

**CABRILLO HIGH SCHOOL**



**Juan Rodriguez Cabrillo High School**  
**2019 WASC Self-Study**

# **Juan Rodriguez Cabrillo High School 2019 WASC Self-Study**



**2001 Santa Fe Avenue  
Long Beach, California 90810**

**Long Beach Unified School District**

**March 24-27, 2019**

**ACS WASC/CDE Focus on Learning Accreditation Manual, 2017 Edition  
(Edited for SY 2018-2019 School Visits)**

# Table of Contents

Preface.....	XX
The Visiting Committee .....	XX
Long Beach Unified School District Board of Education & District Administration.....	XX
Juan Rodriguez Cabrillo High School Administration .....	XX
WASC Leadership Team .....	XX
Focus Group Members .....	XX
WASC Self-Study Process.....	XX
Glossary of Acronyms & Terms Used in the Self-Study.....	XX
Chapter I: Progress Report.....	XX
Chapter II: Student/Community Profile and Supporting Data and Findings .....	XX
Chapter III: Self-Study Findings .....	XX
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources .....	XX
B: Standards-based Student Learning: Curriculum .....	XX
C: Standards-based Student Learning: Instruction .....	XX
D: Standards-based Student Learning: Assessment and Accountability.....	XX
E: School Culture and Support for Student Personal and Academic Growth Culture.....	XX
Chapter IV: Summary from Analysis of Identified Major Student Learner Needs .....	XX
Chapter V: Schoolwide Action Plan .....	XX
Appendix .....	XX



## **The WASC Visiting Committee**

### **Committee Chair**

Dr. Gladys Velazquez  
Assistant Principal, Warren High School  
Downey Unified School District

### **Members**

Mrs. Lianne Greenlaw  
Education Specialist, RSP, Bernardo Heights Middle School  
Poway Unified School District

Mrs. Cherilynne Hollowell  
Teacher, John W. North High School  
Riverside Unified School District

Ms. Amy Morris Hrin  
Administrator, Mission Hills High School  
San Marcos Unified School District

Mr. Jeff Stephanik  
Assistant Principal, La Puente High School  
Hacienda La Puente Unified School District

Mr. Jeremy Troesh  
Counselor, Claremont High School  
Claremont Unified School District

## Board of Education



Megan Kerr  
Board Member

Felton Williams  
Board Member

Juan Benitez  
Board Member

John Meyer  
Vice President

Diana Craighead  
President

## District Administration

Christopher J. Steinhauser, Superintendent of Schools

Dr. Jill Baker, Deputy Superintendent of Schools

Ruth Perez Ashley, Deputy Superintendent of Education Services

Peter Davis, Assistant Superintendent of High Schools

Pamela Seki, Assistant Superintendent, Curriculum, Instruction, & Professional Development

Dr. Christopher Lund, Assistant Superintendent, Research, Planning, & Evaluation

Dr. Tiffany Brown, Assistant Superintendent, School Support Services

Yumi Takahashi, Chief Business & Financial Officer

## Juan Rodriguez Cabrillo High School Administration

Cheryl Cornejo, Principal

Stacie Alexander, Vice Principal

Victor Jarels, Assistant Principal

Donald Williams, Assistant Principal

## WASC Self-Study Coordinators

Carlos Gershwin-Razo and Alex Moreland

# Leadership Team

Cheryl Cornejo – Principal  
Stacie Alexander – Vice Principal  
Dorian Eveland – Assistant Principal  
Victor Jarels – Assistant Principal  
Donald Williams – Assistant Principal  
Carlos Gershwin-Razo – AP Co-Coordinator, AVID Coordinator, WASC Self-Study Co-Coordinator  
Alex Moreland – Dean of Students, WASC Self-Study Co-Coordinator  
Drew Holt – Focus Group Lead (Organization/Leadership), Music, Performing Arts Department Chair  
Michelle Montooth – Focus Group Lead (Organization/Leadership), English  
Paola Espinoza – Focus Group Lead (Curriculum), Math  
Ivy Gastelum – Focus Group Lead (Curriculum), English Department Co-Chair  
Somaly Imatomi – Focus Group Lead (Instruction), Science Department Chair  
Aline Maestas – Focus Group Lead (Instruction), Pathways Coordinator, CAL-J Lead  
Steve Duanes – Focus Group Lead (Assessment), Head Counselor  
Scott Yarborough – Focus Group Lead (Assessment), Math Department Co-Chair  
Lori Andrews – Focus Group Lead (Culture), Dean of Students  
Jim Dowding – Focus Group Lead (Culture), Virtual Enterprise Teacher  
Adrian Baer – PE Department Chair  
Ken Fisher – Math Teacher, CED Lead  
Katrina Freeman – Social Science Department Co-Chair  
Christy Godfrey – AP Co-Coordinator, Visual Arts Department Co-Chair  
Steve Gorgol – Social Science Department Co-Chair  
Ben Hull – Special Education Department Chair  
Chris Itson – Activities Specialist, Student Ambassadors  
Annitta James – Math Department Co-Chair  
Karen Kim – CED Counselor  
Ethel Laczko – World Languages Department Chair  
Alexandra Lavayen-Jenkins – AGL/CED Counselor  
Joel Lovelace – SACMAA/CAL-J Counselor  
Stephen Marsh – CTE Department Chair  
Chelsea McCormick – Science Teacher, CHOC Lead  
Kim Oliver – Math Teacher, AGL Lead  
Janice Pope – English Department Co-Chair  
Luz Romero – CHOC/US Counselor  
Ulises Rueda-Zepeda – Science Teacher, SACMAA Lead  
John Tran – AGL Counselor  
Viseth Vann – SACMAA Counselor  
Lisa Wholey – CAL-J Counselor  
Emily Yarborough – Visual Arts Department Co-Chair

## **Focus Group A**

### **Organization: Vision and Purpose, Governance, Leadership, Staff and Resources**

#### **Focus Chairs**

Drew Holt – Performing Arts Department Chair  
Michelle Montooth – English

#### **Certificated Staff**

Gail Ashbrooke – Librarian  
Karen Candelaria – PE  
Diego Castrejon – World Languages  
Cheryl Cornejo – Principal  
Christy Godfrey – AP Co-Coordinator, Visual Arts Department Co-Chair  
John Gunde – Social Science  
Carolyn Ingwersen – Special Education  
Chelsea McCormick – CHOC Lead, Science, AVID  
Kim McWaid – Special Education, AVID  
Kathryn Meacham-Shirley – Science  
Luz Romero – CHOC/US Counselor  
Porfirio Sicaeros – Math  
Bill Sims – Social Science  
Kevin Smith – English, ELD  
Shaina Turian – Visual Arts  
Lisa Wholey – CAL-J Counselor  
Chris Williams – Science  
Tricia Wilson – English  
Emily Yarborough – Visual Arts Department Co-Chair

#### **Classified Staff**

Leslie Davis – Supplies/Substitutes Clerk  
Sonia Lopez-Miramontes – Community Liaison  
Titus Marshall – Boys Locker Room Attendant  
Jonathan Mendoza – Plant Supervisor  
Silvi Seymour – Attendance Clerk  
Shannon Vega – Cafeteria Supervisor  
Claudia Yela – Banker

# **Focus Group B**

## **Standards-based Student Learning: Curriculum**

### **Focus Chairs**

Paola Espinoza – Math  
Ivy Gastelum – English Department Co-Chair

### **Certificated Staff**

Stacie Alexander – Vice Principal  
Beatrice Andrews – Math  
Adam Austin – English  
Ryan Blackwell – Visual Arts  
Terrence Bryant – Urban Math Collaborative Counselor  
Keisha Clark-Booth – Performing Arts  
Blake Dorman – Special Education  
Maria Esqueda-Corona – Special Education  
Lynette Foe-Aman – Math  
Steve Gorgol – Social Science Department Co-Chair  
Brian Lenzen – PE  
Keisha Lewis – Special Education  
Andrew Lunt – Visual Arts  
Geoffrey Ramirez – English  
Elvia Ruiz-Lopez – World Languages  
Julie Ryan – Social Science  
Elizabeth Serafini – English  
Karen Shoop – English  
Erika Spurlin – Math  
Nicole Thibeau – Special Education  
Viseth Vann – SACMAA Counselor  
Stu Woodward – Science  
Ulises Rueda-Zepeda – SACMAA Lead, Science

### **Classified Staff**

Carol Bell – Instructional Aide  
Maggie Galaviz – Custodian  
Norman Pachejo – Campus Security Officer

# **Focus Group C**

## **Standards-based Student Learning: Instruction**

### **Focus Chairs**

Somaly Imatomi – Science Department Chair  
Aline Maestas – Pathways Coordinator, CAL-J Lead

### **Certificated Staff**

Bernice Banares – Special Education  
Gayle Boone-Beagle – Independent Study  
Rosalinda Cervantes – World Languages  
Gerardo Cortes-Lopez – Science  
Christina Crissman – Social Science  
Kathleen Danger – English  
Shelley Fauver – Special Education  
Keedrick Gardner – Science  
Joe Gawel – Special Education  
Jeff Jacobs – Performing Arts, Yearbook  
Victor Jarels – Assistant Principal  
Scott Newman – Social Science, CTE  
Jenny Richter – Special Education  
Tim Robertson – NJRTOC  
Daniel Romo – English  
Sergio Santillan – NJROTC  
Emily View – Social Science

### **Classified Staff**

Darrell Hildreth – Campus Security Officer  
Martha Jenkins – Instructional Aide  
David Kersey – Stage Technician  
Lisa Knapp – Speech/Language Pathologist  
Joel Lovelace – SACMAA/CAL-J Counselor  
Joey Montalvo – Social Science  
Gabby Montgomery – Instructional Assistant, OCS  
Bety Ortiz – Supplies/Textbooks Clerk

# **Focus Group D**

## **Standards-based Student Learning: Assessment**

### **Focus Chairs**

Steve Duanes – Head Counselor  
Scott Yarborough – Math Department Co-Chair

### **Certificated Staff**

Adrian Baer – PE Department Chair  
Kim Ben-Haim – Social Science  
Alice Bolstad – Visual Arts  
Robin Bravo – Math  
Ken Fisher – Math, CED Lead  
Prosper Gahungu – Math  
Brady Garrett – Social Science  
Nathan Halterman – Math  
Ben Hull – Special Education Department Chair  
Manju Kaur – Special Education  
James Kent – Math  
Karen Kim – CED Counselor  
Ethel Laczko – World Languages Department Chair  
Natalie Lucindo – Science  
Claudia Marquez – CTE, Engineering  
Stephen Marsh – CTE Department Chair  
Scoey Peters – Special Education  
Janice Pope – English Department Co-Chair  
Ron Roland – Special Education  
Denise Sarno – English, Athletics Director  
Lydia Sosa – Science  
Donald Williams – Assistant Principal

### **Classified Staff**

Fidel Cortez – Campus Security Officer  
Michelle Francis – Office Supervisor  
Monica Leal – Counseling Clerk  
Dilma Romero – Instructional Aide  
Sharon Young – Data Technician

## **Focus Group E**

### **School Culture and Support for Student Personal and Academic Growth**

#### **Focus Chairs**

Lori Andrews – Dean of Students  
Jim Dowding – Virtual Enterprise

#### **Certificated Staff**

Gloria Archer – College and Career Center  
Martha Bradshaw – Independent Study  
Janet Carrillo – English, AVID  
George Foe-Aman – CTE  
Katrina Freeman – Social Science Department Co-Chair, AVID  
Brad Greenburg – World Languages  
Mark Hankinson – English  
Gabriela Hashimoto – Special Education  
Chris Itson – Activities Specialist, Student Ambassadors  
Annitta James – Math Department Co-Chair  
Rick Lamprecht – Special Education, Athletics Director  
Alexandra Lavayen-Jenkins – AGL/CED Counselor  
George Martinez – Math  
Byron Miles – World Languages  
Pat Noyes – PE  
Nelly Ofoegbu – Special Education  
Al Olefer – Social Science  
Kim Oliver – Math, AGL Lead  
James Sherry – Performing Arts  
Sarah Shokair – Science  
Gabe Tablada – English  
John Tran – AGL Counselor  
John Zeeman – Math

#### **Classified Staff**

Tina Byrd – Girls Locker Room Attendant  
Nancy Escobar – College Advisor  
Chris Follett – Custodian  
Maria Gallegos – Parent Involvement Specialist  
Evelyn Marquez – College Advisor  
Mari Pimental – WRAP Coordinator  
Lorenzo Walsh – Campus Security Officer  
Loan Wendt – Psychologist

## Student Group

Justine Alcayde  
Rei Angelo Amurao  
Jad'ia Andrews  
Roda Mae Arcala  
Angel Avelar Menendez  
Liliana Ayala  
Robert Bagalawis  
Kyle Batucal  
Ashley Bello  
Keyon Brown  
Ruby Caldera  
Ashley Ceja-Franco  
Derek Chan  
Aylin Cruz-Torres  
Mekhi Dela Cruz  
Arylee Esparza  
Jess Espinoza-Valcourt  
Susana Figueroa  
Nicole Funez  
Jesse Garcia  
Rosemary Garcia  
Fernandez Gomez  
Vanessa Gonzales  
John-Markus Gutierrez  
Jacqueline Guzman  
Alexa Habacon  
Jaime Haro-Ortiz  
Regan Hilario  
Alan Ibarra  
Viviana Ibarra  
Jennifer Jimenez  
India Johnson  
Johnny Juarez  
Melody Keo  
Calvin Khim  
Angie Loor  
Delia Lopez  
Melany Lopez-Montanez  
Jane Luczon  
Pedro Luna

Julia Machado  
Joseph Martinez  
Sophia Martinez  
Jose Mejia  
Jaylah Melalipi  
Victor Mercado  
Joana Montejo  
Jasmine Moreno  
Claire Ng Lam  
Evelynn Ny  
Karen Ochoa  
Frankie Olivares  
Jose Palomera  
Venecia Perez  
Angel Ortiz  
Karina Quintero  
Mariah Ramirez  
Bryan Ramos  
Jhun Richards  
Raksmey Rith  
Paulina Rodriguez  
Ivon Rosendo  
Katherine Sanchez  
Angy Saucedo  
Diego Secundino  
Jocelyn Serrato  
Christopher Sison  
Christian Teofilo  
Jonathan Teofilo  
Charie Thomas  
Donyale Tobias  
Aiyana Torres  
Lessly Trejo  
Amy Uribe  
Denise Valles  
Brandon Vasquez  
Saul Ventura  
Xitlaly Villalon  
Patricia Zapanta  
Alysa Zavala

## Parent Group

Raquel Alvarez  
Arisdelsy Arguelles  
Jerry Avila  
Delia Barrientos  
Judith Carillo  
Cecilia Ceja  
Graciela Chavez  
Maribel Chavez  
Clemencia Crespo  
Gemma Esteban  
Felipe Felix  
Rocio Felix  
Hortencia Gamez  
Laura Garcia  
Daongala Gibson  
Josefina Hernandez  
Rosario Iniquez  
Sharon Jacinto  
Jose Machic  
Olga Machic  
Margarita Maldonado  
Marilu Mayorga  
Imelda Montoya  
Monica Moreno  
Paula Murphy  
Sonia Osorio  
Lissette Otero  
Edith Pando  
Edgar Paz  
Rogelia Peña  
Angelica Ramirez  
Ernestina Regalado  
Martha Reyes  
Maria Salazar  
Maria Salinas  
Mayra Silva  
Maria Vaca  
Rosa Vicencio

# WASC Self-Study Process

Date	Groups Involved	Task	Product
November 27, 2017	WASC Co-Chairs, Principal, Vice Principal	District WASC training	Understanding of the WASC process
November 30, 2017	WASC Co-Chairs, Principal, Vice Principal	Debrief of District training	Clarification of the process and roles
December 12, 2017	WASC Co-Chairs, Principal	Planning for Staff Training	Agenda for staff training
December 18, 2017	Focus Group Leads	Focus Group Lead Training	Understanding of the process, calendar, breakdown of prompts
January 11, 2018	Faculty	WASC overview	Understanding of the WASC process
January 24, 2018	WASC Co-Chairs, Principal	Chapter I development	Chapter I
January 29, 2018	Focus Group Leads	Planning for Focus Group Meetings	Agenda for Focus Group meetings
February 1, 2018	Focus Groups	Focus Group Meetings	Understanding of prompts
February 6, 2018	WASC Co-Chairs, Principal	WASC Leadership Meeting	Critical areas written

February 14, 2018	ILT	Review action plans	Evaluated 2016-2019 action plans
February 15, 2018	Faculty	SLOs Overview	Understanding of the new SLOs and how they would be introduced to students
February 27, 2018	WASC Co-Chairs, Principal	Planning Meeting	Plan for agenda for Focus Group meetings
February 28, 2018	Focus Group Leads	Planning for Focus Group Meetings	Plan to collect evidence and how to gather information from group members
March 8, 2018	Focus Groups	Focus Group Meetings	Understanding of how to collect evidence and division of prompts
March 12, 2018	Focus Group Leads	Progress Meetings	Understanding of where each focus group was at in the process and when they would be writing narratives
March 16, 2018	WASC Co-Chairs, Principal, Vice Principal, Head Counselor, Pathways Coordinator	District WASC training	Timeline for remainder of 2017-2018 and the summer
March 18, 2018	WASC Co-Chairs, Principal	Chapter II development	Chapter II
March 27, 2018	WASC Co-Chairs	Chapter I & II development	Updated Chapter I & II
April 11, 2018	Focus Group Leads	Planning for Focus Group Meetings	Update on progress

April 12, 2018	Focus Groups	Focus Group Meetings	Narrative written for Chapter III
April 13, 2018	WASC Co-Chairs, Principal	Planning for ILT	Agenda for ILT meeting
April 18, 2018	ILT	Share Chapter II and requesting input	Edited version of Chapter II
May 10, 2018	Focus Groups	Focus Group Meetings	Additional narrative written for Chapter III
May 16, 2018	ILT	Share Chapter III and requesting input	Edited version of Chapter III
June 21-22, 2018	WASC Co-Chairs, Principal	Formatting and gathering data for Chapters I & II	Edited versions of Chapters I & II
August 13-15, 2018	WASC Co-Chairs, Principal	Chapter II development	Updated version of Chapter II
August 17, 2018	ILT	Share Chapters II & III and requesting input	Edited versions of Chapters II & III
August 28, 2018	Faculty	Opening Meeting	Understanding of the WASC process for this year
September 13, 2018	Focus Groups	Reviewing drafts	Brainstormed list of strengths and growth areas

September 26, 2018	ILT	Reviewing Chapter II	List of schoolwide strengths and growth areas
October 4, 2018	Focus Groups	Reviewing schoolwide areas of concern	Brainstormed ideas for addressing areas of concern
October 8-11, 2018	WASC Co-Chairs, Principal	Editing Chapters I & II	Finalized versions of Chapters I & II
October 24, 2018	ILT	Reviewing Focus Groups' suggestions for areas of concern	Narrowed down list of tasks for action plan
October 25, 2018	Parents & PTO	Parent Workshop & PTO Meeting	Input gathered from parents
November 15, 2018	Focus Groups	Sharing action plan	Feedback on the action plan
November 28, 2018	ILT	Reviewing action plan	Finalized action plan
December 3-7, 2018	WASC Co-Chairs, Principal	Finalizing WASC Self-Study	Rough draft of Self-Study
December 8-21, 2018	WASC Co-Chairs	Editing WASC Self-Study	Final draft of Self-Study
January 30, 2019	ILT		

January 31, 2019	Focus Groups		
February 21, 2019	Focus Groups		
February 27, 2019	ILT		
March 20, 2019	ILT		
March 24, 2019	Visiting Committee Arrives		

# Glossary of Acronyms & Terms Used in the Self-Study

ACCESS	Academy of College and Career Exploration for Student Success
ADA	Average Daily Attendance
AFDC	Aid to Families with Dependent Children
“A-G”	Courses used to satisfy University of California subject requirements
AGL	Academy of Global Logistics
AP	Advanced Placement
AVID	Advancement Via Individual Determination
BTSA	Beginning Teachers Support and Assessment
CAB	Cabrillo Academy of Business
CAC	Special Education Community Advisory Committee
CAL-J	Cabrillo Academy of Law and Justice
Cal Dream Act	California Dream Act ( <a href="https://dream.csac.ca.gov/">https://dream.csac.ca.gov/</a> )
Cal-SOAP	California Student Opportunity and Access Program ( <a href="https://www.csac.ca.gov/california-student-opportunity-and-access-program-cal-soap">https://www.csac.ca.gov/california-student-opportunity-and-access-program-cal-soap</a> )
CAPP	California Academic Partnership Program
CCSS	Common Core State Standards
CED	Cabrillo Engineering and Design
CELDT	California English Language Development Test
CGC	College-Going Culture
CHAMPS	A classroom management framework; Conversation, Help, Activity, Movement, Participation, Success
CHOC	Cabrillo Health Occupations and Careers
CHS	Cabrillo High School
CIAAP	Coalition of Involved African American Parents
CIE	Continuous Improvement Expenditures
CIF	California Interscholastic Federation
CIV	Collaborative Inquiry Visit

CORE	The name “CORE” began as an acronym for “California Office to Reform Education,” a name that emerged through the writing process of California’s Race to the Top Phase II application. The organization has since renamed itself the CORE Districts.
CPFM	Conference Period Faculty Meetings
CSO	Campus Security Officer
CSTP	California Standards for the Teaching Profession
CSULB	California State University Long Beach
CTE	Career Technical Education
DBQ	Document-Based Questions
DCAC	District Community Advisory Committee
DELAC	District English Language Advisory Committee
EAOP	Early Academic Outreach Program ( <a href="http://www.eaop.org">http://www.eaop.org</a> )
EAP	Early Assessment Program ( <a href="https://www.cde.ca.gov/ci/gs/hs/eapindex.asp">https://www.cde.ca.gov/ci/gs/hs/eapindex.asp</a> )
EBRW	Evidence Based Reading and Writing
ED	Emotionally Disturbed
EL/ELL	English Learner/English Language Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELPAC	English Language Proficiency Assessments for California
EO	English Only
EOS	Equal Opportunity Schools ( <a href="https://eoschools.org">https://eoschools.org</a> )
ERWC	Expository Reading and Writing Course
ESLR	Expected Schoolwide Learning Results
ETS	Educational Talent Search
GAFE	Google Apps for Education
FAFSA	Free Application for Federal Student Aid
FRQ	Free Response Questions
FTE	Full-Time Equivalent
IEP	Individualized Education Plan
IFEP	Initial Fluent English Proficient

ILP	Individualized Learning Plan
ILT	Instructional Learning Team
IRC	Intensive Reading Clinic
ITP	Individualized Transition Plan
LBCC	Long Beach City College
LBUSD	Long Beach Unified School District
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEQ	Long Essay Question
LROIX	Long Beach Research Internet (a LBUSD collection of web-based data input and reporting applications)
MM	Mild-Moderate Disabilities
MS	Moderate-Severe Disabilities
NAF	National Academy Foundation
NGSS	Next Generation Science Standards
OCS	On-Campus Suspension
OPTIC	Online Pathway Tool for Improvement and Certification
PD	Professional Development
PE	Physical Education
PIQE	Parents for Quality Education
PLTW	Project Lead the Way
PSAT	Pre-Scholastic Assessment Test
PTO	Parent Teacher Organization
PTSA	Parent Teacher Student Association
RFEP	Re-designated Fluent English Proficient
RJ	Restorative Justice
RSP	Resource Specialist Program
SACMAA	Specialized Academy of Computer Media Arts and Animation
SAQ	Short Answer Question
SART	School Attendance Review Team
SAT	Scholastic Assessment Test

SBAC	Smarter Balanced Assessment Consortium ( <a href="http://www.smarterbalanced.org">http://www.smarterbalanced.org</a> )
SCCAC	Southern California College Advising Corps
SDC	Special Day Class
SDM	Site Decision Making Committee
SEL	Social Emotional Learning
SFS	Strategies for Success
SLC	Small Learning Communities
SLO	Schoolwide Learner Outcomes
SPSA	Single Plan for Student Achievement
SSC	School Site Council
SSI	Single-Subject Integration
SST	Student Success Team
TALB	Teacher's Association of Long Beach
TOSA	Teacher on Special Assignment
UB	Upward Bound
UCP	Uniform Complaint Procedure
US	University Scholars
USC	University of Southern California
VAPA	Visual and Performing Arts
VIPS	Volunteers in Public Schools
WBL	Work-Based Learning
WRAP	Winners Reaching Amazing Potential

# Chapter I



## *Progress Report*

# Chapter I

## *Progress Report*

### **Significant Developments**

There have been numerous changes that have had both positive and challenging impacts on the policies and practices at Cabrillo since the last self-study. Some of these include a declining enrollment, a new bell schedule, creation of Guidelines for Success, implementation of Restorative Justice (RJ), and changes in staffing. Throughout this process, the Cabrillo staff has remained focused on creating the best possible learning environment for all the students.

