruptions to the homeschooling program.

### **III: Engagement of Stakeholders in Ongoing School Improvement**

Cabrillo Point Academy's leadership team involved all instructional staff members in developing and implementing the schoolwide action plan. Staff members reviewed student achievement data and the Critical Areas for Follow-Up from the last self-study visit to develop the action plan. Since then, staff members have discussed the school's progress, the impact of each new program or development, and any further work needed to meet the school's goals. Moving forward, instructional staff members will meet in small groups annually to review progress, its impact, next steps, and how various stakeholders can help CPA meet each action step. The leadership team will invite high school HQTs, the SPED team, and classified staff members to review and revise the schoolwide action plan on an ongoing basis.

While preparing this progress report, HSTs met in small groups each month to work on small sections of the report. The Director of Accreditation and Achievement then used notes and feedback from those meetings to write the narratives. The Director of Accreditation and Achievement also worked with department leads to gather data and input for Chapter I. Parents, students, and classified staff members completed surveys to provide feedback about the school's progress over the last three years, areas of strength, and areas for improvement. Please click [here](#) to see the results of the stakeholder surveys. All staff teams provided feedback on the Schoolwide Action Plan and refinements for the next three years. Please refer to [Chapter V](#) to review the updated plan.

CPA shared the completed mid-cycle progress report with all certificated and classified staff members, parents, the Governing Board, and the charter authorizer. A copy of the completed report will be available through [CPA's public-facing website](#) and the internal Homeschool Teacher Handbook.

#### **IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA**

Cabrillo Point Academy staff members met in small groups to discuss progress towards the Schoolwide Action Plan. Each team looked at several action steps and noted the school's growth towards each step and its impact on teaching, learning, and student achievement.

##### **Goal 1: Increase the percentage of students' CTE pathway completion by 12th grade.**

During the 2021-2022 school year, the Choice Plus Academy program added [six in-house CTE classes](#) for middle and high school students. CTE courses have a broad impact on student achievement and college and career readiness by exposing students to career paths and/or college majors. These classes provide access to post-secondary options for students who may not plan to attend college or university immediately after high school graduation. CTE courses also develop soft skills that will support students regardless of their post-secondary plans.

We look forward to adding more CTE options in the future and monitoring the impact of these courses on students' post-secondary readiness through the College and Career Dashboard Indicator.

##### **Goal 2: Increase the percentage of students who complete the A-G course sequence.**

Cabrillo Point Academy updated the high school course offerings in the 2019-2020 school year to ensure that all core subject courses are [A-G-approved](#). As previously mentioned, this change led to an increase in the [CCI score](#) on the school's Dashboard from 2019 to 2020. Encouraging all students to complete an A-G course sequence exposes them to problem-solving and critical thinking skills that they will use in college or the workplace. These courses also encourage high standards of student achievement and provide greater variety in students' post-secondary options. HSTs, Guidance Counselors, and the Director of High School monitor student progress towards the A-G and graduation requirements through each student's [Individualized Graduation Plan \(IGP\)](#) document.

The high school team provides information about A-G courses, graduation requirements, and post-secondary planning during High School Information Sessions and Parents on Course workshops. These sessions build awareness of options and requirements for students and their families, which is motivating and helps students set goals and plans.

HSTs participate in professional development sessions related to A-G course progress monitoring. HSTs learn tips to encourage student participation and monitor progress through coursework and graduation or A-G requirements during these sessions. The PD sessions are impactful because they equip teachers with tools to encourage students to complete the A-G sequence. As a result, HSTs can effectively guide students through their A-G courses and help students maintain the course pace.

##### **Goal 3: Increase student participation in standardized assessments.**

Please refer to [Chapter I](#) for more information about test participation rates.

Cabrillo Point Academy's Director of Testing monitors test completion rates and publishes these

in weekly staff newsletters. The Director of Testing also shares spreadsheets showing which students have not completed testing so that HSTs can follow up directly with each family. HSTs participate in training sessions and small group discussions about talking points to encourage testing. School administrators send schoolwide emails to families informing them of test windows and the importance of test participation. Increased test participation leads to additional achievement data that the school can use to determine overall strengths and areas for growth. At the student level, HSTs share individual test performance data with families to celebrate growth over time and, when needed, to implement intervention programs that promote student success.

HSTs provide practice test information to families each school year. Additionally, the Community Connections program hosts test prep sessions. The school offers online typing programs and adds test-taking tips to family newsletters to further prepare students for computer-based standardized tests. These resources help students prepare for CAASPP-style questions and navigate the test platform. These test prep resources impact students as they experience less test anxiety when they know what to expect on a standards-based test.