The decline in enrollment at the site has been impacted by a district-wide decline. The District has also opened several small, specialized high schools, which have drawn students away. This has created instability in the teaching and support staff as positions are eliminated and as a result, programs need to be reorganized.

In the spring of 2017, the teaching staff voted to change the 2017-2018 bell schedule from a 6-period day to a 4-by-4 block schedule, allowing students to increase the number of classes available to them from 6 to 8 for support classes, sports, Pathway electives, and AVID. The new schedule also increased instructional time during each period. A modified-block schedule was approved for the 2018-2019 school year that stabilizes the schedule and allows all classes to meet 3 times a week. All classes now meet on Mondays; odd classes meet on Tuesdays and Thursdays; and even classes meet Wednesdays and Fridays.

The Safe and Civil Committee, in collaboration with teachers, students, and staff, generated Guidelines for Success and created the “Success in the West” motto in the fall of 2017. Posters and lessons were created for classrooms to discuss the guidelines in the spring of 2018. These Guidelines for Success became Cabrillo’s Schoolwide Learner Outcomes (SLOs).

In 2013, the Cabrillo staff began training in RJ, but it has now become an integral intervention at the site. In the spring of 2018, one of the Deans transitioned from overseeing discipline to becoming a RJ Dean who is dedicated to facilitating conversations, circles, and training. The Dean also trains parents in the RJ process. A room on campus has also been designated as the RJ center to facilitate circles.

### **Staffing**

A major change in the Administration staffing occurred in 2017-2018, with the elimination of the Co-Principal model to a single Principal and Vice-Principal model. Cabrillo also saw a completely new administrative team, except for the Principal, in the fall of 2017-2018; Cabrillo attained a new Vice Principal and 3 new Assistant Principals. In the spring of 2018, the District moved one of the new Assistant Principals to another site and did not replace him, once again, due to projected enrollment decline. Declining enrollment and lower funding levels also led to the loss of the following full-time positions over the last three years: Social Worker, Facilitator, and College and Career Facilitator. There has also been a decrease in the number of teachers for the same reason. For the 2018-2019 school year, Cabrillo faced additional cuts in staffing, including the loss of two Intermediate Office Assistants, two Campus Security Officers, one Math teacher, one History teacher, and one Biology teacher.

Staff additions over the last six years included a full-time Parent Involvement Specialist, a full-time English Learner (EL) Coordinator, two additional Counselors, and a second full-time Dean. Working onsite, though funded through other sources, are several District Curriculum Leaders, a Career Developer, and Southern California College Advising Corps (SCCAC) College Advisors out of the University of Southern California (USC). After being eliminated for 2017-2018, the WRAP (Winners Reaching Amazing Potential) after-school program received funding for 2018-2019 and returned to Cabrillo.

### **Stakeholder Surveys**

Although stakeholders have been frequently surveyed over the years, the District became one of the California Office to Reform Education (CORE) Districts in 2013. The CORE Survey ([Appendix](#)) was first administered to parents, staff, and students in 2015-2016. The data from this survey provides valuable information about school climate and social emotional learning; it is analyzed by the staff and contributes to the decision-making process.

### **Student Life**

Cabrillo has worked over the last three years to increase the amount of student spirit activities and rallies. In 2016-2017, Cabrillo brought back schoolwide pep rallies organized by the Associated Student Body (ASB) to promote school spirit.

The event showcased the marching band, dance team, cheerleaders, and spirit leaders, and recognized sports teams. Another schoolwide pep rally was held in the fall of 2017 in the large gym; and in the spring of 2018, a rally was held at the football stadium to showcase the newly remodeled track and field. ASB has had and continues to organize lunchtime rallies to promote school events on an almost weekly basis.

## **Pathways**

The ACCESS freshman academy, which began in 2010 as a 9<sup>th</sup> grade transitional academy, was phased out in 2016-2017 due to all students beginning 9th grade within a Pathway, as opposed to these programs beginning in 10th grade. Previously, only students in specialized programs began their Pathway classes in 9th grade, while others, who did not qualify for those programs, began their Pathways in 10th grade.

In 2015-2016, the site SLC Coordinator was renamed the Linked Learning Pathways Coordinator to assist the Small Learning Communities (SLCs) in moving forward with their Action plans, certification processes, and building Pathways toward careers. Within each Pathway, students take a Pathway Technical Core class each year instead of an SLC elective class. This change took the Pathway elective course and mandated it into the students' courses of study, which was another factor in adopting a block schedule. Students now have a technical core class every year in all grades and Pathways, which wasn't always the case.

In 2015, construction of the Cabrillo Courtroom was completed. This is the only official courtroom on a high school campus in California. The courtroom is used for the Teen Court program, and hosts over 20 court sessions a year.

In 2016-2017, the Pathways Coordinator created the Student Ambassadors program, which consists of students from each Pathway who lead the school to promote the Linked Learning Pathways, greet visitors, lead campus tours, speak on panels, and conduct presentations. The Ambassadors meet as a regularly-scheduled class where they focus on leadership development, Pathway marketing, service projects, and community-building.

Two years ago, Cabrillo's Academy of Business underwent a change from a business-centered Pathway to a global logistics Pathway by way of a partnership with the Port of Long Beach. The newly named Port of Long Beach Academy of Global Logistics (AGL) at Cabrillo High School demonstrates an exemplar of a true partnership.

Last fall, due to lowered enrollment, Cabrillo was told by the District to phase out the Cabrillo Health Occupations and Careers (CHOC) Pathway. Juniors and seniors currently in CHOC will complete their courses of study, but no more freshmen will enter the Pathway. In addition, sophomores were required to choose a new Pathway for 2018-2019.

In 2017-2018, the University Scholars (US) Pathway, which catered to the highest performing students, was phased out as its own Pathway due to the lack of a connection to an actual Linked Learning industry sector. Juniors and seniors still completed their US course of study. Freshmen and sophomores were embedded into existing Pathways, but are still identified as University Scholars within the Pathway. As Cabrillo moves forward with student recruitment from middle schools, faculty and staff will be able to highlight that four Pathways are offered, and that each will also offer a University Scholars sequence of courses.

## **Funding**

Cabrillo qualified as a Title I designated school site for many years, but lost the funding in 2018-2019 due to a lower-than-anticipated AFDC rate. The loss of Title I funding was offset with LCFF funding to ensure that all programs and support services could remain. Additionally, specific English Learner (EL) funding is allocated to Cabrillo to ensure their assistance. Approval and accountability of funds has become more centralized with school sites completing an online Continuous Improvement Expenditure (CIE) plan prior to spending LCFF/Title I funds.

The California Academic Partnership Program (CAPP) College Going Culture Grant, a partnership between UCLA and the CSU Chancellor's office, focused on improving the college-going culture efforts of the schools involved in the grant. Cabrillo was awarded the one-year grant in 2014-2015, and in 2015, was awarded a three-year grant extension from 2015-2018.

## **Physical**

During the last 6 years, Cabrillo has seen several physical changes. The Aquatics Center, equipped with a swimming pool, supports the swim and water polo teams, and is also used for many district-wide and community events. Solar panels were installed in the parking lots which produce power for the school, and also keep the cars cool. This spring saw the renovation of the football stadium's track and field. A new logo on the front of the school has changed the identification and image of the building in the community. In the fall of 2017, the College and Career Center moved into room 701, a

new and more spacious location on campus, which over the years had served as a multipurpose room, offices, storage, and/or a meeting space. The extra space provides a better opportunity to present to larger groups, including full classes. Students utilize the new College and Career Center on a regular basis for all of the college, career, and financial aid needs. It also serves as a place to complete projects that include college and career planning. In addition, this change allowed the Linked Learning Headquarters to move into the vacated space where the Pathways Coordinator can now have a more centrally-located space on campus in order to hold Linked Learning meetings and presentations. Two of the original classrooms in the 1000 building area were also eliminated due to safety concerns, which opened up space for lunch benches.

## **Curriculum**

The implementation of the Common Core Standards, elimination of the California High School Exit Exam (CAHSEE), and addition of the SBAC has led to changes in the curriculum. Textbook adoptions began with Math in 2016-2017 and English in 2017-2018. Each year, a new subject area will receive new textbooks and training on their use.

The EL program has also changed dramatically. After students have been in the United States longer than 18 months, they are no longer placed into separate EL classes, but are integrated within all classes. Teachers are expected to utilize Designated and Integrated Instruction within their classrooms on a regular basis. More professional development will be offered this school year to assist teachers with this transition. Beginning-level EL English and reading classes are still offered to students new to the United States (within 18 months).

Cabrillo's Advancement Via Individual Determination (AVID) program decreased greatly during the 2015-2016 school year, but with the addition of the block schedule in 2017-2018, the number of sections increased again. Student were interested in AVID, but it was difficult to take those elective classes on a traditional schedule.

With an increased focus on students completing the CSU/UC A-G requirements, Cabrillo added credit-recovery classes during the school day. Students are able to retake 10 credits in courses where which they earned lower than C grades with a credit-recovery teacher. This program has been very effective in assisting students with completing graduation and A-G requirements.

Another change in programs has been the updated purpose of Saturday School. Previously, the main purpose had been attendance recovery. However, in 2016-2017, Saturday School teachers began offering tutorials, interventions, AP study sessions, and credit recovery classes. The efforts continued in 2017-2018, with the Pathways taking on a more proactive role to provide more Pathway-specific interventions. The number of students attending Saturday School averaged 450 students in the spring of 2018.

## **Instruction**

During the 2015-2016 school year, the District rolled out the 5 LBUSD Understandings ([Appendix](#)). These Understandings helped to describe effective classroom practices and elements of pedagogy desired across all LBUSD classrooms. Since 2016, the Understandings have been refined, and a 6th Understanding was added in the fall of 2018.

Each year, one or more of the 6 Understandings are the focus of professional development to ensure that all teachers are utilizing best teaching practices. Before the LBUSD Understandings were disseminated to all teachers, Cabrillo had embraced Equity and Access training. Approximately 70 percent of Cabrillo teachers had been trained in Equity and Access strategies. This professional development included many of the same aspects described in the Understandings, but did not specifically call out how these practices would be measured. Therefore, a shift was made to focus solely on the LBUSD Understandings.

Technology has exploded in the last three years at Cabrillo. Nearly all classrooms have an LCD Projector and document camera for presentations. Chromebook carts have been purchased for students to utilize Google Apps for Education and Khan Academy. There is a ratio of one Chromebook for every student on campus. Many procedures and processes have moved to online applications utilizing Google Calendar, Google Forms, etc. In addition, parents and students have access to current student records through School Loop and ParentVUE. They can see current grades, view and print transcripts, and register for summer school through StudentVUE/ParentVUE. Almost all students, and approximately 88% of parents, have activated these accounts.

## **Parent Involvement**

A full-time, bilingual Parent Involvement Specialist was hired in 2016 to staff the Cabrillo Parent Resource Center to coordinate parent and volunteer activities, support parent organizations, provide training, and increase communications

with all parents. The Parent Involvement Specialist also helped to develop the Cabrillo Parent Institute workshops so parents can learn about the high school-to-college process and how to best support their children in this endeavor.

The last three years have been tumultuous for the Cabrillo Parent Teacher Student Association. Poor leadership and mismanagement of funds caused the group to lose their charter in January, 2016 and they were placed on a two-year probation with the California Parent Teacher Association. However, in 2017, a group of parents and staff organized a Parent Teacher Organization (PTO) which meets monthly and invites guest speakers to present information of interest to the community. The new PTO President has made a concerted effort to increase the visibility of the PTO and helped to bring the Mayor of Long Beach to speak at their meeting in May, 2018.

**Schoolwide Critical Areas for Follow-Up (since last full visit 2013)**

Cabrillo staff has been diligent in their work at following up on critical areas identified during the last complete self-study. These areas are the focus of schoolwide evaluation meetings at the end of the year, as plans are developed for the following year, and for staff/department/Pathways meetings throughout the year.

**1. Increase the Graduation rate, reduce the D & F rates, and develop a consistent grading policy that reflect standards mastery.**

**Increase the Graduation Rates**

The data indicates an increase of about 2% growth in graduation rate overall since 2013-2014, although there was a small decline with the class of 2017. Although the ethnic groups are comparable in their graduation rates, ELs are still graduating at a significantly lower rate than non-ELs. English Learner achievement continues to represent a focus area for Cabrillo.

Graduation Rates by Subgroup			
Subgroup	2016-2017	2015-2016	2014-2015
District Overall	86.10%	84.20%	84.00%
Cabrillo Overall	88.10%	89.60%	87.40%
African American	83.70%	87.40%	88.20%
Hispanic	88.30%	88.50%	86.00%
EL + RFEP	82.60%	89.40%	80.50%
Special Education	70.90%	59.00%	68.50%

Targeted Action Steps

- Use of Chromebooks and Khan Academy during Saturday School
- More independent studies sections offered
- Teacher-led credit recovery Saturday School opportunities in certain departments
- Just in Time: Second semester, school-day credit recovery in the Math and Science Departments to allow students to concurrently make up first semester grades while still enrolled (Biology and Algebra 2 during Period 1; Chemistry and Algebra 2 after school; Geometry on Saturdays)
- Attendance Committee has worked to improve chronic absenteeism
- Urban Math Collaborative facilitated by an additional Counselor
- Schoolwide focus on learning targets
- Schoolwide focus on formative assessments
- Schoolwide focus on growth mindset
- In order to increase graduation rates and improve the D and F rate, Counselor/parent/student meetings occur after school and on Saturdays

**Reduce the D & F Rates**

Cabrillo saw improvement in 2016-2017, but in 2017-2018, D and F rates increased. As a result, the Instructional Leadership Team (ILT) is now looking at other targeted interventions, such as EL, Pathway-specific, Resource Specialist Program (RSP) reorganization, and the Urban Math Collaborative.

**D and F Rates by Subgroup**

Subgroup	2017-2018		2016-2017		2015-2016	
	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
<b>All Students</b>	<b>25.93%</b>	<b>31.31%</b>	<b>22.21%</b>	<b>24.09%</b>	<b>25.66%</b>	<b>25.68%</b>
African American	26.56%	32.35%	21.86%	25.49%	24.65%	26.18%
RSP	30.89%	30.28%	26.11%	28.03%	30.19%	29.82%
English Learner	36.71%	38.11%	29.60%	32.66%	32.35%	35.20%
RFEP	19.62%	23.48%	18.70%	23.42%	22.89%	23.84%

#### Targeted Action Steps

- Urban Math Collaborative: an after-school support program for male African American students
- RSP reorganization: RSP teachers work in core academic classes to observe instruction to provide targeted support during the Strategies for Success (SFS) class
- Pathway-specific interventions: during monthly Pathway meetings, teachers analyze student data to identify students with multiple D and F grades and determine appropriate interventions to support these students
- 3 + Me: A targeted intervention program in which teachers select 3 “at-risk” students to mentor
- Khan Academy used by content teachers, OCS, and Saturday School staff
- Saturday School interventions allow students to make up classwork; some teachers also offer Saturday tutorials
- Math tutoring was offered by college aides from fall 2016 to spring 2018, both during lunch and after school
- In 2017-2018, Math and English after school tutoring Mondays through Wednesdays offered by teachers with college aide help. In 2018-2019, after school tutoring has continued Mondays through Wednesdays in the library, but without college aide support
- Math-specific college aides assisted in math classes and focused on assisting EL students in 2017-2018 and 2018-2019
- Continue to offer math summer bridge classes (Pre-Algebra 1, Pre-Geometry, Pre-Algebra 2, Pre-Calculus)

#### **Consistent Grading Policy**

Although teachers have had professional development and department discussions on the importance of common grading practices, there is not, currently, an adopted common grading system in place. Ed Code dictates that grades are at the discretion of the teacher; therefore, there needs to be a consensus amongst teachers within a department to agree on a common grading system. This has not occurred at this time, but there is a greater awareness of grading policies’ effects on students’ grades. While not mandated, a staff focus group was established in the fall of 2018 to investigate and discuss research-based grading practices and their impact on student achievement. The staff also was introduced to scaled grading at the start of the 2018-2019 school year. Many staff members have adopted this practice.

#### Targeted Action Steps

- All teachers are using School Loop for grades; this was due to a change in the teacher contract where teachers are required to update grades at least once a month
- Professional development on School Loop gradebook program to explain the effects of weighting grades on final letter grades
- Professional development on the ‘zero’ effect in gradebooks was shared at the start of the 2017-2018 school year
- Professional development on scaled grading explained how to utilize School Loop in a new way

#### **2. Increase instructional minutes with bell-to-bell activities that reinforce student engagement in meaningful and rigorous instruction.**

Data has been collected (through informal administrative walkthroughs) about students’ engagement in classrooms. The data supports students working bell-to-bell with activities such as warm-ups and exit slips to keep students focused throughout the entire period. Additionally, there has been an increased focus on growth mindset during the 2016-2017 and 2017-2018 school years. This work has helped students to realize the importance of classroom instruction and having a positive mindset. The practice has increased student engagement.

#### Targeted Action Steps

- “3 to the Power of Me” puts an emphasis on 3:1 ratio of positive interactions
- Teachers greet students at the door when they enter the room
- Professional development on growth mindset

- Growth mindset activities with students through all English classes
- Entire faculty engaged in a book study of *The Growth Mindset Coach*
- Khan Academy
- Costa's levels of questioning strategies
- Learning targets:
  - What (standard/objective/skills)
  - Why (Linked Learning/relevance)
  - How (performance)
- Technology use (Google Apps for Education)
- Formative assessments

### **3. Ensure schoolwide expectations and best practices are routinely followed.**

Schoolwide academic and behavioral expectations have continued to be clarified over the last six years through the Safe and Civil Committee. The final product has resulted in replacing pre-existing ESLRs (Expected Schoolwide Learning Results) with SLOs as described in the Guidelines for Success, producing a tiered discipline plan, and a new school motto of "Success in the West." An unexpected outcome from the tiered discipline plan was identifying the need to focus more resources on Restorative Justice (RJ) practices. Therefore, a structural change in duties occurred during the second semester of 2018 to allow for one Dean to focus solely on RJ.

Best practices have been routinely shared during department meetings and Conference Period Faculty Meetings (CPFM). The school policies and procedures are available online; the Site-Based Decision Making (SDM) committee is currently working to develop a staff handbook.

#### Targeted Action Steps

- Professional development "Refer or Not to Refer? That is the Question" was offered in spring 2017
- Guidelines for Success created in the fall of 2017
- RJ Dean re-designated at semester to lead restorative dialogues and harm and conflict circles
- Teachers bring classes to participate in RJ community-building circles
- District Curriculum Leaders have been assigned to Cabrillo on a weekly basis this year to assist all departments in single-subject integration in the classroom and lesson/unit planning. They also coach teachers through the implementation of these plans
- Best practices shared via Pathway meetings and department meetings, as well as Course Collaboration meetings

### **4. Continue to develop opportunities for writing across the curriculum.**

Writing across the curriculum has been emphasized throughout the last six years during several professional development (PD) opportunities. During the 2016-2017 school year, the focus was on creating opportunities for students to participate in collaborative conversations that could then lead to writing assignments. The AVID Site Team provided PD during the 2017-2018 school year, and again in 2018-2019, which focused on the AVID WICOR strategies and the use of graphic organizers. The English Department Chairs also led a PD opportunity for all teachers. Although informal classroom observations validate writing across the curriculum in many departments, there is still a need to enhance these opportunities in the math classrooms.

#### Targeted Action Steps

- Pathway-themed Linked Learning projects by grade level
- Collaborative conversations PD throughout the 2016-2017 school year
- Professional development on the writing process from English Department Chairs. Department-specific writing process training including EL strategies
- AVID PD on WICOR strategies, with an emphasis on Inquiry. AVID Site Team includes English and Math Department Chairs to assist in ensuring content areas are developing writing opportunities
- CAPP "College Going Culture" grant has offered Interdisciplinary Literacy Training for teachers in History, Science and English over the past three years
- Integrated EL teaching strategies for all departments (department-specific)

### **5. Refine Tardy Policy to maximize instructional time.**

Over the past several years, student tardies have continued to be a problem although many forms of intervention and rewards were implemented. With the implementation of a block schedule in 2017-2018, the number of tardy students increased. A new tardy policy was introduced, but did not have a significant impact on the number of tardies. Due to the transition from traditional to block schedule, the year-to-year data isn't comparable since there are fewer students enrolled and fewer passing periods. As a result of increased tardies and attendance concerns, the 2018-2019 bell schedule was modified so that there would be more consistency and predictability for the students. The Attendance Committee continues to find creative and effective ways to try to decrease the number of tardies.

Average Number of Tardies per Day			
Semester	2017-2018	2016-2017	2015-2016
1 <sup>st</sup> Semester	116.75	132.79	126.02
2 <sup>nd</sup> Semester	196.01	187.58	178.44

Targeted Action Steps

- A new tardy policy was introduced due to block scheduling
- Tardy policy is undergoing changes based on first semester data
- The Attendance Committee meets regularly to address chronic absentees and has weekly School Attendance Review Team (SART) meetings
- Saturday School also has helped to recover attendance
- Rewards for attendance (root beer floats, certificates)
- Safe and Civil strategies (greeting at the door, telling students how much time is left, etc.)
- Additional intervention Counselors

**6. Increase parent participation.**

The Parent Resource Center has grown dramatically over the past three years. A full-time Parent Involvement Specialist was hired in the fall of 2016. She is able to offer structured parent workshops to address parent issues and overall high school requirements, as well as conducting informal meetings with parents about their concerns. She has played an integral role in bringing parents into Cabrillo.

Targeted Action Steps

- Established in-house Cabrillo Parent Institute program that is Cabrillo-specific; the Cabrillo Parent Institute has approximately 60 parents attending each time
- PTO was established in 2017-2018 after ending the affiliation with PTSA during the 2015-2016 school year
- Increased parents registered for ParentVUE to 88%; 31% registered for School Loop
- Parent Involvement Specialist has expanded scope of work due to loss of Social Worker position
- The Parent Resource Center sponsors parent field trips to colleges
- A clear and easy VIPS process developed, maintaining 60-65 current VIPS
- ESL classes for parents; 30 parents attended in spring 2018
- Computer classes for parents in spring 2017; 49 parents were in attendance
- Parent community-building circles with RJ Dean; average attendance is 10 parents
- Mental health workshops; 5-12 parents at each workshop
- Parent birthday potluck events; 10-15 parents in attendance for each potluck

**7. Collaborate on common protocols that assist with LASW (Looking At Student Work).**

During the last full self-study six years ago, most departments had common benchmark assignments that were given throughout the year. The results from these assignments were used by teachers to Look at Student Work using a specified protocol to modify curriculum and instruction. As LBUSD and Cabrillo transitioned to Common Core, those benchmark assessments were no longer part of the new curriculum. LASW continued for several years, but has not been the focus of recent department meetings and/or professional development. This work has been replaced with Course Collaboration Planning Time. During this time, teachers are able to share student work, data, and lesson plans. During the 2018-2019 school year, there is a renewed focus on giving common unit exams with the intention to analyze the data and to collaborate on curriculum and instruction.

Targeted Action Steps

- Course Collaboration meetings replaced LASW
- ILT continues to refine action plan and goals each summer just before school resumes
- Single-subject integration focus for all departments
- Math and English focus on unit exams and data analysis

### **Critical Areas (from 2016 Visiting Committee report)**

#### **1. Despite many outreach efforts, CHS continues to struggle with community perceptions.**

Cabrillo has made several advances toward improving community perceptions. During the 2017-2018 school year, in an effort to boost middle school recruitment, a promotional video was produced; the “We Belong” video showcases all of the great opportunities Cabrillo students have available to them. The video has been shared with all students and staff and also plays on the Cabrillo webpage. There are plans to show it at the local middle schools and during school choice events. At the start of the 2018-2019 school year, Cabrillo’s #CollegeBoundJags banners were posted on many light posts on the west side of Long Beach. Each banner featured a photo of a 2018 Cabrillo graduate holding his/her college pennant. Cabrillo has earned accolades from community members, the District, and the press for both the banners and the promotional video. The Linked Learning Pathways Coordinator, Activities Director, and Parent Involvement Specialist continue to focus on strategies to publicize Cabrillo activities. Also, the PTO actively recruits community members to speak at their meetings.

#### **Progress to Date:**

- Fall 2018-2019 release of “We Belong” promotional video
- Class of 2018 #CollegeBoundJags banners along Santa Fe Corridor from August to October 2018
- Cabrillo Parent Institute workshops organized by the Parent Involvement Specialist
- PTO guest speakers
- VIPS (Volunteers in Public Schools)
- Continue to encourage and assist parents in using available technology to be informed about Cabrillo activities: school website, School Loop, School Messenger, Remind App
- Increased social media presence (Cabrillo Facebook, Twitter, and Instagram accounts)
- 88% of parents have active ParentVUE accounts
- Parent Resource Center helps parents sign up for School Loop and complete free/reduced lunch applications
- Teachers encourage School Loop registration for parents in syllabus and at Back to School Night
- Parent Boosters
- Honoring National Teacher of the Year via PTO Plaque

#### **2. Investigate possibilities for community-building events distributed throughout the year.**

In 2016-2017, Cabrillo brought back yearly schoolwide pep rallies. Lunchtime rallies occur every week at the rally stage in the center quad. The Jag Cup (a Pathway competition) was reformulated to allow for increased participation of students. Cabrillo’s inventory of spirit gear has grown to offer more stylish options. Along with ASB, the Student Ambassadors work to promote their specific Pathways and act as greeters and tour guides for campus visitors. They are also another leadership group on campus that represents Cabrillo to the community. The Council of Student Athletes (COSA) was formed in 2017-2018 to act as a leadership body that specifically represents athletic interests and school spirit. They will also oversee the creation of intramural sports and halftime activities at athletic events.

#### **Progress to Date:**

- Opening Day welcome rally
- Schoolwide pep rallies
- Student Ambassadors
- Council of Student Athletes
- Jag Cup Pathways Competition
- Spirit Wear
- Community outreach
  - Community banner sponsorships
  - Beach Community Walk
  - Holiday Parades (Daisy Lane, MLK, Belmont Shore, Pride)
  - Intercultural Faire/Homecoming Faire
  - Bags from Jags and Car show community event

- Outreach to feeder elementary and middle schools
- Building Bridges Camps
- Jag Kindness Challenge
- Celebrating student achievement:
  - Student of the Month luncheons
  - Honor Roll assemblies
  - Principal Spring Luncheon for top 9th graders
- Senior activities
- Staff appreciation activities
- Two spirit weeks: fall and spring
- “Success in the West” motto voted on by the students and faculty
- College Faire during Back to School Night and Open House

**3. A common approach that couples Collaborative Conversations and Linked Learning to support Writing Across the Curriculum should be further infused within the SLCs (Pathways) to support students learning.**

Site and District PD has focused on the LBUSD Understandings since the mid-cycle visit. The Understandings put an emphasis on this concern. There has been increased PD on collaborative conversations, literacy strategies, and Linked Learning, particularly in regards to single-subject integration (SSI). Initially, department meetings included time for teachers to learn more about how to infuse their Pathway’s theme(s) within their lessons. This year, the teachers are working within their Pathways, during pull-out days, to develop interdisciplinary projects with Essential Questions that can be utilized by teachers for SSI.

Progress to Date:

- Course Collaboration Meetings
- Single-subject integration
- Linked Learning interdisciplinary projects
- Pathway pull-out days
- English Department Chairs presented at faculty meeting about how to integrate writing across the curriculum in 2016-2017

**Ongoing Follow-up Process**

The action plan was revised to include the critical areas for follow-up after the visit, and is reviewed throughout the year. Since it is tied to LCFF funding and District approval, the goals are at the front and center of the ILT’s and School Site Council’s (SSC) actions. In August, the ILT reviews the goals and develops plans to address them. These plans are communicated to departments, Pathways, and community members during meetings throughout the year. The progress on growth toward the goals are addressed at quarterly District data meetings with the Superintendent. At the close of school, the Leadership Team further reviews progress and develops plans for the upcoming year. During the last several years, the progress report did not specifically include the California School Dashboard, but did call out some of the same data. The main section that was not referred to in the progress report was the social emotional data. This section has now been added to the schoolwide action plan and is reviewed quarterly and annually. During the February 2018 ILT meeting, critical areas for follow-up and recommendations identified by the visiting committee were discussed to evaluate progress and alignment with the action plan. A highlighted copy of the action plan is in the [Appendix](#).

**Action Plan Goals and Follow up from 2016 Mid-Cycle Action Plan**

**Goal 1: Literacy Skills** - Increase students’ ability to write effectively in order to communicate in a variety of situations including the work place, college, and their personal lives by focusing on California Standards Writing Strategies and interacting with complex text.

Growth Target:

- There will be a 5% increase in the percentage of students meeting or exceeding the English Language Arts standards on the SBAC from 44% to 49%.
- There will be a 3% increase in the percentage of students scoring Early Advanced or Advanced on the CELDT.
- There will be a 3% increase in the number of students re-designated (RFEP).
- There will be a decrease by 5% in Ds and Fs with RFEP students.

Progress to Date:

Cabrillo did not reach the 5% increase in SBAC ELA scores' growth target. SBAC scores for English Language Arts have varied throughout the last four years, reaching their lowest point in 2018. This will continue to be an area of focus.

Rate of Students who Met or Exceeded the ELA Standards on the SBAC			
2017-2018	2016-2017	2015-2016	2014-2015
33.00%	38.80%	37.20%	44.00%

The 3% target growth in the CELDT levels was not reached over the last three years. However, the test was changed to the English Language Proficiency Assessments for California (ELPAC) in 2018. These new scores will be used to determine the effectiveness of EL instruction.

CELDT Rates			
Levels	2016-2017	2015-2016	2014-2015
Advanced	4.00%	5.00%	2.00%
Early Advanced	30.00%	39.00%	33.00%
Intermediate	40.00%	35.00%	42.00%
Early Intermediate	12.00%	12.00%	15.00%
Beginning	13.00%	10.00%	7.00%

Cabrillo did reach the growth target for EL Reclassification. It took a small dip in 2015-2016 because the school did not have a dedicated staff member such as a Facilitator or EL Coordinator overseeing the process. The task was given to a Counselor as an adjunct duty. In 2017-2018, with the addition of the EL Coordinator as a full-time staff member, the reclassification process was more thorough and streamlined than during the prior year.

Reclassification Rates		
2017-2018	2016-2017	2015-2016
72.10%	70.50%	72.50%

Cabrillo did not reach the growth target for EL and RFEP students. Considerable progress was made towards decreasing the D and F rates for ELs during the 2016-2017 school year, but increased in 2017-2018. RFEP students' D and F rate have remained about the same.

D and F Rates (2nd Semester) for EL and RFEP Students			
	2017-2018	2016-2017	2015-2016
EL	35.31%	32.49%	35.31%
RFEP	26.51%	26.56%	25.87%

**1.1 Continue development of the Instructional Leadership Team (ILT) to strengthen knowledge, share strategies, enhance practice, plan collaboratively and engage in action research. (Understanding 5)**

Action Steps/Evidence

- The ILT team has continued to meet monthly to review data and modify action steps to achieve goals.
- The ILT team meets twice a year with other District ILT teams to review progress and to obtain District information to build into the action plan.
- Several ILT members have provided professional development to the entire staff based on proven strategies.
- ILT team members work collaboratively with their departments/Pathways to implement strategies and/or curriculum.

**1.2 Departments will analyze ELA data and develop department action plans which include department specific professional development in literacy. Department and Pathway action plans will be developed in the August/September. The focus will be on writing across the curriculum to support Linked Learning. (Understanding 1)**

#### Action Steps/Evidence

- ELA grade data is analyzed by departments quarterly.
- English Department action plans are written annually and implemented throughout the year during department meetings, Course Collaboration meetings, and pull-out days.
- Writing Across the Curriculum professional development was presented to the entire staff, but needs to be reinforced with specific classroom indicators of implementation.
- Online unit assessments are available to English teachers. Once all 9th-11th grade teachers give the unit assessments, the data will be analyzed within the department and at the district level.

### **1.3 Content teachers will meet to analyze content data and collaborate on the implementation of Common Core, unit plans, curriculum maps and lessons with the support of the LBUSD Curriculum Leaders in order to increase the rigor and relevance of lessons.**

#### Action Steps/Evidence

- Teachers have utilized monthly collaborative planning time and pull-out days to collaborate on unit and lesson plans.
- District Curriculum Leaders are assigned to Cabrillo at least twice a month to provide coaching, curriculum, and instructional support.
- Common assessments do not exist in most departments, so it is difficult to look at common student work. The District has recently begun to provide common online unit assessments for English and Math.

### **1.4 Provide teachers with the time and training necessary to provide a rigorous, relevant curriculum for all students.**

#### Action Steps/Evidence

- Schoolwide PD is offered monthly through CPFMs.
- Department PD is provided during monthly department and course collaboration meetings. Additionally, some departments have District-led PD.
- Several departments have utilized pull-out (substitute) days to collaborate and participate in PD.
- Teachers are able to attend conferences and workshops through LCFF funding.
- Summer funding is available to departments/Pathways to collaborate and participate in PD.

### **1.5 Provide teachers with the materials and technology necessary to provide a rigorous, relevant curriculum for all students.**

#### Action Steps/Evidence

- Basic supplies are provided through the general fund and are available upon teacher request.
- Special and/or expensive items can be requested from SDM and SSC.
- District funding is available for Pathway activities (collaboration, fieldtrips, work-based learning, etc.).
- The District has provided Chromebook carts to the schools and Cabrillo has a 1:1 ratio of Chromebooks to students
- Grant funding (CAPP, Andeavor, etc.) has helped to support Pathway and other curricular projects

### **1.6 AVID Site Team members provide leadership and training to school staff to promote AVID/Best Practice strategies schoolwide.**

#### Action Steps/Evidence

- A one-day PD reviewing AVID strategies occurred during the 2017-2018 school year. More PD will occur in the fall of 2018.

### **1.7 Students in need of literacy remediation will be placed in intervention courses such as Fast Track and Intervention Reading Class (IRC) after being assessed using multiple measures and ongoing benchmarks. Lessons and assessments will focus on targeted needs of each student to increase academic literacy.**

#### Action Steps/Evidence

- Literacy Workshop and IRC classes are offered for students needing reading intervention.

- The EL program has been revised to provide EL Reading and EL English classes to new students and designated EL instruction in regular English classes after 18 months.

### **1.8 Professional development refresher for all teachers on SDAIE/Literacy Strategies.**

#### Action Steps/Evidence

- Teachers were provided with PD on literacy strategies at various times since the last report. Most recently, two trainings were offered during the 2017-18 school year, and once during the 2018-2019 school year.

### **1.10 All English and ELD teachers receive CELDT and SBAC skills data for their EL students. Teacher goals will reflect and focus on student needs.**

#### Action Steps/Evidence

- Teachers have access to current data at any time through LROIX.
- EL levels are indicated on the teacher attendance screen through Synergy.
- Student data is shared with teachers quarterly through department meetings.
- Since SBAC data is not able to be skills-level disaggregated, unit exam analysis will begin during the 2018-2019 school year.

### **1.11 Materials and technology will be purchased to support language acquisition.**

#### Action Steps/Evidence

- EL funding has been utilized to purchase 30 Chromebooks for EL students to take home and to use in the classroom.
- Funds have been used to purchase update library reading materials to accommodate all reading levels.
- Specific EL support materials are provided when needed.

### **1.12 Instructional Aides: Bilingual College Aides will support language acquisition in ELD and SDAIE classrooms.**

#### Action Steps/Evidence

- Two EL college aides had been provided by the District over the last several years. However, starting this year, the college aides are being funded through designated EL site funding.

### **1.13 ELL Tutoring: Develop and implement a specific ELL Tutoring program.**

#### Action Steps/Evidence

- EL tutoring is provided in the library after school Monday through Wednesday through EL funding since 2017-2018 and will continue for 2018-2019.

**Goal 2: Numeracy** - Increase students' conceptual understanding of fundamental mathematics leading to an increase in mathematically proficient students, ready for college and careers.

#### Growth Targets (Yearly):

- There will be a 5% increase in the percentage of students meeting or exceeding the Mathematics standards on the SBAC from 11% to 16%.
- There will be a 3% growth in the percentage of students exempt on the Math EAP.
- There will be a 5% growth in the percentage of students earning a C or higher in Algebra and Geometry.

#### Progress to Date:

Cabrillo did not reach the growth target for SBAC Math. The scores grew dramatically in 2015-2016, but declined again in 2017 and even more in 2018. This will continue to be a focus area. Since Math EAP is now linked to the SBAC scores, the specific EAP goal has been eliminated. A score of Exceeded on SBAC indicates that the student has met the EAP criteria and can go directly into college-level math courses. A score of Met on the SBAC indicates that the student is conditionally ready and needs to also pass a college-level math class.

**Rates of Students Meeting or Exceeding the Math Standards on the SBAC**

2017-2018	2016-2017	2015-2016	2014-2015
10.00%	13.80%	19.60%	10.00%

The grades in Algebra 1 have met the growth target of more than 5%. However, the Geometry grades met the target in 2016-2017 and then took a dip in 2017-2018. This will continue to be a focus area.

Semester 2 Grades - C or Higher			
Subject	2017-2018	2016-2017	2015-2016
Algebra 1	68.36%	60.16%	58.33%
Geometry	65.67%	73.3%	66.02%

**2.1 Departments will analyze formative and summative numeracy data and develop department action plans which include department professional development.**

Action Steps/Evidence

- Individual student SBAC data is available to teachers through LROIX reports.
- Grade data is shared with all math teachers quarterly.
- Common unit exams are available in Algebra 1, Geometry and Algebra 2 but are not being fully implemented. The focus for this year is on implementation and data analysis of the unit exams.

**2.2 Teachers will engage in PD via department presentations and trainings as well as schoolwide workshops.**

Action Steps/Evidence

- Math teachers received a lot of District-provided PD since the last full WASC visit due to a new textbook adoption.
- Additional District PD continues to be provided around specific topics.
- Site-level PD has revolved around review of the curriculum and common planning.
- Additional training on the use of technology has also been a component of math PD.
- Over the last two years, Math teachers have voluntarily met at least twice during pull-out days to plan units and to collaborate around lesson plans.

**2.3 Freshmen in need of numeracy remediation will be placed in intervention courses such as Math Lab or Intensified Algebra.**

Action Steps/Evidence

- The implementation of an Intensified Algebra 1 class in addition to Algebra 1 was piloted in 2014-2015 with two sections.
- Due to the huge success of the Intensified Algebra program, the number of sections has increased to 5 in 2018-2019.

**2.4 Collaborative planning time for math teachers of each course.**

Action Steps/Evidence

- Additional planning time for teachers to collaborate within their course subjects was added during the 2016-2017 school year with Course Collaboration meetings once a month.
- The Math Department has also requested to have pull-out days to meet with specific Math teachers to collaborate approximately 3-4 times a year during 2018-2019.

**2.5 Teachers, Counselors, and Administrators will examine current placement practices and work to remove any “system-wide” barriers to accessing higher level courses.**

Action Steps/Evidence

- A change in District policy permitted students to move up to the next Math course with a grade of a D for the 2017-2018 school year.
- Students are encouraged to take more accelerated, Honors, and AP courses through their Counselors and AP Rush Week when they are ready to select their classes for the following year.
- English Learners are placed into a-g courses after being in the country for 18 months.

**2.6 Teachers engage in collaborative grading and analysis of CALIFORNIA STANDARDS format assessments for instructional and calibration purposes.**

Action Steps/Evidence

- Teachers discuss grading practices when they analyze the quarterly grade reports.
- Common formative assessments have not been utilized until recently, and will continue to be the focus for coming years.

**2.7 Each course-specific team will be trained and then execute Formative Assessment Lessons (FAL’s) relative to the common core standards.**

Action Steps/Evidence

- Each course-specific team works together to plan lessons and discuss assessments.
- District-provided formative assessment lessons are no longer utilized except for the midterm and final exams. Unit exams have been developed and are beginning to be used in math.

**Goal 3: Relationships** - To strengthen the academic and social growth of students and families, and create a positive learning/working environment, by improving communication and developing a trusting, cooperative, and collaborative relationship between all stakeholders (staff, students, and families).

Growth Target:

- A 10% decrease in referrals from teachers for student behavior.
- All staff and students will use RJ practices to promote a positive school climate as evidenced by the CORE survey results.
- All teachers will use CHAMPS, or another viable classroom management model, to create a positive classroom environment in support of student collaboration.

Progress to Date:

The total number of disciplinary referrals decreased by nearly 70% between the 2016-2017 and 2017-2018 school years.

Quantity of Disciplinary Referrals		
2017-2018	2016-2017	2015-2016
532	1,723	1,753

**3.1.1 Stakeholder data**

Action Steps/Evidence

- An annual climate survey drives the schoolwide intervention focus designed by the Safe & Civil Committee
- The CORE Survey data is analyzed by the Safe & Civil Committee to determine the site action steps.
- The focus for 2017-2018 was to increase students’ and teachers’ growth mindset and self-efficacy.

**3.1.2 Attendance and Discipline Referral data.**

Action Steps/Evidence

- The Counseling Clerks, Dean, or Data Technician print out the following reports to analyze and develop appropriate action steps: attendance data, discipline/referral data, tardy reports, and grade reports.
- Attendance and discipline data are reviewed at least quarterly to determine the effectiveness of various interventions.
- Safe & Civil Committee studies the correlation between schoolwide relationship interventions on truancy and tardiness, referrals, and grades.
- The attendance committee reviews individual student data every two weeks.
- Follow up meetings with chronically truant students and their families occurs.
- SARB process is utilized when necessary.

**3.2.1 “Pride Points” program implementation, distribution and redemption.**

#### Action Steps/Evidence

- The Pride Points program was developed and is still being implemented at Cabrillo. Students earn Pride Points for grade improvement, positive behavior, good deeds, etc., and earn prizes every two weeks.

### **3.2.2 “Start on Time” Policy**

#### Action Steps/Evidence

- The tardy policy has been revised multiple times since the last WASC full visit. Tardy students continue to be an issue during the first block of the day, but has decreased during the other periods.
- The block schedule was revised to provide a consistent schedule every day.
- Evaluating attendance, tardy, and truancy data to revise policy in order to increase individual instructional time.

### **3.2.3 Institute Restorative Justice program schoolwide to decrease current referral rates from teachers.**

#### Action Steps/Evidence

- The use of RJ practices has been implemented in a different way than anticipated during the last WASC visit. RJ community-building circles and harm and conflict conferences are led by the RJ Dean. Teachers sign up and participate in community-building circles with their students.
- Harm and conflict circles are utilized with students to deter conflict before it becomes a discipline issue. They are also used when a teacher and student are in conflict. This has helped to create more positive classroom environments.

### **3.2.4 Implement CHAMPS classroom management system schoolwide.**

#### Action Steps/Evidence

- All teachers are expected to utilize a classroom management tool, but it is not required to be CHAMPS.
- During the 2017-2018 school year, this goal focused more on creating a positive classroom environment in support of student collaboration rather than the type of tool that would be used.
- Professional development around growth mindset was a key to this shift in philosophy.

### **3.2.5 Equity and Access training and implementation to promote all students’ engagement and collaboration.**

#### Action Steps/Evidence

- Approximately 70% of the staff was trained in Equity and Access strategies prior to the District’s implementation of the LUSD Understandings. New staff will be trained using the new model.

### **3.3.1 Counselors will strengthen relationships with students.**

#### Action Steps/Evidence

- Counselors are aligned to Pathways to provide a closer connection to their students throughout the entire four years.
- Counselors meet with every student at least twice a year, individually, and do classroom presentations at least 2-3 additional times on topics such as PSAT/SAT and suicide prevention.

### **3.4 Miscellaneous**

#### Action Steps/Evidence

- WRAP after-school program and tutoring.
- Female/Male Academy - Leadership and life skill development for “at-promise” young ladies/men to support graduation and college and career readiness.
- Students and staff will participate in Building Bridges Camps to promote cultural understanding.
- Participation in National Day of Silence.
- Participation in Denim Day.
- Rallies promoting cultural understanding each semester.

**Goal 4: College and Career Success** - Increase graduation rates and post-secondary options by providing a strong support system for students transitioning from middle school to high school and then continue to provide targeted, ongoing support.

Growth Targets (Yearly):

- 10% more students will earn a C or higher in Math and English from 50% to 60%.
- Increase in graduation rate by 3% yearly to 89% in 2018.
- Increase in A-G completion rate by 3% yearly from 23% to 38% in 2018.

Progress to Date:

English and Math grades have increased since the last WASC visit to nearly 70% of students earning a C or higher in English and Math classes. First semester grades are typically higher than second semester grades.

Grades (C or Higher)						
	2017-2018		2016-2017		2015-2016	
	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
ELA	72.62%	67.36%	77.22%	77.53%	72.58%	77.34%
Math	77.34%	69.19%	84.82%	79.73%	75.46%	73.42%

Cabrillo's graduation rate has been rising over the last several years to a high of 89.6%. There was a small dip in 2017, but it continues to be a focus area. The A-G completion rates have skyrocketed over the last several years to a high of 42.1%. There has been a concerted effort to support students in completing the A-G requirements prior to graduation.

Graduation Rates and A-G Completion Rates					
2016-2017		2015-2016		2014-2015	
Graduation	A-G	Graduation	A-G	Graduation	A-G
88.10%	42.10%	89.60%	30.80%	87.40%	23.40%

**4.1.2 Train stakeholders in how to access and use data.**

Action Steps/Evidence

- Teachers have been trained on how to access LROIX reports and the "build a report" feature.
- Teachers are given specific data reports quarterly pertaining to grades, attendance, etc.

**4.2 ACCESS – ACCESS 9th Grade Academy will provide a strong academic foundation and transitional support.**

Action Steps/Evidence

- Data did not support keeping a separate 9th grade academy so it was dissolved in 2016-2017.
- Many of the activities that were included in the 9th grade academy have since been embedded within the Pathways.

**4.2.1 Continue support for teaching teams through additional collaboration meetings.**

Action Steps/Evidence

- One of the two monthly department meetings were repurposed for course-alike teachers to meet and look at data and plan lessons and assessments.
- These collaboration meetings were put on hold during the 2018-2019 school year to allow time for WASC meetings. It is anticipated that department meeting time will be utilized for such activities as well as pull-out days.

**4.2.2 Monitor student progress and attendance.**

Action Steps/Evidence

- Individual student data is monitored by the student's Counselor.
- 3 + Me began in 2016-2017 to include more teachers in monitoring student progress.
- Pathway teams also review individual student data during Pathway meetings and provide interventions.

**4.2.3 Embed college and career information, including SCANS skills, in Pathway classes.**

#### Action Steps/Evidence

- All Pathway courses include the High School Graduation Outcomes as part of their Pathway Outcomes.
- Outcomes are reinforced in Pathway and core content classes through various activities.

#### **4.2.4 Enhance student portfolios to include reflection, self-monitoring about career goals and Pathway focus.**

#### Action Steps/Evidence

- Student portfolios have not been emphasized throughout the school except through English and AP Capstone classes.