Staff members sent multiple testing reminders and encouraging notices to families during the 2020-2021 school year to promote participation despite changes due to COVID. HSTs received ample training on administering the CAASPP tests and monitoring student progress through these tests in a virtual setting.

**Goal 4: Provide consistent support for students in mathematics to increase student access to college and career pathways in science, technology, engineering, and mathematics.**

HSTs received training on Number Talks strategies during the 2020-2021 school year. Following the training sessions, the HSTs implemented these strategies during meetings with students to help them develop problem-solving skills and improve students' math vocabulary, which is helpful for instruction and assessments.

HSTs also participated in a professional development session on the Mathletics program, which increased teacher awareness of this math intervention program and helped HSTs share information with families.

HSTs met in small groups to read and discuss *Learning to Love Math: Strategies that Change Student Attitudes and Get Results*. These discussions provided HSTs with talking points and math instructional strategies to model for families during monthly meetings.

The Explorers on Course program provides HST-led direct instruction in math for grades K-5. Please click [here](#) for more information on this program. This program is new for the 2021-2022 school year, and we do not yet have growth data for participating students. Staff members look forward to measuring the impact of the Explorers on Course classes through STAR 360 and CAASPP data, AWR reports, and student report cards.

CPA provides MobyMax accounts to all students in grades TK-8 through the [Online Subscription Package](#). The Student Achievement Focus Group also created documents showing how MobyMax lessons meet the TK-8 content standards. The MobyMax program and alignment documents help HSTs identify learning needs and support students and their families in supplementing the math curriculum to ensure all students access grade-level math content.

Cabrillo Point Academy provides [math intervention](#) and academic support through online programs, videos, Outstanding Direct Instruction classes, and [Adventures in Math](#) classes. These



intervention programs provide educational support to help students access and meet grade-level content standards and improve assessment scores. The programs also support social-emotional well-being by increasing students' confidence in mathematics.

Curriculum webinars introduce parents to standards-aligned materials and supplemental resources to help families meet the math content standards. HSTs lead virtual clubs in various topics, including hands-on math enrichment, to build students' confidence in math and assist parents in understanding the math standards and instructional strategies. These activities also lead to more students mastering the math standards at their grade level, as evidenced by schoolwide growth on the [math CAASPP tests](#), [AWR reports](#), and [report cards](#).

**Goal 5: Develop and implement a plan to increase reading and writing across the curriculum, including the use of schoolwide rubrics to assess student writing.**

The [Intervention Resources website](#) provides access to grade-level writing prompts and rubrics that are user-friendly for parents and HSTs. These resources empower parents to teach writing at home, and the rubrics share grade-level expectations with students and their parents. Access to these resources ensures students have the tools to master the writing standards, as evidenced by [AWR reports](#).

HSTs offer reading and writing clubs through the Community Connections program. These clubs provide direct, standards-based instruction from a credentialed teacher to ensure exposure to grade-level literacy and writing standards. The clubs also promote students' social-emotional development and boost confidence in written communication through collaborative activities with peers.

HSTs also offer direct writing instruction through the Explorers on Course classes for grades K-5. Please click [here](#) for more information on this program. As previously mentioned, we do not have growth data from this program. Staff members will measure the academic impacts of Explorers on Course through various forms of achievement data for participating students.

Teachers participated in professional development on writing instruction during the 2020-2021 school year. HSTs completed a workshop on graphic organizers and a writer's workshop PD session. During both activities, staff members shared best practices for writing instruction and resources that HSTs can share with families to improve students' writing skills and parents' comfort in teaching writing. The tips shared during these sessions helped HSTs promote writing across the curriculum and help students apply language arts skills to their math, science, and social studies coursework.

At this time, Cabrillo Point Academy does not have a schoolwide tool to measure students' writing skills. However, HSTs monitor students' progress in the writing standards through student interviews during LP meetings and reviews of student work. HSTs document student progress towards these standards through AWR reports.

**Goal 6: Implement the Professional Development plan, including training on the use of web tools and resources for differentiated instruction. Monitor changes in practice as a result of professional training.**

Cabrillo Point Academy compiles an annual [professional development plan](#) based on identified student learning needs and feedback from teachers regarding topics of interest and instructional

growth areas. The leadership team uses surveys to gather HST feedback on the effectiveness and usefulness of PD sessions. The school's collaborative decision-making process for developing the PD plan ensures that instructional staff members have a voice in planning and that PD sessions are relevant to the needs of teachers and students.