#### **4.2.5 Provide tutoring and support for struggling students, including expanding ACCESS tutorials, and GRIP (ACC Geometry) tutorials.**

#### Action Steps/Evidence

- After school and Saturday tutorials are available for students to receive help in any subject.
- Specific EL support is offered Monday through Wednesday after school in the library.
- WRAP offers after school activities including tutoring and credit recovery.

#### **4.2.6 Increase the home-school connection, including School Messenger, School Loop, Parent Orientation, ParentVUE, personal phone calls, and home visits.**

#### Action Steps/Evidence

- School Messenger is utilized every day to inform parents about students' absences, and before noteworthy events on campus.
- School Loop is updated at least monthly by teachers as part of their teachers' contract.
- ParentVUE and StudentVUE allow parents and students access to current transcripts and standardized test scores.
- Two Community Liaisons are able to provide translation support and home visits when necessary.
- Teachers use apps such as Remind to send messages to students and to communicate outside school hours.

#### **4.2.7 Provide academic support for students who earn multiple fails in middle school and in ninth grade.**

#### Action Steps/Evidence

- Cabrillo has been struggling to offer additional support to students off-track for graduation in 9th and 10th grades. Several new programs have been put into place over the last two years.
- The Urban Math Collaborative identifies struggling 9th and 10th grade African American and Latino boys to provide math and leadership support.
- Students entering 9th grade with five or more 'at-risk' factors are assigned a Counselor with a smaller caseload in order to provide more individualized support.

#### **4.2.8 Provide and utilize school planners to build and strengthen organization skills. Provide planners to all 9th graders, EL, Special Education, and AVID students. The use of the planners will be required in the mentioned classes.**

#### Action Steps/Evidence

- School planners were given to all 9th grade, Special Education and AVID students, but starting in 2017-2018, only AVID and Special Education students now receive planners.
- Planners are utilized by many teachers to reinforce organizational skills.

#### **4.3 College and Career Center – The College and Career Center will continue to be a centralized resource for all Jaguar Families to learn about and seek support in the college application process and job searches.**

#### Action Steps/Evidence

- The College and Career Center has moved to a much larger facility in order to accommodate the increase in student and family use.
- Two SCCAC USC College Advisors have been added to the College and Career Center to provide additional support to seniors in completing college applications and financial aid forms.

- A new full-time Career Developer has been added for the 2018-2019 school year to provide students with resources and skill development to obtain and maintain a job.

#### **4.4 Pathways/Linked Learning – Pathways will continue to support a balanced approach of rigor and relevance to classroom learning, preparing all students for college and career opportunities.**

##### Action Steps/Evidence

- Pathway teams have revised their course matrices to ensure that all students are able to fulfill the A-G requirements as well as take the technical core classes.
- Single-subject integration activities are being planned and implemented in core content classes to provide connections to the careers.

#### **4.5 AVID Site Team members provide leadership and training to school staff to promote AVID/Best Practice strategies focused on college preparation schoolwide.**

##### Action Steps/Evidence

- The AVID site team has provided various trainings throughout the last six years to the entire staff on Cornell Notes, WICOR strategies, Socratic Seminars, Philosophical Chairs, etc.

#### **4.6 Counseling Support and 4-year college/career plans – Every student will receive guided, strategic support in developing and executing a 4-year plan.**

##### Action Steps/Evidence

- Every student works with their Counselor to develop and update their 4-year plan each year. A copy of this plan is sent home to the parents.

#### **Goal 5: Parent Involvement - Encourage and increase parental engagement and satisfaction.**

##### Growth Targets:

- Increase the number of parents attending parent workshops by 25%.
- All Counselors will meet with their 9th grade students to develop a 4-year academic plan.
- Counselors will inform all parents (100%) that students have created a 4-year academic plan.
- Cabrillo VIPS will continue to be recruited and placed in the classrooms and/or offices to assist students, and training will be provided to them.
- At least 20% (600) of Cabrillo parents will complete a Parent Satisfaction Survey annually.

##### Progress to Date:

An analysis of parent workshop data is not possible, due to a lack of a cohesive data collection system. Parent sign-in sheets have been collected since the Parent Involvement Specialist was hired in the fall of 2016. There are approximately 3% of parents regularly attending parent workshops. There is an effort to increase this number in coming years.

Counselors meet with all students to review their 4-year academic plan at least once a year and a copy is mailed home. Parents are able to set up 4-year plan appointments in January/February to discuss their students' progress. Additionally, parents and students now have access to this information at any time through StudentVUE and ParentVUE.

The Parent Involvement Specialist has increased the number of VIPS over the last couple of years. She meets regularly with them to provide training and support.

The CORE Survey is given every spring to parents, students, and teachers. Parent participation is at about 14% (around 300 families).

#### **5.1 Provide translation of materials and meetings into Spanish or other appropriate home language.**

##### Action Steps/Evidence

- All materials that are sent home are translated into Spanish.
- Interpretations services are available for all parent meetings and most school events.
- The Parent Involvement Specialist is fluent in Spanish in order to provide parent support at any time.
- Two Community Liaisons are available to provide translation services.

- IEP plans are translated during IEP meetings.

**5.2 School-Parent-Student Compact will outline shared responsibility for students' education. Compact will be reviewed, revised, approved by SSC for publication each fall.**

Action Steps/Evidence

- The School/Parent/Student compact is revised each year through SSC and posted on the school website.

**5.3 Annual meeting will be held to inform parents of school programs, activities and importance of parent involvement, including funding of State and Federal programs.**

Action Steps/Evidence

- A parent meeting is held before Back to School Night in the fall to review the state and federal programs offered at Cabrillo High School and the budget plans attached to these programs.

**5.4 Inform parents of students at risk of not meeting standards.**

Action Steps/Evidence

- Parents and students receive an annual College Readiness Guide that outlines individual student progress on meeting graduation and college criteria.
- Completed 4-year plans are shared with students and parents to determine progress towards graduation and college every year.

**5.5 Continue to expand the Cabrillo Parent Resource Center activities.**

Action Steps/Evidence

- The Parent Involvement Specialist offers approximately 10 different workshops a year for families.
- The PTO is growing and is structured to provide community and school resources for parents.

**5.6 Parent classes and workshops will be provided to enhance parent understanding of (PIQE).**

Action Steps/Evidence

- The Parent Involvement Specialist and Cabrillo staff designed the Cabrillo Parent Institute to train parents on the high school and college requirements and how best to support students. This program brings in school personnel to help parents receive Cabrillo-specific information and to make more effective connections to the school. Previously, similar training had been provided by the organization PIQE (Parent Institute for Quality Education) and funded through Title I or LCFF, but was found not to be as cost effective or Cabrillo-specific.

**5.7 Support school booster programs.**

Action Steps/Evidence

- Although there are several parent groups that support Cabrillo athletes, most do not complete the necessary paperwork to become official Booster Clubs. The new ASB Director has been charged to work with these Parent Athletic groups to complete the required paperwork to become official Booster Clubs. By the end of the 2018-2019 school year, there should be at least four active Booster Clubs.

# Chapter II



## ***Student/Community Profile and Supporting Data and Findings***

## Chapter II

### ***Student/Community Profile and Supporting Data and Findings***

#### **History and Background of the School**

##### **Community**

Juan Rodriguez Cabrillo High School is located on 63 acres of land in west Long Beach and currently serves approximately 2,100 students. The school, occupying former naval housing, opened in 1995 to ninth grade students; the first graduating class received their diplomas in 1999.

In the fall of 2002, after five years of growth and construction, the students and staff arrived to take their places on a campus that is now the pride of the community. The attendance area is bordered by the 405 Freeway to the north, downtown Long Beach to the south, the Terminal Island Freeway to the west, and Pacific Avenue to the east. Many students who live outside the area choose to attend Cabrillo, or may be assigned, if their home school cannot accommodate them.

Since completing construction, many District and community events have been held at Cabrillo. The campus has also been used to film multiple movies, TV programs (like *Glee*), and commercials. The auditorium, the open courtyard, and ample parking make it ideal for community events. There are two gyms, a new outdoor swimming pool and several fields that are used by sports organizations during off-school hours.

The local community is predominantly Hispanic/Latino, with a long-established Filipino, Asian, Pacific Islander, and African American population. The ethnic demographics of the community are also reflected in Cabrillo's student body population, which is about 69% Hispanic/Latino, 11% African American, 8% Filipino, 2% Pacific Islander, 3% Asian, and 2% White. Approximately 90% of the student body qualified for free or reduced lunch in 2017-2018, and less than 75% qualified in 2018-2019.

Local community programs include the Boys and Girls Club and Long Beach Parks and Recreation at Admiral Kidd Park (both are located across the street from the school), the Westside Neighborhood Clinic, and the Teen Center at Silverado Park. Cabrillo has developed partnerships with a number of local businesses to provide job training and internships to the students.

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

Cabrillo has experienced a decline in enrollment over the past several years, reflecting the District's overall enrollment decline. Besides the decline in the local population, Cabrillo has also been inadvertently affected by the opening of small, specialized high schools in other areas of the District which have pulled students from the larger, comprehensive high schools. Many families are finding that the increasing rent and home values make it difficult to remain in Long Beach. The median family income is under \$50,000.

##### **State and Federal Program Mandates**

Cabrillo has been a Title I school based on having approximately 90% of students qualifying for free or reduced lunch. However, due to low turnout of returned lunch applications, Cabrillo did not qualify for Title I for the 2018-2019 school year. The District moved from a paper application to online applications and with the current political climate, many parents were apprehensive about completing the application. Multiple means of outreach, paper applications, and computer access were attempted, but unfortunately, the school still wasn't able to sign up enough families to qualify for Title I. The Local Control Funding Formula (LCFF) was recalculated to support the loss in Title I funding for the 2018-2019 school year. Additional EL funding was allocated through the LCFF budget.

##### **Parent and Community Organizations**

The recently reorganized PTO meets monthly. Parents have an opportunity to interact with school staff regarding current and future policies, as well as local politicians and community service providers. All meetings are translated to provide open access to all parents and community members.

A regular partner with Cabrillo is Centro CHA, a local community organization that promotes the social and economic development of low-income youth and families in Long Beach. They have been actively providing parent education classes and immigration support for Cabrillo parents.

Cabrillo partners with a local restaurant, 5000 Pies, that regularly participates in the school fairs and sponsors a school club. The school also partners with Long Beach City Parks and Recreation for summer community use of the swimming pool; sports facilities are often used by outside community sports leagues.

### School and Business Relationships

All of Cabrillo’s Career Pathways have Education Business Advisories that bring the community into the school. Some Pathways meet monthly, while others meet quarterly. They review Pathway data, discuss ways that businesses can assist students within the Pathways, and present student work/projects. These partnerships have led to multiple work-based learning (WBL) opportunities and an increase in the number of internships for Cabrillo students. A recent partnership with the Port of Long Beach has led to a multitude of opportunities for AGL students and teachers to learn about global logistics. Additionally, the Special Education program provides opportunities for students to work with local companies to gain valuable work experience, while earning academic credits. A list of business partners is included in the [Appendix](#).

### Demographic Data

Long Beach Unified School District (LBUSD) has been undergoing a decline in overall enrollment primarily due to families moving away because of the recession and the changing economy. The effects have made their way to Cabrillo over the last few years and have resulted in a steady drop in enrollment. While the African American and Filipino student populations have declined, the Latino and Asian populations have seen growth. Another major factor in the decline in Cabrillo enrollment has been the opening of smaller, specialized high schools around the District. The change in student populations has led to shifts in staff due to a loss of FTE and changes to the master schedule.

Student Enrollment				
	2018-2019	2017-2018	2016-2017	2015-2016
Total	2,141	2,330	2,460	2,574
9 <sup>th</sup> Grade	487	562	658	724
10 <sup>th</sup> Grade	548	626	657	662
11 <sup>th</sup> Grade	545	605	559	605
12 <sup>th</sup> Grade	534	537	586	583

There has been a slight increase in the percentage of Hispanic/Latino students at Cabrillo in the last five years. Another small change is a decrease in the number of African American students and an increase in the number of students identifying with two or more races, along with those not reported.

Student Ethnicities					
	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Hispanic or Latino	69.22%	71.89%	70.70%	68.40%	67.10%
African American	10.79%	11.80%	12.70%	14.00%	15.40%
Filipino	8.22%	7.47%	8.60%	9.20%	9.40%
Asian	3.04%	3.13%	3.30%	3.50%	2.60%
Pacific Islander	2.06%	2.36%	2.10%	2.20%	2.80%
2 or more races	2.20%	1.29%	0.40%	0.50%	0.50%
White	2.29%	1.24%	1.60%	1.60%	1.40%
American Indian	0.42%	0.26%	0.40%	0.20%	0.10%
Not Reported	1.40%	0.54%	0.20%	0.50%	0.60%

### Government Assistance

The number of students qualifying for Aid to Families with Dependent Children (AFDC) has fluctuated over the last several years. As stated earlier, the decrease this year was due in part to the online application and the current political climate. The percentage of students in foster care and classified as homeless has increased dramatically in the last four years. Cabrillo currently has a county employee who works with this population.

### AFDC Rates (FRMP: Free Reduced Meal Program)

	2018-2019	2017-2018	2016-2017	2015-2016
AFDC %	<75%	89.80%	84.70%	90.30%
Foster	1.05%	1.17%	1.03%	0.75%
Homeless	12.64%	12.37%	11.97%	9.60%

Cabrillo's English Learner (EL) population has also fluctuated over the past several years. Spanish is the predominate home language of Cabrillo students, with 58.14% listing it as their primary language. Many of the Filipino families speak Tagalog (3.57%) in the home, but are also fluent in English.

English Learners Enrollment				
	2018-2019	2017-2018	2016-2017	2015-2016
EL	18.12%	22.02%	20.37%	21.81%
RFEP	43.02%	40.17%	44.27%	40.68%

Current data for 2018-2019 students indicates that approximately 19% of student are classified as English Learners. There has been a change in EL Coordinators a few times throughout this time period, with varied focus on reclassification. Cabrillo's goal is to continue to reclassify as many students as possible.

English Language Proficiency		
Classification	Students	% of Population
RFEP	922	43.33%
IFEP	37	1.74%
EO	748	35.15%
ELL	404	18.98%

Cabrillo's Special Education population has seen a growth of students in SDC and RSP courses over the past several years, even though the overall population has decreased.

Special Education Enrollment				
	2018-2019	2017-2018	2016-2017	2015-2016
SDC	6.54%	5.81%	4.52%	4.80%
RSP	6.03%	6.17%	6.29%	5.90%

### Special needs and other focused programs (online, college/career readiness, AP, Honors, AVID, GATE)

Cabrillo has maintained open-access policy for AP for many years, with a concerted effort to increase the number of African American and Hispanic students that participate every year. While the overall enrollment has decreased, the number of students enrolled in AP courses continues to increase, with the exception of a drop this year. This can be attributed to a decrease in teacher availability in schedules. As a result, Cabrillo wasn't able to offer as many sections of AP classes this fall. Students were surveyed about their willingness to take AP classes, teachers and staff were asked for recommendations, and students were invited to recruitment assemblies. The data below validates these efforts.

AP Participation				
	2018-2019	2017-2018	2016-2017	2015-2016
All Students	29.77%	36.50%	32.70%	30.60%
African American	24.36%	28.90%	29.90%	19.50%
Hispanic	27.77%	34.90%	29.30%	29.10%

The AVID program has steadily grown in the wake of block scheduling. For the 2018-2019 school year, there are 10 sections made up of four 9th grade sections, three 10th grade sections, two 11th grade sections, and one 12th grade

section. Strategic recruitment and retention of 9th graders has helped to increase the freshman sections and will allow for continued growth in the upper grades as the program expands over the next few years.

AVID Enrollment				
Grade	2018-2019	2017-2018	2016-2017	2015-2016
9th	22%	16%	8%	14%
10th	13%	7%	6%	6%
11th	6%	5%	5%	4%
12th	4%	4%	3%	5%

### **Staff Description**

In the fall of 2017, Cabrillo moved from a co-Principal leadership model to a single Principal. The second Principal position was reconfigured to a Vice Principal. The site also decreased from three to two full-time Assistant Principals, again, due to lowered enrollment. There are also two Deans of Students who are Teachers on Special Assignment.

Cabrillo is currently staffed with 109 certificated teachers, three of which are National-Board-Certified Teachers. The average years of service for Cabrillo teachers is 15 years, with the majority of teachers holding upper-level degrees such as a Master’s (87) or Doctorate degrees (3). The certificated staff at Cabrillo also include a Nurse, a Psychologist, a full-time Speech/Language Pathologist, nine Counselors, an Activities Director, an AVID Coordinator, AP Co-Coordinators, a Pathway Coordinator, EL Coordinator, and a Librarian. Additionally, Cabrillo has several adjunct staff members funded from various programs, e.g. SCCAC, Cal-SOAP, Upward Bound, and Educational Talent Search (ETS).

Classified office support staff include a Principal Secretary, an office supervisor, five office assistants, and two bilingual Community Liaisons. Cabrillo also has one College and Career Center Specialist, one Parent Involvement Specialist, and twenty-five Special Education instructional aides/specialists. The school has five Campus Security Officers (CSOs), one On-Campus Suspension (OCS) Supervisor, one Probation Officer, and a full-time LYPD Resource Officer to ensure campus safety.

### **Staff Roles and Responsibilities**

#### **Administration**

The Principal is in charge of the overall program of the school. The focus is on academic success, but general operations is always on the forefront. She leads the faculty in reviewing data, developing goals and action plans, and monitoring these plans. Parent and community outreach are also part of the Principal’s responsibilities. Additionally, the Principal serves as the liaison between the District Administration and site personnel. The Vice Principal also has a focus on academic success, but oversees the general operations of the school, as well. The Vice Principal assists in the development of the goals, and presents much of the professional development. There are two full-time Assistant Principals who share the responsibilities of academic support and discipline. They also manage supervision, athletics, textbooks, adjunct duties, etc.

The Principal, Vice Principal, and Assistant Principals supervise and monitor students. The Administrators also support one or more core academic department(s), work with one specific Pathway, and fulfill other administrative tasks. See [Appendix](#) for Administrator Assignments and Adjunct Duties.

#### **Deans of Students**

There are two Deans of Students who assist with supervision and support the Administration. One Dean focuses on discipline, while the second Dean facilitates RJ activities and technology integration.

#### **Leadership Teams**

The work and goals of a comprehensive high school, especially one the size of Cabrillo, can only be accomplished through distributive leadership. As much as possible, Cabrillo is organized around interdependent teams that work collaboratively to accomplish the schoolwide goals and mission and to realize the school’s vision. The following are basic descriptions of many of the formal leadership teams:

#### ***Administrative Team***

The Principal, Vice Principal, and Assistant Principals meet weekly with a focus on curriculum and instruction. The team's most important goals are to monitor and assess teaching and learning, and to provide support to all faculty members.

#### *Operations Team*

The Administrators, Deans, and Activities Director meet monthly to discuss discipline issues and the culture and climate of Cabrillo. Data is reviewed and new action steps are developed.

#### *Leadership Team*

The Administrators, plus the Deans, Head Counselor, Activities Director, EL Coordinator, Pathway Coordinator, AVID Coordinator, and AP Co-Coordinators meet monthly to plan for schoolwide events, analyze different sources of school data, monitor progress, and address any issues that arise throughout the school year. Most importantly, the group works collaboratively to ensure that support is provided to faculty and students as needed.

#### *Instructional Learning Team*

The ILT is a team made up of Department Chairs, Pathways Lead Teachers, Counselors, Program Coordinators, Deans, and Administrators. This group meets monthly as the main instructional leadership body. This team reviews the school's strategic plan, monitors all action plans related to instruction, analyzes student achievement data, investigates best practices, and makes changes to the instructional program as needed. Additionally, members of this team often assist in whole-staff PD.

#### *Site-Based Decision-Making Committee*

The SDM Committee consists of elected representatives from each department, the Vice Principal, as well as members-at-large. As established in the by-laws, they meet once a month to make decisions or recommendations about policies which affect the school community, discuss concerns brought to them by the staff, and determine how lottery funds are spent. The committee is guided by provisions of the teachers' contract, decisions of the Board of Education, and the regulations of the State Education Code.

#### *Department Chairs*

Department Chairs are selected by their department to serve for one year. They provide leadership in curriculum, instruction, data analysis, department walkthroughs, yearly action plans, textbooks, and materials. Department Chairs meet with the ILT once a month, as well as with District Curriculum Leaders, monthly.

#### *Pathways Leads*

Pathways Leads are charged with the organization of the Pathways, develop yearly action plans, lead the development of SSI, plan interdisciplinary projects, promote collaboration among members, analyze student data, and work with business partners to provide support and real-world connections for students. Their main focus is to ensure that students receive information about potential career Pathways and fulfill the requirements for Pathway certification.

#### *School Site Council*

SSC representatives are elected by staff, parents and students. This body discusses school achievement data, federal and state funding, and compliance, such as the schoolwide action plan and Parent Involvement Policy. They also oversee and make recommendations regarding the LCFF and/or Title I.

#### *English Learner Advisory Committee*

The ELAC is a group of parents who have students that are classified as English Learners. They meet to learn and to advise the school about how to best meet the needs of ELs. They also make recommendations to SSC about EL funding.

#### *Additional Leadership Teams*

Cabrillo maintains several other leadership teams, such as the AVID Site Team, AP Vertical Team, and Counseling Team, which work to ensure that students are meeting their academic goals. See [Appendix](#) for the 2018-2019 Professional Development Plan.

#### *Student Support Staff*

One full-time and one part-time school Psychologist are available for student support, acting along with Administrators and Counselors as advocates for students' well-being. They provide individual counseling and help students process their problems and plan goals and action. They meet with parents and teachers to discuss learning, behavioral, and social concerns, and assist in the development and implementation of interventions. They also provide information about and references to available community educational and mental-health resources. Other tasks include conducting

comprehensive evaluations, participating in Student Support Team (SST), IEP and 504 Plan meetings, consulting with Special Education teachers, and supervising school psychology interns and practicum students. An essential role is to provide crisis interventions for students and staff. Additional support staff include a full-time Speech/Language Pathologist who works with identified students and a full-time nurse who monitors health records of students and is available for any emergency needs of students and staff.

Two bilingual Spanish Community Liaisons are assigned to different offices to support parents, students, and staff. They work with the Attendance Team and Administration to make home phone calls and visits to target chronically truant students. They also assist teachers by setting up parent conferences, making phone calls, and providing written and oral translation services for IEPs and parent conferences.

The Parent Involvement Specialist assists parents with recommendations for EL and Parent Involvement fund budgets, organizes parent classes and orientations, and, along with the Activities Director, coordinates the PTO. The Parent Involvement Specialist also supervises the Parent Resource Center, supervises the VIPS, and acts as a liaison to campus parent groups and the community.

#### *Counseling Team*

The Counseling Team includes nine credentialed Counselors, including one Head Counselor, seven general Counselors and one Counselor who works with the Urban Math Collaborative. All of the general Counselors are assigned to a Pathway to provide counseling consistency and to schedule, review, and counsel students to keep them on track for graduation and eligible for college and/or career choices. Two of the nine Counselors work with the at-risk population (students with a GPA of 2.0 or lower). The Counselors present classroom counseling modules to all students beginning in the 9th grade. All Counselors meet with each student on their caseloads at least once a year to develop and monitor their 4-year plans and to select the most appropriate classes for the coming year. Students and parents can review these plans online through StudentVUE at any time. Students can also obtain a copy of their transcript online through Parchment. Other counseling duties include testing, registration, scheduling, Pathways activities, attending IEPs, monitoring attendance, handling referrals appropriate to counseling issues, and supporting student-recognition activities. The Counseling Team works closely with teacher, staff, and the Psychologist to identify and support students in crisis. (Counseling Department forms and timelines are in the [Appendix](#).)

The Urban Math Collaborative Counselor works with selected African American and Latino male students to offer additional support and leadership opportunities. This program was initiated during the 2017-2018 school year in response to the achievement gap for African American students, specifically in math classes. The program is still in development.