Various departments offer weekly office hours where staff members can ask questions or receive clarification on procedures and resources. These virtual sessions provide support for teachers who work remotely. The office hours also ensure teachers complete compliance and accountability tasks accurately.

CPA measures change from PD activities and the effectiveness of such activities using student achievement data, including STAR 360 growth reports and CAASPP scores, the teacher evaluation process, and staff surveys that gauge professional learning and ongoing needs. CPA also uses student participation in classes, intervention programs, and HST-led synchronous instruction sessions to monitor the effectiveness of professional development.

**Goal 7: Closely monitor school finances and ensure that adequate funding is continuously accessible.**

Cabrillo Point Academy appropriately monitors school finances to ensure adequate funding. The school has a board-approved [Fiscal Policies and Procedures Manual](#), and the Governing Board reviews and approves school finance reports during [monthly board meetings](#). The Governing Board also reviews and approves the school's annual budget.

CPA takes a collaborative approach to develop or update an LCAP each year, and stakeholders provide input through surveys. The Director of Accountability presents a [public hearing](#) for stakeholders during a board meeting each year to provide transparency in the LCAP development process. CPA participates in an annual financial audit to ensure compliance with fiscal policies and requirements for public schools.

**Goal 8: Develop consistent and measurable instructional expectations across all teachers, learning pathways, and learning programs to ensure students are meeting the high expectations of the essential standards.**

HSTs work with students and their parents to develop a list of standards-based assignments for each Learning Period. For students in grades TK-8, HSTs use the ["I Can" Statements](#) to make assignments. High school students follow the [course outlines](#) or an HQT-led course. Following the course outlines, teacher-led classes, or "I Can" Statements ensures consistent expectations for all students within a grade level. At the end of each Learning Period, HSTs meet with students and parents to review the completed body of work and discuss the student's progress towards mastery of the standards and the [Schoolwide Learner Outcomes](#). HSTs document this progress on that Learning Period's [AWR report](#) and provide a progress grade for each subject. AWRs and Learning Period meetings positively impact student achievement because they provide HSTs with insight into a student's progress. The AWR reports also help students and parents understand expectations and hold parents accountable for teaching grade-level content. School Accountability Assistants (SAAs) hold office hours to provide additional training and clarification on reporting and documentation to ensure consistency across all instructional staff members.

Students complete the Renaissance [STAR 360 assessments](#) in reading and math three times per year. These standards-based assessments provide an additional tool for HSTs to monitor student progress towards grade-level expectations. STAR 360 reports guide HSTs in making data-driven decisions about students, including, but not limited to, referring students for intervention programs or the [grade-level retention and acceleration processes](#).

HSTs receive adequate training on using STAR 360 reports and accurately documenting student learning in AWRs each school year. HSTs also participate in small group discussions to review student work and progress. These training and discussion sessions further ensure that expectations are consistent across all teachers.

While CPA has made significant progress on the action plan goals since the last self-study visit, staff members understand that there is always room for improvement. The school will continue to address student learning needs in math and writing across all grade levels, and instructional team members will continue to develop a robust program to prepare all students for college or careers. Please refer to [Chapter V](#) for more information on updates to the schoolwide action plan and CPA's goals for the next three years.

## **V: Schoolwide Action Plan/SPSA Refinements**

Certificated and classified staff members from all departments reviewed the action plan and provided feedback and input on the plan's revisions and refinements. After compiling the information, the Director of Accreditation and Achievement made general revisions to the action plan. Modifications included:

- Removing completed action steps and those that are no longer relevant to student and staff needs.
- Changing the language of action steps to reflect additions to the school's programs.
- Updating the timelines and responsible people for various action steps.

Additionally, CPA staff members added action steps to address CAST participation rates, the implementation of the ELLevation program for improved progress monitoring, and the Explorers on Course program for direct instruction in ELA and math.

Based on the findings outlined in this report and the student profile, CPA will focus on the following areas as we prepare the next self-study report:

- CPA will continue to focus on students' math achievement, as aligned with [LCAP](#) Goal 2.
- CPA will continue developing the school's CTE program to provide additional post-secondary options for students and improve the school's CCI Dashboard score. This continued focus on CTE will help Cabrillo Point reach LCAP Goal 3.
- CPA will continue developing and strengthening parent engagement opportunities through Parents on Course workshops and the DELAC and LCAP Advisory Committees. Parent engagement opportunities align with LCAP Goal 4.

Staff members will continue to review the action plan annually and discuss progress towards schoolwide goals.

[Cabrillo Point Academy's Schoolwide Action Plan.](#)