#### *College and Career Center Team*

The College and Career Center Specialist oversees all activities of the College and Career Center. The College and Career Center offers an array of support services and resources for the entire student body. Support services provided are: assistance with college personal statements and applications, financial aid (FAFSA/Cal Dream Act) assistance, scholarship search, application preparation and completion, career exploration, college field trips, access to military recruiters, community/volunteer opportunities, internship opportunities, interest inventories, job searches, and pre-employment maturity-skills assistance. Information about colleges, entrance exams, registration, applications, and financial aid is accessible to all students, and several family meetings are held each year to assist with applications. The College and Career Specialist also provides information on career-guidance programs, internships, the job board, and work permits.

The College and Career Center is also home to two SCCAC Advisors, who are funded and based out of the University of Southern California (USC). Since 2014, the District has partnered with SCCAC to place two Advisors at each comprehensive high school on a staggered, two-year assignment. The USC Advisors, as they are known on campus, primarily assist seniors with college exploration, completing college and financial aid applications, and building a college-going culture.

The College and Career Center also houses the college-prep partner programs Upward Bound, ETS, and Cal-SOAP. Each program is based out of California State University, Long Beach (CSULB). Cabrillo also partners with an Upward Bound program based out of Long Beach City College (LBCC) and the Early Academic Outreach Program (EAOP) based out of the University of California, Irvine. All of Cabrillo's partner programs have advisors on site at least once a week to recruit, assist, and support students in their college-going efforts. Besides providing ongoing support to students enrolled in their programs throughout their high school careers, all of the various college programs provide field trips, college information, college and financial aid application assistance, scholarship opportunities, as well as college decision-making skills to students.

This year, the College and Career Center also has a full-time, District-funded Career Developer; she provides current job opportunities, internship opportunities, resume preparation, appropriate dress for success, and formal interview techniques. The Career Developer will also have 2 college aides assigned to Cabrillo to assist in these efforts.

### Academic Support Staff

#### *Linked Learning Pathways Coordinator*

The Linked Learning Pathways Coordinator facilitates and supports the organization and implementation of the four Pathways, including coordinating with the District office, collaborating with community and business partners, planning field trips, organizing professional development, supporting grade-level interdisciplinary projects, and managing the grant budget. She also assists Pathway teams with aligning their course of study, monitoring action plans, providing professional development and trainings, documenting evidence of student achievement, and continuous Pathway improvement. The Coordinator also collaborates with the District's Pathways Coordinator and those from other high schools in the District.

#### *AVID Coordinator*

The AVID Coordinator supports the AVID program through the recruitment, selection, scheduling, and monitoring of students, assisting the elective teachers, coordinating AVID activities and field trips, and providing schoolwide PD on AVID strategies. The AVID Coordinator works with the Counseling Team to recruit students and to assist on the Master Schedule Team to place class sections. The Coordinator also provides extensive outreach to feeder schools, helping students to successfully transition into high school.

#### *Advanced Placement Co-Coordinators*

The AP Co-Coordinators recruit, monitor and support AP students, organize the spring AP recruitment for students and parents, work to ensure open access to AP classes for all students, monitor student progress, and provide interventions when needed. The Co-Coordinators are the primary connection with the College Board, facilitate training opportunities for AP teachers, particularly supporting new AP teachers, conduct AP Vertical Team meetings, advise teachers regarding their AP syllabi, coordinate instructional materials and administer the AP Exams. While the District funds a 1.0 FTE AP Coordinator position at the site, the Principal chose to split the position between two staff members (.50 FTE each) in 2017-2018. One Co-Coordinator is also the AVID Coordinator, while the other is a teacher in the Art Department. Both Co-Coordinators collaborate weekly.

#### *Library*

The Librarian manages the Library and serves as an information-learning specialist, organizing and managing the Library, collaborating with teachers to design lessons and to select materials for designated assignments, and assisting students with books, reference materials and computers. The Library Media Assistant assists with technology for all teachers and other Library services.

#### *English Learner (EL) Coordinator*

The EL Coordinator monitors the progress of EL students, administers the ELPAC, develops the master schedule for EL students, coordinates parent involvement programs, and provides one-on-one support to EL students.

### Staff Communication

Primarily, faculty and staff communicate via email and/or in person. To keep faculty and staff informed about important campus information and to help build relationships, the "Cabrillo Connections" monthly staff newsletter was created at the start of the 2016-2017 school year. Each month, staff receives updates about the various committees and groups on campus. The newsletter also includes a "Kudos" section to congratulate and/or thank staff members for their work with students and their professional accomplishments. A monthly "Staff Spotlight" column allows staff to learn more about one another.

### Meeting Structure

There are four required teacher meetings per month that meet on Thursday afternoons. These meetings are: Department meetings, Course Collaboration meetings, Pathways meetings, and those designated for schoolwide professional development called Conference Period Faculty Meetings (CPFM). The agendas for Department, Course Collaboration and Pathway meetings are set by the Department Chairs and Pathway Leads. The topics for CPFM are set by the ILT during the August data review and action plan update. (The meeting schedule can be found in the [Appendix](#).)

## ACS WASC Accreditation History

### **Mission Statement**

Cabrillo's mission is to provide excellent, personalized instruction and career experiences that enable all students the ability to thrive in post-secondary opportunities of their choosing.

### **Schoolwide Learner Outcomes**

# W

#### **We are lifelong learners**

- Be willing to take risks
- Be inquisitive
- Advocate for yourself and others
- Turn mistakes into learning opportunities

# e

#### **Every period, every day**

- Attend school daily
- Be on time to each class
- Come prepared & ready to learn

# S

#### **Striving for excellence**

- Challenge yourself
- Demonstrate effort & pride in your work
- Set short & long-term goals for success

# T

#### **Together, in school & our community**

- Make a positive impact on campus
- Get involved in your Pathway
- Participate in school & community activities

## **CABRILLO HIGH SCHOOL**



Cabrillo received its initial WASC accreditation in 1998. In the spring of 2001, Cabrillo conducted the first self-study and received accreditation of 6 years, with a 1-day, midterm review (2004). Subsequent self-study accreditations occurred in 2007, where Cabrillo received a 6-year accreditation, with a 1-day midterm review (2010), and in 2013 when they received a 6-year accreditation, with a 2-day midterm review (2016).

### **District LCAP**

LBUSD is committed to support the personal and intellectual success of every student, every day, and to provide all children with as many post-secondary options as possible. In support of this mission, the LBUSD LCAP goals were developed:

Goal 1: Students will receive basic services that are fundamental to academic success, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Goal 2: Students will make academic progress on the Common Core State Standards so that they can be prepared for both college and careers upon high school graduation.

Goal 3: Students will succeed in Algebra to ensure high school graduation and expand college and career opportunities.

Goal 4: Students will participate and excel in rigorous coursework, including Advanced Placement.

Goal 5: Students will demonstrate readiness for college and careers.

Goal 6: Students will be actively engaged in their learning so that they can meet the Common Core State Standards and prepare for college and careers.

Goal 7: Schools will be safe, inviting, engaging, and supportive places for students, parents, and staff.

Specifically, in this LCAP, the District allocates resources for counseling support and Advanced Placement outreach, particularly for underrepresented students; nursing services; library education; Psychologists; college and career readiness efforts, like university level “Ethnic Studies” courses and Linked Learning Pathways; foster youth services; and programs that focus on prevention, early intervention, and leadership opportunities for promising students from historically-disadvantaged backgrounds; among many other initiatives at local schools.

These expenditures aim to improve the educational experiences of low-income pupils, ELs, Re-designated Fluent English Proficient (RFEP) Pupils, and foster youth by augmenting the comprehensive services that they require to attain academic success, to close the achievement gap, and to demonstrate college and career readiness. The services are intended to be deployed in either a district-wide or schoolwide manner. LBUSD has identified high-need schools, including Cabrillo, where these students make up 60% or more of the population, and will receive greater resources. By targeting these schools, LBUSD is, by default, enhancing services for those who are most vulnerable.

California School Dashboard

The California School Dashboard is a monitoring tool that shows the annual performance levels for all students on specific state indicators. Cabrillo currently has green ratings for suspension and graduation rates, but has a yellow rating for EL progress.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		9	4
<a href="#">English Learner Progress (1-12)</a>		1	0
<a href="#">Graduation Rate (9-12)</a>		6	0
<a href="#">College/Career (9-12)</a> <small>Select for one year of available data</small>	N/A	N/A	N/A

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

**School Program Data**

**Regular Course of Study**

All students meet with their Counselor each year to discuss their 4-year plans and to schedule classes for the following year. Each Counselor is assigned to the students in a Pathway, which enables them to place students in the appropriate required classes and Pathway electives. In order to meet the LBUSD graduation requirements, all students must complete 220 credits, including 40 credits of English, 4 years of Math (including passing Algebra 1), 30 credits of History/Social Science, 20 credits of Science, 10 credits of a World Language other than English or a fine art, 20 credits of Physical Education, and 60 credits of electives. Students are strongly encouraged to complete all CSU/UC A-G entrance requirements. Information regarding AP classes is promoted each winter, which describes the requirements and expectations, and opens access to any student with the desire to enroll for the following year. Extensive tutoring and support is available after school and on Saturdays for students to be successful in challenging classes.

**Linked Learning Career Pathways**

Cabrillo is organized around four Linked Learning Career Pathways, formerly referred to as Small Learning Communities (SLCs) and Specialized Programs. These small schools within the school allow for greater personalization within the larger comprehensive high school and were organized and created by Cabrillo faculty and staff. All students and staff belong to a Pathway. An attempt is made to balance enrollment in each Pathway to reflect the schoolwide demographics and to include accelerated, English Learner, and Special Education students. A full-time Pathway Coordinator assists teachers with Pathway activities including curriculum, interventions, and WBL. The Pathway Coordinator also provides

certification support using the Online Pathway Tool for Improvement and Certification (OPTIC). OPTIC allows schools to monitor their progress in relation to the Linked Learning Essential Elements.

#### Cabrillo Pathways (Full descriptions in [Appendix](#))

- AGL: The Port of Long Beach Academy of Global Logistics
- CAL-J: Cabrillo Academy of Law and Justice
- CED: Cabrillo Engineering and Design
- SACMAA: Specialized Academy of Computer Media Arts & Animation
- CHOC: Cabrillo Health Occupations and Careers, is being phased out due to decreasing schoolwide enrollment.

In 2015, each Pathway's course of study was updated and aligned to meet the requirements of Linked Learning certification. Each Cabrillo Pathway focuses on providing students with rigorous academics, career-based learning in the classroom, integrated WBL opportunities, and personalized student supports. Students in all Pathways complete either a Career Technical Education (CTE) or technical core sequence over their four years at Cabrillo, focused on the industry themes of their Pathway. Furthermore, while students are being exposed to real-world content and industry-aligned instruction in their technical courses, they are also provided with multiple opportunities for single-subject and interdisciplinary integration in their core academic courses. This integrated approach provides students with multiple entry points to learn more about post-secondary options, along with activities and instruction aligned to the LBUSD Graduate Profile (see [Appendix](#)). This is combined with multiple opportunities across Pathways for students to be provided with WBL experiences in which they are provided access to industry professionals, both on campus and in the field. Lastly, each Pathway has an assigned Administrator, Counselor, Lead Teacher, and teaching team in order to provide students with individualized support.

#### Individual Pathway Identity

Each Pathway is represented by their own custom logo and colors, and have developed personal activities and awards for each program. While all students identify with Cabrillo overall, they have their own individual connections and identity within their Pathways.

#### Collective School Identity Across Pathways

While each Pathway is unique, each program works together with the goal to develop more inclusivity and unity across campus. The Lead Teachers for each Pathway meets monthly with the Pathway Coordinator as a team to collaborate and support each other's programs. This has led to several cross-Pathway events and activities for students that, while connected thematically to individual Pathways, connect students together as part of the Cabrillo community. Examples:

1. The JAG cup competition is comprised of a series of rallies, activities, and games over the school year in which teachers and students compete while representing their Pathways. These events are run by the ASB and the Linked Learning Student Ambassadors and consist of both academic, and social activities with the goal of building school spirit. The Pathway that wins is given the JAG Cup trophy to keep for the next school year, and seniors in the winning Pathway walk first at graduation.
2. The Women in STEAM event is an activity developed through the Engineering Pathway (CED) that is designed to promote female students to become more involved in the STEAM fields of study. In 2018, this event was expanded to incorporate students from all Cabrillo Pathways. This is a single-day event in which female students (primarily 11th grade) participate in a series of empowerment modules and are provided with a networking lunch where they sit with multiple professional women in the STEAM fields. This luncheon provides a keynote speaker and maintains a "guided-question" format.

#### Pathway Student Ambassadors

Each Pathway at Cabrillo has at least 4 to 6 Student Ambassadors that represent their programs throughout the year in various capacities. Starting in 2017, this program evolved into an academic leadership course that is taught by the Activities Director in collaboration with the Pathway Coordinator. These students act as docents for guests, participate in site presentations for visitors, learn leadership skills, and develop student-run service projects which focus on building inclusivity and community at Cabrillo. These students also develop marketing plans and lead activities within their specific Pathway over the year. They work closely with ASB on multiple initiatives and projects.

#### Work-Based Learning

A component of each Pathway are WBL activities. Pathways have worked hard to develop opportunities for students to experience Pathway career options through guest speakers, field trips, internships, collaborative projects, conferences, etc. In 2017-2018, a comprehensive data collection system was created to track WBL activities; the goal was for 75% of

students within each Pathway to participate in these experiences. A continued emphasis will be placed on WBL to ensure that students receive this benefit.

Participation in WBL Activities	
	2017-2018
All Students	84.70%
AGL	94.90%
CAL-J	91.40%
CED	88.50%
SACMAA	74.20%
CHOC	74.10%

## Special Programs

### University Scholars (US)

University Scholars is a rigorous and academically challenging four-year program designed to prepare students for admission to the most competitive universities and colleges. Students must be able and willing to complete several accelerated, Honors and AP courses. Ninth graders in US are immediately challenged academically by taking AP Human Geography, which is rare for freshmen across the nation. An academic GPA of 3.0 and above is required for consideration in the program. Beyond the academic challenge, University Scholars receive support through after-school tutorials, university visits, and guest speakers. While US was initially one of the SLCs at Cabrillo, in 2016, the program became embedded in all of the career Pathways at Cabrillo. Currently, any Pathway student who meets the requirements may apply to US. This affords students the opportunity to not only be further challenged by completing more rigorous courses, but still be afforded the career Pathway experiences provided to all Cabrillo students.

### Advancement Via Individual Determination (AVID)

The Cabrillo AVID program continues to support students in the middle who are determined to attend a four-year college or university. While AVID has been at Cabrillo since 2000, the program has struggled to maintain capacity, having dropped from a high of 13 sections in 2010 to a low of 7 sections in 2017 due to District budget cuts, staff turnover, scheduling conflicts, and master schedule limitations. However, with the new block schedule, AVID has increased back to 10 sections for 2018-2019. There were also changes in the AVID Coordinator position for a few years between 2011 and 2015 due to staff movement. Since 2015, a consistent AVID Coordinator has worked to bring the program back and increase sections. Over the last 5 years, the schoolwide AVID PD strategy has focused on literacy. The AVID site team continues to share AVID strategies at CPFM.

AVID is open to any qualifying student who applies and interviews for the elective course. The AVID Coordinator actively recruits 8th grade students every year; current 9th and 10th graders can add during later years, or return if they had prior scheduling issues. In recent years, the AVID program has partnered with ASB to help increase involvement in leadership and extracurricular activities. The data indicates that a higher percentage of students within the AVID program complete the A-G requirements. Furthermore, AVID has had a major role in creating a college-going culture and advancing academic rigor schoolwide.

### Advanced Placement Program

Cabrillo proudly boasts an AP program that was recognized by LBUSD for its increase in student participation in both courses and completed exams. The AP Co-Coordinators, Counselors, and teachers all work with students to assist in preparing and advising students on their best course of study in these challenging courses. Cabrillo also has the largest AP Capstone program in the District, with 3 sections of AP Seminar and 3 sections of AP Research in 2018-2019. The AP Capstone program has grown quickly since implementation in the fall of 2015 and has one of the higher pass rates among the courses Cabrillo offers.

For the 2017-2018 school year, Cabrillo students took 970 AP Examinations; 18.6% of exams taken scored 3 or higher. Seventy-three percent of the AP Spanish Language test takers earned a passing score. For the newly introduced AP Computer Science Principals course, 7 students successfully passed the exam. Cabrillo had many students recognized as AP Scholars including: 15 AP Scholars, 1 AP Scholar with Honors, 2 AP Scholars with Distinction, and 12 AP Capstone Certificates.

## Summary of Support and Intervention Programs

Through the CIE process of analyzing data and prioritizing student needs, funds are allocated for targeted interventions. These interventions are evaluated throughout the year and action plans are modified annually.

### Academic Intervention

Students are placed in academic intervention classes (Independent Study, Saturday School) to assist them in being successful in their content area classes and to support their achievement of the SLOs. The classes below are options used by the Cabrillo staff to support students.

### *English Learners Support*

Cabrillo uses CELDT/ELPAC scores as a data point when looking for the appropriate placement of each EL student (Newcomer English Language Development (ELD), Literacy Workshop (a transition ELD class), Mainstream, etc.). The EL scores are also readily available to teachers through links on the Synergy attendance screen to inform instruction so that all levels of ELs are supported.

EL funding has been used for after-school tutoring, technology for students, instructional materials, PD, and extended library hours to ensure that all EL students have access to additional 1:1 teacher support and technology.

- **Beginning/Newcomer ELD:** Students who have been in the country for less than 18 months and score at the Beginning Level on ELPAC/CELDT take one year of designated ELD. This is a single block class that utilizes the iLit online platform from Pearson publishing, and District-designed materials to help support newcomer English language development. Teachers who utilize this technology and materials are extensively trained.
- **ELD Study Lab:** This is a co-requisite course to be paired with Beginning ELD. This course builds on the work being done in the Newcomer course and ensures that EL's are using the four language domains every day.
- **Literacy Workshop 1-2:** A single block, District-designed class for students who read two or more years below grade level and who need work in acquiring and practicing essential reading comprehension and writing strategies with a focus on development and designated English instruction. The class works as a co-requisite with a grade-level English class for ELs who have moved on from the beginning/newcomer ELD but who still need additional English support. A similar class is offered for Special Education English-only students.
- **Designated English instruction** occurs in all English classrooms, as well as an emphasis on integrated English instruction schoolwide. Teachers are expected to use integrated ELD strategies in all subjects to support all levels of ELs. English teachers are expected to teach designated ELD lessons in their classrooms on a regular basis. Teachers can identify ELs through both Synergy and LROIX systems.

### *Math Support*

- **Agile Minds** is an Intensified Algebra 1 Support for incoming ninth grade students who earned below a C in their 7th/8th grade math courses. These freshmen are placed into a double-block Intensified Algebra 1 course in 9th grade, where students receive Math and elective credit. This course maintains a very structured curriculum that promotes collaboration and growth mindset strategies. The instruction is partially technology-based and partially direct instruction; students are often asked to review and explain errors as part of the program. Teachers of this course complete a week-long training and ongoing PD during the year, as well as lesson study days.

Due to the overwhelming success of the Agile Minds Algebra classes during the 2016-2017 school year, the program increased from two sections to five sections in 2017-2018. A larger percentage of students are passing Algebra 1 the first time. Seventy-seven percent of freshmen enrolled in Agile Minds in 2017-2018 had earned a D or F in their 8th grade math classes. End-of-semester grades for spring 2018 indicated that 59% of students in Agile Minds experienced an increase in their grades, while 29% had no change.

2017-2018 Changes in Math Grade Between 8th and 9th Grade for Students Enrolled in Agile Minds	
No Change	29.00%
Increase Grade	59.00%
Decrease Grade	12.00%

- **Urban Math Collaborative** is a program for African American and Latino male students. The purpose of the program is to assist these students throughout their high school careers to become active, effective, involved, and competitive students. The program's efforts are directed toward increasing A-G completion rates and college-going rates for

African American and Latino male students, as well as toward closing the achievement gap. Participants receive support in academics, college-readiness, college exploration, leadership development, mentorship, scholarship opportunities, and cultural awareness. Program successes thus far include:

- 83% of participants recruited returned applications early, and the remaining 17% returned applications within the following two weeks.
  - On February 26, 2018, 57.23% was the program’s combined grade average; on April 16, 2018, it had increased to 71.47%.
  - Teachers have reported:
    - “Students are attending class more often.”
    - “Whatever you are doing is working.”
    - “[Student’s] grade is improving. Keep up the good work.”
  - Participants have reported:
    - “It’s helping me keep my grades up.”
    - “I’m putting more effort into class now.”
    - “Now I’m learning to talk to my teachers.”
- Saturday School is popular with many Cabrillo students. Although the main purpose of Saturday School has been to recoup ADA (Average Daily Attendance), Cabrillo has restructured the classes to focus on tutorials, RJ circles, test taking/retesting, Ethnic Studies classes, and credit recovery. Students participated in 32,000 hours during the first semester of 2017-2018. The average Saturday School attendance is 450 students.

*Special Education Support Programs*

Resource Specialist Program (RSP): Students with disabilities who receive RSP support, as determined by the IEP team, attend one instructional block of Strategies for Success (SFS). The purpose of the SFS class and curriculum is to provide academic support with general education courses, with a focus on study skills, re-teaching core content, and test preparation.

Special Day Classes (SDC): There are three SDC programs at Cabrillo: SDC-ED, SDC-MM, and SDC-MS. Each program provides Specialized Academic Instruction according to the students’ Individualized Education Plan (IEP). Students attending SDC can be scheduled in general education courses in physical education, electives, and core content, as determined by the IEP team. Through the IEP, students in the SDC-MS program will receive a Certificate of Completion at the end of their senior year and be referred to the Adult Transition Program (ACT) for their post-secondary education.

In the fall of 2012, the Special Education Department initiated a successful “Cabrillo Couriers” program, which is led by a Special Education teacher and multiple Special Education students. Cabrillo staff can order lunch from a specified restaurant each day; the student couriers place the order, calculate costs, pick up the order (with adult supervision), and deliver them to the staff members. Many teachers have collaborated with the students to support and teach necessary independent and practical-living skills.

The Green Team was formed in 2017 to improve campus recycling. The members include Special Education students who are paired with general education students to assist with schoolwide recycling. During the 2017-2018 school year, the local city councilman acknowledged these students’ efforts during a schoolwide rally and provided additional recycling bins to increase their efforts.

Independent Study Classes

Independent Study classes permit students to make up previous classes in which they earned a D or F. Students are able to take up to 10 credits a semester. Last year, students recovered over 1,700 credits during the school day in addition to completing their regular classes.

2017-2018 Independent Study Classes		
	1st Semester	2nd Semester
Number of Students Enrolled	187	153
Number of Students Withdrawn	10	0
Number of Credits Recovered	900	840

**Data on Addressing the Eight State Priorities:**

### LCFF Priority 1 - Basics (Teachers, Instructional Materials, Facilities)

Cabrillo is currently staffed with 109 certificated teachers, of which 5 are National Board Certified Teachers. The average years of service for Cabrillo teachers is 15 years, with the majority of teachers holding upper-level degrees (90 teachers with a Master's or higher). The majority of teachers have a full teaching credential, with 4 teachers enrolled in an internship program. All teachers are currently teaching either within their credentials, or are board-authorized to teach other subjects. However, the state data does not recognize the LBUSD board authorization process and reports that 20% of Cabrillo's teachers are teaching outside of their credential areas. The ethnic breakdown of the staff is predominantly white, with a close gender breakdown (51% female, 49% male).

Teaching Staff							
Hispanic	Asian	Filipino	African American	White	Two or More Races	No Response	Total
21	3	1	17	54	2	11	109

#### LCFF Allocations: Professional Development

The allocations allow selected staff to attend professional conferences related to CCSS and Linked Learning, and to share knowledge with other staff. Conferences include AVID, NAF, and other Linked Learning/CCSS-related PD.

All ILT members meet in August to plan for the school year. The outcomes of the PD and planning time for every ILT member are:

1. Develop an action plan, with strategic and focused meetings in order to lead a team in achieving SMART goals aligned to Cabrillo's goals.
2. Understand the big picture; how certain influences such as WASC goals, Cabrillo goals, and Local Control Accountability measures will drive and impact every team's year-long plan.
3. Understand the role of the ILT in implementing the CCSS through a Linked Learning approach.

The ILT has been instrumental in monitoring progress and updating the action plan throughout the year as needs arise.

Additional PD has been offered through CPEM around Social Emotional Learning (SEL). In 2017-2018, the focus was on developing a growth mindset. Teachers participated in monthly book study discussions and implemented several strategies within their classrooms. In addition to this work, selected staff was trained in RJ practices. Continued SEL efforts will focus on creating trauma-sensitive classrooms and extending RJ schoolwide.

#### Access to Standards-Aligned Instructional Materials

During registration each school year, students are assigned the required textbooks for each course. The District and Williams compliance teams review documents and visit classrooms to ensure that all students have the correct, assigned texts. Any student who enters Cabrillo at a later date is sent to the book room to check out the appropriate textbooks.

Due to the standardization of curricula and instructional materials across the District, use of appropriate, standards-aligned materials is monitored through District and department walkthroughs, by Administrators and District Curriculum Leaders, and through the annual Williams compliance review.

#### LCFF Allocation: Supplemental Materials

Cabrillo has purchased approved materials and books to supplement CCSS instruction. Additionally, technology (Chromebooks, projectors, document cameras) and Pathway-specific furniture have been purchased to allow teacher and student access to the most up-to-date materials and resources.

#### School Facility Conditions and Planned Improvements

Cabrillo has consistently received clearance by the Williams compliance teams for a clean, and well-maintained campus. The custodial and grounds-keeping staff is conscientious and proactive in their efforts to maintain a clean and beautiful campus, and students have pride of ownership. District maintenance staff ensures that the repairs necessary to keep the school in working order are completed in a timely manner. An emergency work order process or routine repair request (3 R Ticket) is used to ensure efficient service; emergency repairs are given the highest priority. Additionally, the athletic stadium was renovated in 2017 to bring the track and field up to current standards.

Science labs and classrooms are all equipped to meet CSU/UC A-G requirements, including approved storage facilities for chemicals and materials.

### Safety Plan

On the main campus, there are 5 full-time Campus Security Officers (CSOs) who monitor the campus from 7:00 AM until 3:30 PM. They are assigned to cover all classrooms, the campus, parking lots, and sports complex areas. Whenever there are students on campus, members of the Administrative Team, the Deans of Students, the Activities Director, and CSOs are assigned areas to monitor. All of these staff members carry radios for instant communication. When needed, Cabrillo's TOSAs and/or nine Counselors are called on to provide additional support. A Long Beach Police Department Officer is also assigned to Cabrillo Tuesday through Friday, as well as a full-time Probation Officer. The District provides School Safety Officers who are available via radio for support, as well. There are presently 67 security cameras on campus to help monitor all areas of the campus more effectively. Every teacher has a classroom phone. If a teacher calls for assistance in the classroom, but that call is not answered, there is an emergency number available, which results in the phone ringing in every office.

During the typical school day, all exterior gates are locked at 7:45 AM for added security. Visitors are able to park in the special 2-hour visitor lot in order to keep all staff parking gates locked during the school day. Staff parking is always accessible with a gate code. All visitors and students enter through the main entrance on Willard Street. This entrance is continually monitored by a CSO. Upon entering campus, all visitors and students are required to show an ID. Visitors are then issued a Visitor's Pass to be worn while on campus. Students and staff are also required to have their IDs on campus. Cabrillo requires all students who forget their picture ID to get a temporary ID.

Cabrillo's administrative and support staff has received emergency response training to help them maintain a fully-developed safety plan. The safety plan is reviewed and revised as needed each year. The school safety plan is currently undergoing revision due to loss of personnel.

### **LCFF Priority 2 - Implementation of Academic Standards**

The District has been on the forefront of California districts when implementing academic content and performance standards. All courses must meet strict guidelines and be approved by the District Curriculum Leader and Board of Education. The District is committed to preparing all students for college and career options so District leaders and teachers, in collaboration with college personnel, align curricula to meet A-G requirements and Linked Learning compliance, to provide appropriate additional academic support, and to prepare students for advanced classes.

Monitoring of curriculum and instruction occurs through classroom, school, and District data analysis, school and District walkthroughs, department meetings, and District Department Chair meetings and trainings. Professional development focuses on ensuring implementation of the academic standards and LBUSD Understandings.

### **LCFF Priority 3 - Parent Engagement**

Cabrillo staff have made it a priority to involve parents in the decision-making process for not only their own children, but for school programs and funding. Incoming students and parents are invited and encouraged to attend visitation days to learn about Cabrillo's programs, and to learn how they can become involved with school organizations. Announcements of parent forums, trainings, committees, and other activities are posted by the front entrance gate, in the offices, the Parent Resource Center, on School Loop, and sent home via School Messenger.

Through School Messenger, teachers and Administrators are able to send general messages or to target specific groups to notify parents of upcoming events, student successes, potential programs, or emergency broadcasts, if needed. Messages are sent in the parents' or guardians' primary languages.

ParentVUE is a comprehensive District website that allows parents to view their children's current and historical information, including daily attendance, grades, report cards, test scores, discipline reports, graduation status, and college preparation benchmarks. It is also a one-stop location for links to other parent services including School Loop and MySchoolBucks (school meal accounts). With one simple activation, parents can view information on all of their children, from elementary school to high school. Parents can also update emergency card information electronically, submit School of Choice applications, and request Summer School.

Cabrillo has worked to increase the number of parents with active ParentVUE accounts and has seen large growth over the last 2 years. School Loop, on the other hand, lags in parent accounts compared to ParentVUE. One of the challenges is that School Loop requires parents to have separate accounts per school, so they must re-register with Cabrillo's School Loop page when students are promoted from middle school or transfer from another high school.

Number of Households Enrolled	2017-2018	2016-2017	2015-2016
School Loop	31.87%	Unavailable	Unavailable
ParentVUE	78.78%	56.00%	34.63%

Parent Resource Center

The Cabrillo Parent Resource Center has been open since the fall of 2011. The location in the library provides access for daily parent activities, classes, and a place to get information about their students, the school, and community events. Since the fall of 2016, the Parent Resource Center has been staffed with a permanent, bilingual Parent Involvement Specialist who coordinates activities, provides parent training, facilitates the PTO, and acts as a liaison between the parents, community, and the school. She is often able to direct parent suggestions or concerns to the appropriate staff personnel in order to implement suggestions or resolve issues.

Parent Teacher Organization

The PTO meets each month in the Library. The meetings include a speaker or special interest, as well as opportunities to dialogue with the school Administration. Translation is provided in order to encourage Spanish-speaking parents to attend. Speakers have included school personnel, community leaders, and the Mayor of Long Beach (May, 2018).

School Site Council

Three parent representatives participate in the SSC, selected each year during a vote at Back to School Night. They review student performance data and recommend LCFF/Title I funding to support schoolwide goals. Meeting notices, agendas, and minutes in English and Spanish are posted in multiple locations on campus, as well as on the school website.

LCFF Allocations: Parent Involvement

Cabrillo funds bilingual personnel to support parent involvement, increase school-to-home communications, provide training to parents, create field trips for parents to local colleges and universities, and provide translation at parent meetings, conferences, and IEPs. The staff includes the Parent Involvement Specialist, two bilingual Community Liaisons, and two bilingual intermediate office assistants. Cabrillo also purchased technology to be used by the Parent Resource Center during parent workshops and other parent-related events.

**LCFF Priority 4 - Performance on Standardized Tests**

English scores increased overall by 1.6% between 2015-2016 and 2017-2018, but decreased by 5.8% from 2016-2017 to 2017-2018

- African American scores decreased by 27.32%
- English Learners decreased by 3.10%
- Special Education students are still underperforming, dropping 6.81%
- SBAC practice has occurred minimally

Math scores have decreased by 3.80% overall between 2016-2017 and 2017-2018

- African American scores decreased by 8.87%
- English Learners decreased by 3.10%
- Special Education scores decreased by 7.9%

Many staff members feel that the 2017-2018 SBAC scores are not indicative of student achievement. The test administration seemed rushed at the end of the year, and students did not have an opportunity to practice with the new testing format prior to the actual administration. There is a renewed emphasis on the SBAC this school year, including test preparation and administration. Teachers have continued their academic focus on SBAC content embedded within classroom instruction.

SBAC Percentage Met or Exceeded				
Subject	Subgroups	2017-2018	2016-2017	2015-2016
English Language Arts	Overall	33.00%	38.80%	37.20%
	African American	7.88%	35.20%	34.10%
	English Learners	0%	3.10%	3.80%

	Special Education	1.19%	8.00%	16.20%
Math	Overall	10.00%	13.80%	19.60%
	African American	0.83%	9.70%	11.30%
	English Learners	0%	2.10%	1.30%
	Special Education	0.40%	8.30%	2.70%

### PSAT and SAT

Cabrillo has the expectation that all students will take the PSAT and SAT exams as part of the school's mission to support a college-going culture. The District had offered the PSAT during the school day for free to all 10th graders for many years, but in 2015-2016, it was expanded to include all 8th, 9th, and 10th grade students districtwide. The PSAT/NMSQT was offered as an opt-in for 11th grade students; however, Cabrillo chose to have all students take the test. This represents a contributing factor in the increased number of students participating in the school-day SAT exam in both the spring of junior year and the fall of senior year. The District offers free SAT prep classes for juniors on Saturdays ahead of the spring school-day exam. Students in all grades also link their College Board accounts to Khan Academy to receive personalized PSAT/SAT prep on Khan Academy based on their uploaded score reports.

2017-2018 PSAT & SAT (School Day Administration)	
	% Students Tested
9th Grade - PSAT 8/9	90%
10th Grade - PSAT/NMSQT	87%
11th Grade - PSAT NMSQT	89%
11th Grade - SAT (Spring 2018)	91%
12th Grade - SAT	95%

Cohorts of students are highlighted to track growth in scores over the years. The greatest increase is between the 9th and 10th grade years.

2017-2018 Percentage of Students Meeting Evidence-Based Reading and Writing (EBRW) Benchmark			
	Met	Near	Below
9th Grade - PSAT 8/9	23.00%	11.00%	66.00%
10th Grade - PSAT/NMSQT	27.00%	11.00%	62.00%
11th Grade - PSAT NMSQT	27.00%	12.00%	60.00%
11th Grade - SAT	31.00%	11.00%	59.00%
12th Grade - SAT	38.00%	12.00%	50.00%

There was small overall growth in 11th grade school-day SAT scores by all subgroups in the combined scores, and ELA scores from 2015-2016 to 2017-2018. The African American students' scores have seen a small improvement each year, where the EL scores have fluctuated and Special Education has been constant for the last two years. A focus on raising English and Math achievement will continue in hopes to improve these scores. Additionally, students are being trained in the use of Khan Academy in their classes and are encouraged to access the SAT prep features to study for the exam.

2017-2018 Percentage of Students Meeting Math Benchmark			
	Met	Near	Below
9th Grade - PSAT 8/9	11.00%	5.00%	84.00%
10th Grade - PSAT/NMSQT	9.00%	8.00%	83.00%
11th Grade - PSAT NMSQT	14.00%	7.00%	79.00%
11th Grade - SAT	16.00%	4.00%	81.00%
12th Grade - SAT	16.00%	8.00%	77.00%

### AP Exams

The AP pass rates have fluctuated over the last three years. This change could be due, in part, to a change in staffing, course re-designs, course offerings, and an increase in the number of diverse learners. Efforts have been put into place to intervene earlier with AP students in order to increase pass rates.

AP Pass Rates			
	2016-2017	2015-2016	2014-2015
All Students	19.00%	16.00%	21.10%
African American	11.90%	8.80%	16.90%
Hispanic	19.60%	16.80%	22.60%

In 2014-2015 and 2015-2016, Cabrillo partnered with the Equal Opportunity Schools (EOS), a group that works to bring equity to AP programs. Cabrillo created an AP Leadership Team, consisting of Administration, the AP Coordinator(s), Counselors, and the College and Career Facilitator, to work with EOS and develop a plan to identify and recruit more students who could be encouraged to enroll in AP classes. With the help of EOS, all students and staff were surveyed about their perceptions of the AP program and their ability to be successful in AP classes, if offered the opportunity. The outcomes demonstrated that students recognized the value of taking AP classes. Students self-selected AP classes and were recommended by teachers and staff, not just Counselors. This data helped to increase the program and open up access. The following year, students were surveyed again and saw similar, positive results. While students have not been surveyed since, Cabrillo took the knowledge gained from the work with EOS to inform the recruitment and open access policies of the AP program.

Student Perceptions of AP Classes		
Perceptions	2015-2016	2014-2015
I know a lot about AP classes.	72%	71%
Adults at this school encourage me to take an AP class.	77%	75%
I know I can take an AP class if I want to.	81%	82%
I believe I can do well in an AP class	75%	76%
I have a positive perception of students in AP classes.	81%	81%
I want to talk to someone about taking an AP class.	62%	64%
AP classes help students get into college.	85%	88%
AP classes prepare students to do better in college.	88%	88%
My classes are preparing me for college.	87%	88%

### EL Proficiency

The percentage of students taking the CELDT has decreased from a high of 24.81% in 2014-2015 to 17.17% in 2016-2017. The majority of students tested scored at the Early Advanced and Advanced levels on the exam in 2016-2017 (see [Appendix](#)). The CELDT test was replaced with the ELPAC during the 2017-2018 school year.

2017-2018 ELPAC Data				
Beginning Stage	Moderately Developed	Somewhat Developed	Well Developed	Non-Testers
3.45%	5.29%	4.62%	2.64%	84.00%

Cabrillo's reclassification rate, which includes long-term ELs, has hovered around 70% for the last several years. The procedures for reclassification have changed to reflect the changes in testing. During the last reclassification cycle, CELDT score, a standardized test score (SBAC/SAT/PSAT), English teacher recommendation, and parent approval was required for reclassification.

Reclassification Rates		
2017-2018	2016-2017	2015-2016

72.10%	70.50%	72.50%
--------	--------	--------

Freshman Student Placement

Incoming 9th grade students are placed in classes based on grades and test data found on the programming cards generated by the District each spring. Once a student has been enrolled in Cabrillo, Counselors, teachers, parents and students decide on the best placement for the following year. Students can request schedule changes during the first twenty days if they are not placed appropriately.

Students are placed into Math courses based on first semester grades. Second semester grades are examined for any large jumps in grades, in either direction, in order to help ensure that students are placed in a correct level of Math for their individual growth and success. SBAC scores are not used for Math placement, because they do not typically reflect students' performances.

Report Card Analyses

Student grade data is analyzed every quarter by the ILT. Department Chairs are asked to go back to their respective departments and discuss strategies to decrease the numbers of students earning Ds and Fs. Individual teacher/course data is shared at the department level. A summary of ELA, Math and Algebra 1 data, along with specific at-risk populations is then shared with District Administration along with specific strategies to increase student achievement. These District quarterly meetings were developed in 2017-2018, and will continue in 2018-2019.

Although the percentage of students earning below a C in Algebra has decreased over the last couple of years, it is still too high. The data includes Algebra 1, Intensified Algebra and College and Career Ready Math (11th and 12th grade students). The Math data represents an average of all other Math courses.

Cabrillo's four focus areas are African American, RSP, EL, and RFEP students. The data shows a small achievement gap for African American students in English, but a much larger gap in Math and Algebra 1. RSP students are closing the gap in Math and English, but are still struggling in Algebra 1. English Learners reveal a large gap in all subject areas, whereas RFEP students' performance is better than overall student scores.

Additional support for male African American and Latino students is being offered through the Urban Math Collaborative. This program was brought to Cabrillo during the 2016-2017 school year to address the math achievement gap. Students have an intervention Counselor to support them and work on specific math strategies. An EL Coordinator was also hired during the 2017-2018 school year to provide support for the ELs. She was able to develop an EL Study Lab during the day and after school. Additionally, EL students were provided with Chromebooks to take home in order to complete work and use Khan Academy. There are plans to increase these supports throughout the 2018-2019 school year.

D and F Rates by Subject						
Subject	2017-2018		2016-2017		2015-2016	
	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
ELA	27.38%	32.64%	22.78%	22.47%	29.22%	22.66%
Math	22.66%	30.81%	15.18%	20.27%	24.54%	26.58%
Algebra 1	35.52%	38.00%	33.03%	39.69%	46.56%	47.72%

**LCFF Priority 5 - Pupil Engagement**

Graduation Rates

Graduation rates have seen steady growth, with a small dip last year. There has been an increase in students passing classes the first time due to an increased focus on intervening with students early on and providing additional guidance and support to ensure graduation and A-G success. Opportunities for credit recovery have allowed students to successfully complete classes, as well. The graduation rate for African American students has dropped slightly over the last three years. Special Education students showed a significant increase in graduation rate from 2016 to 2017. English Learner graduation rates increased significantly in 2015-2016, but took a dip in 2016-2017.

Graduation Rates by Subgroup			
Subgroup	2016-2017	2015-2016	2014-2015

<b>All</b>	<b>88.10%</b>	<b>89.60%</b>	<b>87.40%</b>
African American	83.70%	87.40%	88.20%
Hispanic	88.30%	88.50%	86.00%
EL + RFEP	82.60%	89.40%	80.50%
Special Education	70.90%	59.00%	68.50%

Tardy Policy

The current policy regarding tardiness attempts to maximize students' instructional time in the classroom. There is a scaffolded process regarding late students, and consequences for multiple offenses. If a student is late, the teacher is expected to mark the student tardy, regardless of the number of minutes missed. Students who are less than 15 minutes tardy to the first instructional block (periods 1 and 2), or less than 5 minutes late to all other instructional blocks (periods 3-8) will head directly to class. After that, students need a pass from the office or main entrance in order to enter class. Students who arrive to school more than 50 minutes into the first instructional block report directly to OCS for the remainder of the period. During this time, students are encouraged to work on any current or missing assignments and have access to multiple technological tools (Chromebooks, Khan Academy, Google Apps for Education, etc.).

Chronic tardiness has remained an area of concern for several years at CHS. The Administration and Attendance Team have implemented multiple levels of supervision, support, intervention, and consequence structures. However, the data indicates very little change over time.

In 2017-2018, the Administration reviewed tardy data quarterly and adjusted the tardy policy and consequences for habitual tardies at the second semester to incorporate more restorative and intervention-based practices; however, little change occurred. During the fourth quarter, the RJ Dean began to conduct community-building circles with chronically-tardy students to facilitate a stronger connection to school and to investigate any potential causes for students' ongoing tardies. This practice continues in 2018-2019. This also allows the Attendance Team to develop a more targeted and individualized intervention system for those who are tardy most often. Cabrillo also identified that the majority of tardies occur during the first instructional block (1st and 2nd periods). The Attendance Team will include students who have been tardy 30 or more times into monthly attendance meeting conversations and will consider adding this subgroup into the weekly SART meetings. The Parent Involvement Specialist will also be involved in this process to improve parent communication and involvement in this area. (See [Appendix](#) for the Tardy Policy.)

<b>Tardiness Rate</b>			
<b>Number of Tardies</b>	<b>2017-2018</b>	<b>2016-2017</b>	<b>2015-2016</b>
0	4.32%	10.61%	10.15%
1-4	21.59%	21.30%	23.22%
5-9	14.67%	14.64%	15.15%
10-14	8.72%	8.43%	8.58%
15-19	7.89%	6.29%	7.32%
20-24	6.70%	5.39%	5.75%
25-29	5.86%	4.98%	4.37%
30 +	34.67%	28.95%	26.88%

Attendance Rates

The attendance rates have been fairly strong, hovering around 95% for the last three years, but have remained just below the District goal of 96%. The data does not indicate any significant gaps between the subgroups, but shows a small drop for Special Education students.

<b>Attendance Rates</b>			
	<b>2017-2018</b>	<b>2016-2017</b>	<b>2015-2016</b>
All Students	95.0%	95.20%	94.50%
African American	92.50%	93.50%	94.10%
Hispanic	95.10%	95.20%	94.40%

English Learners	92.50%	93.20%	93.00%
Special Education	91.80%	93.30%	92.60%

Cabrillo has an Attendance Team, comprised of the Vice Principal, both Deans, two Counselors, the Community Liaisons, and the Parent Involvement Specialist who meet monthly to review attendance data. The team uses this data to prioritize the students and parents/guardians who are invited to attend weekly SART meetings based on attendance percentage and other at-risk factors. Based on this data, the team also identified intervention subgroups (9th grade, ELs, Special Education, and African American students) to develop additional interventions and supports. These include:

- Focus on building relationships and creating a positive climate and culture
- Weekly SART meetings with identified intervention subgroups
- Community-building circles with small intervention subgroups (including parents)
- Weekly intervention and tutorial-focused Saturday School program
- Counselor meetings with students and their families
- Quarterly attendance incentive activities for students who have met the school's attendance goal

Despite these interventions, Cabrillo has not seen a significant change in chronic absenteeism rates; the number of students classified as chronic absentees has increased throughout the last three years, specifically amongst ELs. The Attendance Team will continue to monitor the data monthly, to identify student/family barriers to consistent attendance, and to develop and revise interventions and supports.

Chronic Absenteeism Rates			
	2017-2018	2016-2017	2015-2016
All Students	17.30%	14.60%	16.60%
African American	22.80%	20.60%	22.80%
Hispanic	16.00%	16.00%	14.60%
English Learners	27.50%	20.80%	20.50%
Special Education	20.70%	19.00%	20.00%

## LCFF Priority 6 - School Climate

### CORE Survey

All students, teachers, and parents are given an opportunity to take the CORE Survey each spring. The 2017-2018 school year brought a mostly new administrative team to Cabrillo High School. With the new team, came clarification and modification of the discipline policy and rules, modification of the tardy policies with student fairness in mind, and an emphasis on RJ practices. CSOs were also encouraged to build positive relationships with students. Administrators continued the ongoing practice of approving all class syllabi. As the policies were revised, communication went out to parents and students about the changes. Therefore, parents' and students' knowledge about student expectations remained in the forefront when they took the survey.

CORE Survey Results (Students & Parents)				
% Favorable	2017-2018	2016-2017	2015-2016	2014-2015
Knowledge and Fairness of Discipline, Rules, and Norms	61.00%	57.00%	58.00%	56.00%
Safety	71.00%	66.00%	66.00%	65.00%

Students' sense of belonging has increased at Cabrillo over the last several years. This growth in students' sense of belonging can also be attributed to the increased focus on SEL, specifically growth mindset. In 2017-2018, there was an increased effort to have all adults on campus receive training in growth mindset and discuss what changes they could make in order to be more supportive and inclusive with students and parents. The entire faculty participated in a growth mindset book study; the English Department passed this information along to students via growth mindset lessons.

Student CORE Survey Results			
% Favorable	2017-2018	2016-2017	2015-2016
Growth Mindset	70.00%	59.00%	58.00%

Self-Efficacy	47.00%	44.00%	45.00%
Climate of Support for Academic Learning	77.00%	71.00%	70.00%
Sense of Belonging (School Connectedness)	56.00%	53.00%	52.00%
Culture and Climate	72.00%	62.00%	62.00%

Although Cabrillo has always been a safe campus, the staff has actively communicated the positive efforts happening on campus throughout the last several years. Given the concerns over shootings in schools, faculty and staff received District-led training on what to do in the event of an active shooter on campus.

Teacher CORE Survey Results			
% Favorable	2017-2018	2016-2017	2015-2016
Climate of Support for Academic Learning	90.00%	90.00%	90.00%
Sense of Belonging (School Connectedness)	65.00%	70.00%	68.00%
Culture and Climate	72.00%	73.00%	72.00%

Positive public relations in connection with a decrease in suspensions and referrals has increased students' and parents' perceptions about safety on campus.

Parent CORE Survey Results			
% Favorable	2017-2018	2016-2017	2015-2016
Climate of Support for Academic Learning	93.00%	94.00%	87.00%
Sense of Belonging (School Connectedness)	90.00%	92.00%	87.00%
Culture and Climate	89.00%	93.00%	86.00%

In addition to the activities that bring students back on campus after school (Open House, Back to School Night, athletic events, performing arts shows, etc.), Cabrillo is currently undergoing an overall school re-branding. With an emphasis on Cabrillo's new slogan, "Success in the West," faculty and staff are working hard to improve the perception of Cabrillo within the community and the city.

#### Discipline Incidents

The data reflects the percentage of individual students being referred. The number of discipline incidents has declined dramatically over the last several years to less than 15% of students being referred for negative behavior. In 2015-2016 and 2016-2017, Possession/Use of Electronic Device was one of the number one causes of student referrals; in 2017-2018, a new Electronics Policy was implemented, which created more consistency and resulted in a 23.11% decrease in referrals for Possession/Use of Electronic Device. In 2017-2018, the top three causes of referrals (63.85% of all referrals) were Leaving Class Without Permission/Ditching, Defiance, and Class Disruption. (See [Appendix](#) for data on referral causes.)

Discipline Incidents			
Number of Incidents	2017-2018	2016-2017	2015-2016
0	86.28%	72.57%	74.26%
1	8.83%	14.39%	13.3%
2	2.51%	5.59%	5.27%
3	1.3%	2.47%	2.24%
4	0.36%	1.23%	1.22%
5	0.22%	1.07%	0.87%
6 or more	0.49%	2.47%	2.64%

In 2017-2018, suspension rates for all subgroups were below proportionate rates when compared to the school's demographics. The top two causes of suspensions over the last three years have been Fighting and Almost Fighting. (See [Appendix](#) for data on suspension causes.)

Suspension Rates			
	2017-2018	2016-2017	2015-2016
All	4.60%	9.50%	10.40%
African American	11.60%	17.70%	21.10%
Special Education	13.10%	19.70%	26.20%
English Learner	6.80%	12.90%	16.10%

The following changes were made to support a decrease in suspension rates:

- Revising discipline policy and process: The new Administration worked diligently to review and revise the discipline policy and process to create a positive learning environment for all students and staff. The effectiveness of the policy is reviewed at monthly administrative and operations meetings.
- Tiered (and electronic) referral system: A three-tiered referral system, including interventions and consequences, was developed to clearly define behaviors that would be managed by the teacher (Level 1), the Dean (Level 2), or the Administrator (Level 3). For more detailed information, please refer to “Procedures for Tiered Interventions, Referrals, & Progressive Discipline” in the [Appendix](#).
- Use of RJ practices for community-building and conflict resolution: One Dean is assigned to facilitate RJ circles and dialogues. A classroom has become the RJ Center where groups and individuals meet.
- 3 + Me mentoring of at-risk student population: Teachers selected “at-risk” students to mentor. During the 2016-2017 school year, the teachers each selected three students per class period. In an effort to make mentoring more manageable, during the 2017-2018 school year, teachers selected three students total. This intervention was modified during the 2018-2019 school year to allow the Pathways to provide targeted intervention for their students.
- Two intervention Counselors were added in 2018-2019 to assist targeted students.

#### Restorative Justice

Restorative practices are an integral part of the Safe & Civil program at Cabrillo. Under the umbrella of RJ, Cabrillo utilizes restorative practices such as: community-building circles, restorative dialogue sessions, and harm and conflict circles as a proactive approach to discipline and school climate improvement. Cabrillo is committed to maintaining its position as a relationship-centered school that utilizes SEL practices as a vital part of the standard operating procedures. Students engage in community-building activities along with their teachers in an effort to foster relationships and build trust. For instance, teachers are encouraged to invite their students to attend paint nights once a month, which affords them the opportunity to do something creative and fun with their students. Teachers also schedule and attend community-building circles with their classes, where they engage in discussions on various circle questions and non-verbal team-building activities. Teachers can also have their students participate in Challenging Outdoor Personal Experience (COPE) circles that are conducted in conjunction with the Long Beach Area Council of the Boys Scouts of America. Administrators provide names of students who may need interventions for grades, behavior, tardiness, and attendance to the RJ Dean who then holds community-building circles with them. Parents are invited to participate in monthly community-building circles to share their views on the school climate and student achievement. The end result is a marked reduction in student suspensions, and a reported improvement in positive school climate percentages on the CORE Survey.

#### Student Participation in Activities

Student participation in activities has grown dramatically during the last few years, increasing the variety of activities and opening more opportunities for students to become involved in extracurricular activities. The school currently has two developed and one emerging leadership program with a singular mission to build a stronger sense of inclusivity and community across campus. The primary focus is on students, but also includes creating opportunities for staff and students to engage with one another.

Three student leadership groups play a major part in working to build community and further student involvement at Cabrillo. Student leadership at Cabrillo is understood through a triangular approach in which each of the three leadership entities, while unified, focus on a different aspect of student life and the Cabrillo community. ASB/Student Council focuses on finance and social engagement; the Student Ambassadors program focuses on highlighting the Linked Learning approach; and the Council of Student Athletes (COSA) focuses on athletic excellence.

In addition to student leadership programs, Cabrillo students are involved in many other extracurricular activities. The numbers below show consistent participation in Drama, Sports, and Music classes throughout the past three years. Cabrillo is fortunate to have award-winning dance and steel drums programs, as described below.

Number of Students Involved in Extracurricular Activities				
	2018-2019	2017-2018	2016-2017	2015-2016
Drama	54	88	53	100
Sports	573	610	552	560
Music	303	316	226	227

*Music Program*

The Cabrillo High School Music Department has a wide variety of opportunities for students. In recent years, students have traveled to San Diego and Santa Clarita for music festivals, winning Gold and Silver ratings, and the Adjudicator Award for achieving high scores from all judges. The choir and orchestra have also performed multiple times at Goldstar Manor, a Veterans’ home in West Long Beach. The marching band competes in two to three competitions each fall, and marches in four parades each year with the Drill Team. The steel drums program has been awarded over \$20,000 in grant funding over the last three years, which has enabled the students to perform with high-caliber guest artists and to collaborate with the Steel Drum Orchestra at CSULB numerous times. Parents have contributed to the department by donating food items to sell, providing bottled water for band camp, transporting students when necessary, and serving as chaperones on trips.

*Dance*

The mission of the Cabrillo High School Dance Department is to ensure the educational success of all students by having high expectations, a commitment to excellence, and a comprehensive program in which all students can learn and become responsible productive citizens of the 21<sup>st</sup> century. The Cabrillo Dance Department is highly respected within LBUSD and is a perfect example of how drive, determination, dedication, and preparation can bring “Success in the West.” In addition to formal training, Cabrillo dance teacher/assistants are frequently involved in informal conversations with local and global industry professionals. (See [Appendix](#) for additional information about the Dance program.)

**LCFF Priority 7 - Access to a Broad Course of Study**

A huge increase can be noted in the overall A-G completion rate with a jump from 23.40% in 2014-2015 to 42.10% in 2016-2017. There was a push toward students completing the A-G requirements during the 2016-2017 school year, specifically with the African American seniors. The Counselors and Administrators met with these students throughout the year to keep them on track to finish the school year strong. Additionally, letters were mailed home to students and parents to notify them about their A-G eligibility. The practices described above continued throughout the 2017-2018 school year, which creates hope for more positive growth.

A-G Completion Rates by Subgroup			
	2016-2017	2015-2016	2014-2015
District	51.00%	44.70%	42.30%
Cabrillo	42.10%	30.80%	23.40%
African American	44.40%	19.70%	26.80%
Hispanic	37.20%	29.30%	19.20%
EL + RFEP	41.70%	30.20%	20.50%
Special Education	10.00%	8.00%	N/A

With the support of the SCCAC USC Advisors, 34% of the class of 2018 immediately enrolled at a 4-year college or university. Thirty-two percent of the class of 2018 immediately enrolled in a 2-year college. Cabrillo’s students were accepted to colleges and universities throughout California as well as outside of the state. Graduates from Cabrillo can now be found on the campuses of CSULB, CSUDH, SFSU, SJSU, UCLA, UCSB, UCR, UC Davis, UCI, NAU, Stanford University, University of Oregon, Tulane University, University of Providence, HBCUs, and other colleges and universities across the country. Overall, 78% of Cabrillo seniors completed applications for either a 2 or 4-year college. Finally, 68% of Cabrillo seniors completed the FAFSA or California Dream Act application by March, 2018. Data from the USC advisors indicate specific activities and contacts they made with students ([Appendix](#)).

A large portion of Cabrillo graduates attend LBCC and CSULB due, in part, to the Long Beach College Promise. The Promise is a joint effort between LBUSD, LBCC, and CSULB in which the three educational entities promise all LBUSD students the opportunity to receive a college education. The Promise provides a variety of educational benefits and services including:

- A tuition-free year at LBCC for any LBUSD graduate.
- Guaranteed college admission: CSULB commits to accept all students who complete minimum college preparatory or minimum community college transfer requirements.
- Early and continued outreach: All three institutions begin student and family outreach services in 4th grade, which continue through college to ensure that college entrance requirements are fulfilled and students are successful.
- Multiple Pathway support: All three institutions support the various college Pathways that students may choose based on their personal situations and interests.

CAPP Survey Data

The CAPP College Going Culture Grant, which helped support Cabrillo’s efforts to expand and promote a college-going culture collected data from student surveys annually during the life of the grant (2014-2018). All students were surveyed in the fall of each year on a range of questions about college knowledge, students’ personal support systems, and expectations beyond high school. The data sets below represent the responses collected during the third year of the grant. See the [Appendix](#) for additional data from the CAPP survey.

<b>Cabrillo Students Plans Immediately Following High School</b>	
<b>Post-High School Options</b>	<b>2016-2017</b>
4-Year College	61%
2-Year College	21%
Job	23%
Military	9%
Undecided	17%

**LCFF Priority 8: Schoolwide Learner Outcomes**

The SLOs as defined below are continually being evaluated throughout the school year through quarterly data meetings. The data for each of the outcomes is listed above and throughout the report.

- W: Classroom Observation Data; CORE Survey
- E: Attendance and Tardy Data
- S: A-G Rates; D/F Rates; AP Participation/Pass Rates; Grad Rates
- T: Pathways; WBL Experiences; Club/Class Service Projects

**Chapter II Identification of Critical Student Learning Needs**

The following areas of need were identified in Focus Group discussions that centered on this data and in the Focus Group findings:

- Increase student achievement as evidenced through D and F rates and English and Math SBAC scores
- Close the achievement gap for English Learner and RSP students
- Increase student engagement as evidenced through attendance data

# Chapter III



## ***Self-Study Findings***

## Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

### A1. Vision and Purpose Criterion

The school maintains a clearly-stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college-and-career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p><b>Mission</b> Cabrillo's mission is to provide excellent, personalized instruction and college and career-ready experiences that enable all students the ability to thrive in post-secondary opportunities of their choosing.</p> <p>The mission was developed by the ILT based on analysis of student data before, during, and after their attendance at Cabrillo. The data demonstrated that few students envisioned attending college or understood post-secondary options. The staff identified the need to provide more personalized instruction and to increase the college and career opportunities for students.</p> <p>The mission of Cabrillo High School reflects the faculty and staff's dedication to a quality education that appropriately challenges and supports each and every student as they prepare to be successful in their college, career, and life goals.</p> <p><b>Vision</b> Cabrillo's vision is, "An exceptional model of urban education." It was developed during the previous WASC self-study (2013).</p> <p>As a new school built on the west side of Long Beach in 1995, the first few years focused on stabilizing enrollment and staff, and developing curriculum and instruction that best fit Cabrillo's students. It was also important to publicize the excellent instruction that was being provided on campus. With the expansion and development of the SLCs, and now Pathways, development of the vision helped to provide a focus for all stakeholders.</p> <p>Cabrillo's vision aligns to the efforts of the District as, "a model of urban education," and has helped to identify Cabrillo as a leader in the implementation and integration of Linked Learning Pathways development. Cabrillo routinely hosts visitors from across the country in order to showcase these efforts.</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• We are lifelong learners</li> <li>• Every period, every day</li> <li>• Striving for excellence</li> <li>• Together in school and community</li> </ul> <p>In addition to the District and SLOs, each Pathway and Department created SMART goals for their respective groups to meet. Among them are increasing the first-time pass rate in classes, reducing D and F rates, and implementing interdisciplinary projects. Recent data reports that Cabrillo has met or was close to meeting the 2017-2018 goals.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Parent/Student Compact</a></li> <li>• Mission Statement</li> <li>• Vision</li> <li>• <a href="#">Website</a></li> <li>• Growth Mindset Book Study</li> <li>• Safe &amp; Civil Meeting Minutes</li> <li>• "Success in the West" Posters</li> <li>• <a href="#">Stakeholder Surveys</a></li> </ul>

## Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p><b>Revisions to Schoolwide Learner Outcomes</b> The SLOs from the last WASC visit were modified by the Safe &amp; Civil Committee (which included parents, students, and staff) over a 4-month period during the 2017-2018 school year and repackaged as the Guidelines for Success. It began with the group deciding which values were most important for students to embody. Once those values were identified, suggested acronyms were gathered. Based on the newly-adopted motto of “Success in the West,” the word “WEST” was ultimately chosen as the acronym that best represents the guidelines. Administration, the Leadership Team, Pathway Ambassadors, and ASB also contributed to developing the new motto.</p> <p><b>Revisions to the Mission</b> During this current self-study, the mission was slightly revised by the SDM Committee to include college-readiness.</p> <p><b>Revisions to the Vision</b> Now that the Safe &amp; Civil Committee has modified the SLOs, during the 2018-2019 school year, the SDM Committee determined that the vision should be updated to reflect the new SLOs. This will be an action item for the 2019-2020 school year.</p>	<ul style="list-style-type: none"> <li>• “Success in the West” Posters</li> <li>• Meeting Minutes and Agendas</li> </ul>

## Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The Cabrillo High School mission is listed on the school website and posted throughout campus. The mission is reinforced through a focus on career Pathways and college. All parent and community meetings are developed with the school’s mission in mind. According to the CORE Survey, 93% of parents feel that Cabrillo is living up to the mission and providing a supportive learning climate for their children.</p> <p>The CHS representative School Site Council (SSC) ensures that all stakeholders are aware of Cabrillo’s mission and can be involved in the governance of the school. Students and parents serving on SSC work with teachers and Administrators to help align the work of the school to the mission, as well as to monitor the progress of the school and make appropriate changes. SSC meetings are open to all members of the school community; a portion of the meeting is reserved for open comment. Community members, including parents that aren’t members of SSC, can provide input, allowing them to contribute to the governance of Cabrillo. Per state and federal guidelines, Cabrillo’s SSC uses the democratic process to decide what will be funded each year. Minutes are provided to all stakeholders.</p>	<ul style="list-style-type: none"> <li>• <a href="#">School Website</a></li> <li>• SSC Minutes</li> <li>• Safe &amp; Civil Meeting Minutes</li> <li>• <a href="#">CORE Survey Results</a></li> <li>• Guidelines Lessons</li> </ul>

<p>Parents and school stakeholders are also involved with the school's Safe &amp; Civil Team. This group works with teachers, students, and Administrators to support the SLOs. These meetings are held monthly. The Guidelines for Success were rolled out to staff during the January, 2018 faculty meeting. Posters were provided to all teachers for their classrooms, as well as in offices around campus, and on the school website. In the spring of 2018, Schoolwide lessons were created (one lesson per guideline) and were implemented in Science (9th grade) and History (10th-12th grades) classes, two days per month, over the course of four months. In focus groups, students indicated that they were aware of the posters, but they need to be continually reinforced and embedded into the school culture. Students did report that teachers were modeling the guidelines this fall. Efforts to promote "Success in the West" are ongoing.</p>	
--	--

**A2. Governance Criterion**

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

**Governing Board and District Administration**

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The District policies and procedures are clearly defined and publically available on the LBUSD website. The specific duties and roles of the governing board and District Administration are listed along with contact information. The LBUSD School Board is an elected body that is representative of the communities across the city of Long Beach. As the School Board, they are the source of the overall policies governing the school. The District leadership structure charges level Assistant Superintendents to ensure school sites are carrying out the mission and vision of the District. Through an extensive collaborative process, site leaders, Departments, Pathways, and individual teachers are charged to create action plans that align with that of the District vision and mission. Schools are charged with daily running of the site and with decisions on allocation of the LCFF funds, curriculum offerings, and resource utilization. Once a month the High School Office holds meetings for all high school Principals and Assistant Principals. During those meetings, student progress data is provided and reviewed by the Research Office and high school Principals.</p> <p>In the past, student data was looked at informally. Effective the 2016-2017 year and moving forward, monitoring student progress began to have a more structured process. In August, sites receive, discuss and analyze data at the ILT summer meeting to prepare for the new academic year. The site leadership team then evaluates data with the Superintendent at quarterly meetings to address progress and evaluate departmental assessment and student work. There is a need to continue the improvement cycle and communication efforts.</p> <p>The uniform complaint procedure guidelines can be found on the District website; each school site has hard copies to distribute when needed. The guidelines are also posted in every classroom. The complaint procedures clearly identify what parents and staff should follow in order to resolve their concerns.</p> <p>Parents, students, and all stakeholders are invited to participate in the annual LCAP revision. The District office oversees the implementation of the LCAP. This plan is a result of online surveys of the community, parents, students and staff. During the LCAP meetings, they review current program effectiveness and foundational documents. At a fall SSC meeting,</p>	<ul style="list-style-type: none"> <li>• <a href="#">LBUSD Website</a></li> <li>• <a href="#">Board Meetings, Policies, Goals, etc.</a></li> <li>• <a href="#">LCAP Priorities</a></li> <li>• LROIX Data - At-Risk Reports</li> <li>• Quarterly Data Meeting PowerPoints</li> <li>• Meeting Minutes and Sign-In Sheets: SSC, SDM, PTO, ILT, ELAC, etc.</li> </ul>

<p>council members recommend the Single Plan for Student Achievement (SPSA) to the District for approval. Ongoing updates to the SSC and the entire staff occur throughout the year.</p> <p>Any new courses offered at Cabrillo are written and approved with the LBUSD Curriculum Office, who submits them for A-G approval with UC. This process is facilitated by the Assistant Superintendent of Curriculum, Instruction, and Professional Development.</p>	
---	--

**Governing Board and Stakeholder Involvement**

**A2.2. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.2. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>Parent and community collaborative efforts have been vital to students' success and are the key to overcoming challenges. Cabrillo has a broad-based meeting structure. Cabrillo students become involved through ASB, Student Ambassadors, and COSA. Teachers become involved in SDM as representatives of their department, and in SSC through schoolwide nominations and elections. All stakeholders regularly report back to their constituents and meeting minutes are shared. The SSC and SDM Committee plan schoolwide achievement programs, site budgets, course offerings, technology, and management. Parents become involved through PTO. Other groups affecting a more specific area involve all stakeholders, as well as booster clubs, Perkins committees, and IEPs.</p> <p>Cabrillo has a SSC, with parity of elected stakeholders, which participates in an analysis of data to understand the needs of students and the achievement gap that some students experience. Based on this needs assessment, the SSC meets to discuss and approve interventions, supplemental materials, PD, and parent engagement activities, all in the development and approval of the SPSA. The SPSA provides a public plan that displays the SSC's approved services to students utilizing state and federal resources. SSC provides a parent leadership opportunity at Cabrillo. It is legally constituted for high schools with a minimum of 12 voting members, 6 of whom are staff, 3 of whom are parents, and 3 of whom are students. There is a call for nominations to fill open positions of a SSC and only parents can vote for parents, thus creating a representation of parent voice in the Council.</p> <p>Each SSC selects a parent to represent the school at the District Community Advisory Committee (DCAC). The DCAC is analogous to Cabrillo's SSC, as it looks at District data to make recommendations to the LBUSD Board of Education. DCAC is also charged with consulting on the LCAP, LCAP Federal Addendum (formerly known as the LEA Plan), and the Consolidated Application.</p> <p>In addition, since Cabrillo has over 20 EL students enrolled, an English Learner Advisory Committee (ELAC) is required. This committee is engaged to be the voice for EL students and make recommendations to the SSC about programs and services that will improve their achievement. ELAC members are elected by parents of EL students. Like SSC, the ELAC analyzes data of EL students and discusses their needs. In turn, ELAC produces recommendations, which are presented to SSC for their consideration, in order to provide interventions for EL students as a part of the SPSA. ELAC also has advisement tasks throughout the year, including:</p> <ul style="list-style-type: none"> <li>• Review CELDT/ELPAC and reclassification data</li> <li>• Assist in the development of the school's efforts to make parents aware of the importance of regular school attendance</li> <li>• Elect a District English Learner Advisory Committee (DELAC) representative</li> </ul> <p>The final task listed above ensures that there is a representative from Cabrillo that participates in the DELAC. This committee, similar to DCAC, makes recommendations to the Board of Education about services and programs designed to promote the achievement of EL students.</p>	<ul style="list-style-type: none"> <li>• Meeting Minutes and Sign-In Sheets: PTO, SSC, SDM, ELAC, ASB, Perkins, Booster Clubs, etc.</li> <li>• <a href="#">CORE Survey</a></li> </ul>

<p>In 2013, the Board of Education and Superintendent commissioned a broad-based local group of LBUSD staff, higher education partners, businesses, teachers, agencies, parents and students to analyze data as it relates to the LCAP goals in order to develop guiding principles and policy recommendations for the LCAP. This committee acts as in an advisory role to the Board of Education.</p> <p>The Coalition of Involved African American Parents (CIAAP) provides parents/guardians with the information, tools, and skills that empower them to elevate achievement in their homes, school, and community. CIAAP meets monthly.</p> <p>In 2018, the Pacific Islanders Education Voyage formed in response to data that suggests an achievement gap for Pacific Islander students. The Superintendent has commissioned this group to analyze data and provide advisement about supporting the achievement of Pacific Islander students.</p> <p>The Superintendent hosts Parent Forums monthly. Generally, there are presentations of “current events” in LBUSD and trainings. In addition, there is time for a Q &amp; A session. The morning sessions are at the LBUSD Admin Building (9:30 am). The evening sessions are at a selected LBUSD school site (7:00 pm).</p> <p>The LBUSD Board of Education recognizes that parents/guardians from throughout the district’s ethnically-diverse population serve as an invaluable resource in the process of educating children. The Board believes that a child’s education is a responsibility shared by family and school. To ensure a collaborative partnership, the Board, Administration, and the staff are committed to providing parent involvement activities which are of sufficient size, scope, and quality to promote an effective home-school partnership.</p>	
--	--

**Uniform Complaint Procedures**

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2.3. Prompt:** Evaluate the degree to which the school leadership ensures understanding and use of the district’s Uniform Complaint Procedures. (Priority 1).

Findings	Supporting Evidence
<p>During 2017-2018 all LBUSD Assistant Principals were provided training by District Compliance Office on Complaints and Complaint Investigation, including UCP. The APs returned to Cabrillo and provided training to their leadership team, as well as to anyone who might receive a relevant complaint (Athletic Directors, Activities Directors, Counselors, Principals, CSOs, and selected front-office staff). Cabrillo also distributed the Annual Notice for UCPs (English and Spanish) by email to all stakeholders (staff, students, parents, etc.); it is also available on the school’s website. The Annual Notice and Complaint form is posted in all classrooms and is also available in all school offices.</p> <p>Complaint and conflict resolution procedures are handled in a variety of ways. Parents or guardians of students in the LBUSD are urged to discuss their concerns directly with the school site employee(s) in question. All staff know to direct parents, students and community members to the office staff to address their concerns and/or complete the UCP forms if necessary. The staff follows up on these complaints through phone calls and meetings with Administrators.</p> <p>Teachers with complaints that violate the LBUSD/TALB Teachers’ Contract may take part in the grievance process. In addition to these, LBUSD provides sexual harassment and other complaint forms for all staff and students. These procedures are shared and discussed at the beginning of each school year with all staff. The staff also sign off to confirm receipt and acknowledgement of the forms.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Cabrillo Website</a></li> <li>• <a href="#">LBUSD Website</a></li> <li>• <a href="#">UCP Forms</a></li> <li>• <a href="#">TALB Contract</a></li> <li>• <a href="#">Sexual Harassment Policies</a></li> <li>• <a href="#">UCP Training Slide Deck</a></li> <li>• <a href="#">LBUSD Complaint Procedure Packet</a></li> </ul>

### A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### Broad-Based and Collaborative

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>LBUSD high schools all have a SPSA that is aligned with the District Strategic Plan. The SPSA is open for all staff to assist in the planning process and is modified yearly. Cabrillo's current WASC action plan aligns with the SPSA and LCAP. SSC includes representatives of all stakeholders and encourages staff members to be active members.</p> <p>At monthly ILT meetings, best practices, PD, and staff meetings are planned to ensure continuous improvement. Many members of the ILT lead the staff through PD. The ILT reviews student performance through SBAC, grades, CORE Survey data, and various other data points. A synopsis of this review is taken back to Departments and discussed in monthly Department and Pathway meetings. Department Chairs use this data to guide their Department's action plan. The monthly site-based ILT meetings are supported by twice yearly district-wide high school ILT meetings. During these meetings, the ILT's from all LBUSD high schools work together to design PD for site-based teacher and Administrator leaders to implement throughout the year. The ILT also collaborates on the master schedule annually by giving input on principles and priorities of what they feel should be a focus of the master schedule team as they begin to build the schedule. Once the team has a draft master schedule, they share it with the ILT in May to see if there are any concerns with staffing and placement of classes or conflicts with schedules.</p> <p>Additionally, at the beginning and end of the school year, the ILT meets to review the data in determining progress on action plan items and modifications that need to be made. The data and action plans are shared with all staff during opening meetings and with parents through SSC, ELAC, and PTO.</p> <p>The Administrators, Counselors, and teacher leaders meet quarterly with the Superintendent, Assistant Superintendent of High Schools, and the Director of High Schools, to analyze data and discuss the effectiveness of the current instructional program and all interventions. These meetings are based on the yearly action plans which are aligned to the broader WASC action plan. The quarterly meetings allow the site to be flexible in the implementation of its action plans, and respond quickly to data to support the needs of students.</p> <p>Cabrillo has its own governing committees. These committees include SSC, SDM, ASB, and PTO. Parents are made aware of these committees and their opportunities to become involved through School Messenger, the school website, school marquee, word of mouth, Cabrillo Summer Registration Packet, and the Activities Office. Any parent is welcome to attend these meetings.</p> <p>The Administrative Team meets bi-monthly to discuss the overall school program and review walkthrough data to monitor instruction. The Leadership Team, which consists of Administration, the Activities Director, the Head Counselor, the EL Coordinator, Deans, Pathways Coordinator, and AVID and AP Coordinators, meets monthly to communicate and align schoolwide activities for all students. School operations are discussed at monthly Operations meetings with the Plant Supervisor, the Grounds Supervisor, Activities Director, Deans, and Administrators. Financial decisions are primarily handled at the district level. The funding that Cabrillo receives is taken to the SDM Committee and SSC to make recommendations for appropriate budget expenditures.</p>	<ul style="list-style-type: none"> <li>• Meeting Minutes and Sign in Sheets: PTO, SSC, SDM, ELAC, ILT, Leadership Team</li> <li>• Action Plans</li> <li>• <a href="#">CORE Survey Data</a></li> <li>• Quarterly Data PowerPoints</li> <li>• <a href="#">District's LBUSD Understandings</a></li> <li>• Principal's Advisory Committee Agendas</li> <li>• <a href="#">Master Schedule Timeline</a></li> <li>• <a href="#">Staff Meeting Calendar</a></li> </ul>

### Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt:** How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?

Findings	Supporting Evidence
<p>At the first ILT meeting each summer, the school's SPSA and WASC plans are reviewed by the ILT and SSC groups and are used to guide PD. The information is then disseminated to all stakeholders for input.</p> <p>The Safe &amp; Civil Committee developed the Guidelines for Success (SLOs). These are used to both drive the SPSA as well as provide guidance to departments and teachers as they plan units, lessons, and instruction. The SPSA includes the CIE (Continuous Improvement Plan), which allocates all LCAP funds towards student achievement based on data and is voted on by the SSC.</p> <p>The SSC also reviews and analyzes graduation rates, student performance data, A-G completion rates, and other data framing student achievement at Cabrillo. Much of this data is disaggregated according to the following subgroups: ELs, RFEP, African American, and Special Education. The site plans for the continuation, elimination, or addition of programs is reviewed by SSC.</p>	<ul style="list-style-type: none"> <li>• SSC and ILT Agendas and Minutes</li> <li>• SPSA</li> <li>• <a href="#">CIE Plan</a></li> <li>• Schoolwide data</li> </ul>

### Staff Actions/Accountability to Support Learning

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.3. Prompt:** Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.

Findings	Supporting Evidence
<p>Cabrillo has a wide range of processes and procedures for involving staff in shared decision-making to support student learning. The ILT reviews student performance data and determines progress on action plan items and modifications that need to be made. ILT members also lead the staff through PD. The Safe &amp; Civil Committee developed and disseminated the Guidelines for Success (SLOs). Members also lead the staff through PD geared towards creating proactive and positive behavior management systems. The SDM Committee, which is comprised of representatives from each department, makes recommendations for budget expenditures. The SSC helps align the work of the school to the mission, as well as monitors the progress of the school and make budget recommendations. Pathway teams meet regularly to discuss the course sequence, WBL opportunities, and student interventions. These discussions can lead to changes in the Pathway program that better support student achievement.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Meeting Calendar</a></li> <li>• Meeting Minutes &amp; Agendas: ILT, Safe &amp; Civil, SDM, SSC</li> </ul>

### Internal Communication and Planning

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

Findings	Supporting Evidence
<p>Cabrillo has multiple ways of communication between staff. Through the ILT, Department Chairs and Pathway Leads are given information to share with their respective groups at their</p>	<ul style="list-style-type: none"> <li>• ILT Agendas</li> <li>• <a href="#">Master Schedule</a></li> </ul>

<p>monthly meetings. CPFM are also used for internal communications and updates. Besides the school announcements three times a week, staff can also refer to the school website for site announcements, which the webmaster updates based on the same announcements the Activities Director provides. The staff also receive a monthly Cabrillo Connections newsletter highlighting schoolwide and Pathway successes and goings-on around campus. It also recognizes new staff with a fun <i>Staff Spotlight</i> feature.</p> <p>The Administrators also have an open door policy for any staff to come by the offices to speak about any issue or concern. Staff can also chat with Administrators during nutrition and lunch supervision in the main quad.</p> <p>Any kind of conflicts between staff can be addressed with the Administrator overseeing that department, but all teachers can request mediation through TALB, the teachers union.</p>	<ul style="list-style-type: none"> <li>• Cabrillo Connections</li> </ul>
---	--

**A4. Staff: Qualified and Professional Development Criterion**

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Qualifications and Preparation of Staff**

**A4.1. Indicator:** The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.1. Prompt:** *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>LBUSD ensures that all Cabrillo staff are highly qualified and hold the necessary credentials for the classes that they are teaching through working with the Human Resource Services department. The school has been effective at utilizing teachers with credentials in multiple subject areas to maximize course offerings for students while still ensuring that each class is taught by a highly qualified teacher.</p> <p>Hiring practices are rigorous and competitive. LBUSD has set procedures to hire certificated teachers after a satisfactory background check and an interview in panel format, including District personnel. Once a candidate passes the interview at the district level, they are eligible to be interviewed and hired by individual schools.</p> <p>New teachers with a preliminary credential are expected to participate in a state-approved induction program, ideally during their first years as a contracted teacher, in order to complete the state’s requirements to earn a professional clear credential. The LBUSD Teacher Induction Program (BTSA) provides a two-year individualized, job-embedded system of mentoring, support, and professional learning that ideally begins in the teacher’s first year of contracted teaching.</p> <p>This induction experience supports individual candidate development and growth in the profession by building on the knowledge and skills gained during the candidate’s Preliminary Preparation program and helps each candidate work to meet the California Standards for the Teaching Profession (CSTP) through an Individualized Learning Plan (ILP).</p> <p>Teachers from within the District can also be placed at sites to fill vacancies and needs. These fall into two categories, specialized and non-specialized transfers. For Non-Specialized Transfers, placement recommendations are made by the Transfer Committee. Transfers are prioritized based on Employer-Initiated Transfers, Employee-Initiated Transfers, and Return from Leave of Absence. Each person’s qualification is based on: credential(s) including Supplemental Authorization; compliance with state and federal requirements, including but not limited to Education Code 35036; department, grade level, or</p>	<ul style="list-style-type: none"> <li>• <a href="#">LBUSD Parent Guidelines</a></li> <li>• <a href="#">Staff List</a></li> <li>• Lesson Analysis</li> <li>• Induction/BTSA Portfolio</li> </ul>

<p>team teaching responsibility in the affected schools; staffing needs of the schools; skills, experience, certification, and/or training and recommendation of site interview team.</p> <p>For Specialized positions (i.e. those requiring specific certification, experience, and training including but not limited to: AP; TOSA; Special Education Autism, and ED; or non-traditional assignments including but not limited to Literacy and Agile Minds), a selection process shall be required for those positions posted by the District. Interested candidates contact Administrators who work with Human Resources to determine the candidate's credential qualification(s) for the position. Then site interview teams, comprised of a majority of unit members, provide recommendations for consideration to the site Administrator. The site Administrator shall make the final recommendations for consideration to the District.</p> <p>All staff is required to attend staff meetings and department meetings where attendance is taken to verify participation. These meetings are essential opportunities to ensure members receive instruction and training for upcoming events, such as standardized testing, WASC, campus procedures, emergency drills, and more. Many staff meetings focus on PD to improve teaching techniques and increase student learning.</p>	
---	--

**Defining and Understanding Practices/Relationships**

**A4.2. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.2. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>In the spring of 2017, the SDM Committee voted to revise the staff handbook and create an electronic version so the staff would have ongoing access to policies. The handbook includes sections on: General Information, Calendars, Personnel Policies &amp; Forms, Governance, Instruction, Behavior Expectations/Progressive Discipline, Operations, and Troubleshooting. In the fall of 2018, the Administration decided to create a faculty website that would include this handbook and additional resources. This website is in development.</p> <p>Pacing guides are provided by LBUSD and are available on the District website.</p> <p>In the fall of 2017, the new Administration created an online referral process to fulfill three needs that the previous process did not allow: a quick way to write a referral that would not impact instructional time, a data collection method that would allow for deeper data analysis, and a procedure that would provide timely feedback to teachers regarding the outcome of the disciplinary referral. This allowed Administrators and Deans to immediately see the amount of referrals being submitted and also resulted in faster communication between teachers and Administration.</p>	<ul style="list-style-type: none"> <li>• Handbook Table of Contents</li> <li>• Electronic Disciplinary Referral</li> <li>• <a href="#">LBUSD Website</a></li> <li>• <a href="#">Leadership Adjunct Responsibilities</a></li> </ul>

**Support of Professional Development/Learning and Measurable Effect on Student Learning**

**A4.3. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
<p>Cabrillo's PD is delivered in a multitude of ways. Schoolwide trainings are presented monthly throughout the year during CPFMs. The topics for the PD are selected based upon the school's goals and action plan that is developed in August. Site Coordinators and teachers are often the presenters. Topics typically focus on instruction and are relevant to all teachers.</p>	<ul style="list-style-type: none"> <li>• CPFM Agendas</li> <li>• Equity &amp; Access Training</li> <li>• <a href="#">LCAP Plan</a></li> </ul>

Teachers also receive PD within their departments through the District Curriculum Leaders. Some of this training is done through a train the trainer model, while other training is done on a pullout basis. English and Math Departments had textbook adoptions recently, which resulted in multiple days of training. This year, Department Chairs were trained on SSI and brought back the information to work with their respective teachers. Curriculum Leaders are also on campus every other week to assist teachers with the implementation of content and SSI.

Other opportunities for teachers to attend content-specific conferences is provided through funding allocated by SSC. The expectation is that a few teachers attend the training and bring the information back to their department. Teachers have found this beneficial in staying current with educational research in their respective content areas.

The implementation of the new learning from Cabrillo's PD is monitored by the Administration through weekly walkthroughs. The data is analyzed and discussed at bi-monthly Administrator meetings and presented at quarterly data meetings. If needed, the CPFM schedule is adjusted to provide additional support for new concepts. District monitoring occurs once a year during a Collaborative Inquiry Visit (CIV). During this experience, a site team of Curriculum Leaders and District Administrators conduct classroom observations and gather data about instructional practices. The observation tool is designed by site Administration and is reflective of the site PD.

**District MyPD**

To increase uptake and alignment efforts, myPD, the District's Professional Development Management System has been configured to link self-assessment data to specific learning opportunities based on the teachers' developmental level. Additionally, evaluation ratings (aligned to the CSTP) align directly to associated learning opportunities with a link embedded in the evaluation itself, connecting the teacher and Administrator to relevant PD based on his/her rating.

**Academic Training**

Support, time, and resources are given to teachers for trainings. Some teachers have been trained on Khan Academy, APEX, and Equity & Access. For the Equity & Access training, the trainer(s) provided support and feedback on lessons in the classroom in the weeks and months after the training, which was very effective. Some Science, English, and History teachers participated in the CAPP College-Going Culture Grant trainings over the last three years. Teachers did lesson studies with teachers from other districts as an extension of the training, and travel was funded. Academic training that is requested by faculty and/or meets the action plan is provided during CPFMs, and some optional paid trainings are provided after school.

**AVID**

The AVID Summer Institute is funded each year for AVID teachers and other staff who are part of the AVID Site Team. The AVID Site Team members return and plan schoolwide PD for the staff on AVID strategies. The team uses the AVID Site Plan, which is revised annually after the Summer Institute, to address the recommendations from the annual AVID Coaching and Certification Instrument, which is used to help determine the needs of the site and progress on goals. The AVID Coordinator then works with the Principal and the Leadership Team to implement AVID best practices in alignment with Cabrillo's schoolwide goals. The focus of PD in 2017-2018 was on Inquiry while in 2018-2019, the focus is on thinking maps. All PD connects to the AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading).

**College-Going Culture/AP**

Specialized training is provided to all AP teachers at the Summer Institute, and the vertical team meets to discuss strategies to prepare students for the AP classes and exams. The AP Coordinator position is funded as a resource for AP teachers and students, to promote the program, and administer the exams.

- [LCFF](#)
- Safe & Civil Conference
- Californians for Justice Conference
- CAPP with UCLA
- CAFE
- NSTA Conference
- AP Summer Institute
- AVID Summer Institute
- AVID Strategies PD
- Walkthrough Observations
- Course Collaboration Meetings
- Lesson Study via CAPP Grant
- BTSA/Induction
- Release Days
- Technology Trainings
- Survey Data
- Student Performance Data

<p>The Reach to the Stars college mentoring program invites Ivy League alumni to speak to students about their careers and paths to college. Students are invited to hear the speakers after school and receive mentoring to assist in the college application process.</p> <p><b>School Climate</b> Students and faculty took a growth mindset survey at the beginning, middle, and end of the 2017-2018 school year; results were gathered, analyzed, and used to guide PD and classroom instruction. Teachers participated in a growth mindset book study throughout the year and received PD at CPFMs. Growth mindset lessons were also taught in select classes, and some teachers have done additional work around the topic with their students.</p> <p>During the summers of 2017 and 2018, members of Cabrillo's Safe &amp; Civil team attended the National Safe &amp; Civil Conference to further enhance the team's ability to implement positive behavior management systems.</p>	
--	--

**Supervision and Evaluation**

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.4. Prompt:** *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Formal and informal evaluations are required for all staff in alternating years. However, if a teacher has had Effective ratings in all areas after ten years, he/she may elect, with consent from the Principal, to go on a five-year evaluation rotation cycle. Administrators regularly do classroom walkthroughs and write all teachers notes or emails with feedback on their teaching. Formal evaluations are held in accordance with state and District policy. During this time, an Administrator works with a teacher to develop teaching goals. The Administrator observes several class periods, preceded by a pre-conference for each lesson, and provides feedback for each lesson on a Lesson Analysis form. Each lesson is completed with a post conference discussion about the lesson. The evaluation cycle culminates in a written Final Evaluation based on the Lesson Analysis signed by both teacher and Administrator. Copies are kept at the District office and the school site.</p> <p>Additionally, CIV walkthroughs are helpful to learn from other teachers (implementation, formative assessments, collaborative conversations, technology, etc.). Administration is flexible to visit classrooms when asked and gives constructive and positive feedback.</p>	<ul style="list-style-type: none"> <li>• STULL Evaluations</li> <li>• Walkthrough Observations</li> <li>• PAR</li> </ul>

**A5. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**Allocation Decisions and Their Impact**

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>All site resources are allocated with the goal of meeting the school's vision, mission, SLOs, critical learner needs, academic and college and career readiness standards, and the LCAP</p>	<ul style="list-style-type: none"> <li>• <a href="#">LCAP</a></li> <li>• SDM - Lottery Funds</li> </ul>

<p>and SPSA needs. Each year, the Superintendent allocates resources to each site based on data from previous spending as well as student SES needs. The SSC elects to allocate these funds through the CIE plan, based on student academic needs. This has included PD for faculty and purchases for updating classrooms to help with student learning and safety. Student achievement data, behavioral data, and attendance data is shared with all stakeholders and funds are spent according to areas that need improvement based on student achievement as measured by D/F data, GPA, SBAC scores, PSAT/SAT scores, attendance, A-G data, and AP pass rates.</p> <p>The SDM Committee votes on lottery funds and changes that affect the staff's duty day, such as the bell schedule, to ensure students' unique needs are met and to bolster often underfunded departments such as World Languages and Music.</p> <p>Cabrillo also receives funds to support AP expansion/tutoring, technology, Pathways, athletics, safety, ASB, and CTE. In order to utilize these funds, the specific Coordinators must submit a written request to the Superintendent's office for approval. Typically, the teachers involved in the program associated with the funds agree upon the purchase prior to the submission.</p> <p>The general site budget is determined based on the number of pupils enrolled. The majority of the funds are utilized for general management, such as paper, textbook replacements, classroom materials, bathroom supplies, etc. If a department has a specific need, they make a request to the Principal and the item is funded. If the cost is too high, additional resources are sought through SDM, SSC and/or District funds.</p>	<ul style="list-style-type: none"> <li>• SSC - LCFF</li> </ul>
---	--

**Practices**

**A5.2. Indicator:** There are district practices and processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>Each year the Superintendent allocates resources to each site based on data from previous spending as well as student needs. The SSC elects to allocate these funds through the CIE plan, based on student academic needs at Cabrillo.</p> <p>The District conducts an audit every other year of Cabrillo's ASB funds. All other funds are audited annually at the District level. Cabrillo has a banker and Activities Director to oversee all ASB accounts.</p> <p>On-site funding and purchase requests must be approved by the Principal and authorized by both additional leaders depending on the account source.</p>	<ul style="list-style-type: none"> <li>• <a href="#">LCAP</a></li> <li>• <a href="#">CIE Plan</a></li> <li>• ASB Financial Records</li> </ul>

**Facilities**

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>Cabrillo has one of the finest high school campuses in the District. It also has the largest area of any high school in the district, spanning 64 acres, and has a reputation for being consistently clean and well-maintained.</p> <p>Substantial upgrades have occurred across campus over the last four years. The auditorium has received sound and lighting upgrades and a spring-loaded movable dance floor to</p>	<ul style="list-style-type: none"> <li>• Williams Reports</li> <li>• <a href="#">CORE Survey Data</a></li> <li>• Facilities Meetings</li> </ul>

<p>protect the students from injury. The District also completed construction on the Cabrillo pool complex in 2014 and renovated the track and field in Jaguar Stadium in 2018, making it the first high school in the District to have synthetic turf. Solar panels were installed in the main parking lot in 2015.</p> <p>With its student population decreasing, Cabrillo has been able to utilize additional classrooms for Robotics, Community Building Circles, and Music. Classroom furniture is also specific to content-area needs (e.g. science labs and art tables).</p> <p>The Vice Principal coordinates with the Plant Manager and Grounds Supervisor to maintain the physical facilities. They meet weekly to respond to facilities requests and reservations, discuss campus needs, and evaluate the effectiveness of the current facilities plan. Additional staff members may also attend these meetings to discuss specific facility needs.</p> <p>Cabrillo’s Facilities Team prides itself on being available and responsive to schoolwide needs in a timely manner. They have revised and implemented systems to organize, respond to, and coordinate facility requests from Cabrillo staff, other school sites, and outside organizations through the use of electronic request form and calendar that houses all events on campus. This has resulted in a significant decrease in conflicts with event planning and calendars. Teachers and staff communicate regularly with the Plant Supervisor via email to address facility needs, supplies, and repairs.</p>	
--	--

**Instructional Materials and Equipment**

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>LBUSD adheres to the Williams Act and therefore all instructional materials are in adequate supply for each Cabrillo student. New Math and ELA textbooks have been adopted and new History and Science textbooks are expected in the next few years. Supplemental textbooks were purchased for the World Languages Department using Lottery Funds, as the District has yet to adopt new foreign language textbooks.</p> <p>LBUSD made a substantial investment in Chromebooks for student use and as of this year, the site now has a 1:1 ratio of students to Chromebooks. There is a district-wide plan in place to support the repair and replacement of Chromebooks, as well as teacher and Administrator computer stations. In addition, as facilities are updated through the Measure E bond spending, classrooms will receive updated multimedia technology to support instruction. Cabrillo also has a full-time Computer Support Technician and a part-time Technology Aide who support the site on all technology-related issues, such as connectivity, updating of software, repair and/or replacement of hardware, and online access for students and staff. Teachers call or email the District Help Desk to ask for assistance. The information is prioritized and rerouted to either Cabrillo’s technician or a District representative. Additionally, there is a Dean assigned the responsibility of classroom technology support. She assists teachers with curricular needs and coordinates PD based upon teacher requests.</p> <p>As a Project Lead the Way (PLTW) school, the District has committed to investing in the licenses and software upgrades required by the PLTW curriculum. This allows students access to the most current software and industry practices.</p> <p>The library has received consistent funding, from both lottery funds and LCFF, to upgrade its collection of books. Computers were donated from a local business to upgrade the library’s hardware. Art, music, and science receive lottery funding earmarked for those areas that can be used to purchase manipulatives, supplies, and lab equipment.</p>	<ul style="list-style-type: none"> <li>• Williams Report</li> <li>• PLTW Consumables</li> <li>• Lottery/SSC Funding</li> <li>• <a href="#">LCFF Funds</a></li> <li>• 1:1 Chromebooks for Students</li> </ul>

## Well-Qualified Staff

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.

**A5.5. Prompt:** Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.

Findings	Supporting Evidence
<p>The LBUSD has set procedures to hire certificated teachers after a satisfactory background check and an interview in panel format that includes District personnel. Once a candidate passes the interview at the District level, they are eligible to be interviewed and hired by individual schools.</p> <p>When new positions need to be filled, Cabrillo creates hiring committees that coordinate with the Principal to interview candidates. New teachers are enrolled in the District’s BTSA Induction process to ensure that they complete the requirements for their Clear Credential.</p> <p>The District offers many trainings to teachers throughout the year, including opportunities for PD in Equity &amp; Access, Community Building, Google Apps, Khan Academy, etc. Veteran teachers are also recruited and encouraged to apply for National Board Certification. Those interested in becoming administrators may also apply for the District’s Future Administrators Program.</p> <p>Though the number of staff members has decreased over the last several years due to declining enrollment, Cabrillo still has a highly trained teaching staff. Most staff were trained in Equity &amp; Access strategies designed to help teachers usher in the CCSS curriculum shift.</p> <p>Professional development is funded at the District and school level. Last year, the Cabrillo ILT was released twice to attend a district-wide ILT to work on Single-Subject Integration. The ILT then returned to deliver that PD to the teachers at the site.</p> <p>The SSC supports PD through the CIE plan funds based on school data and student learning needs. During the past several years, SSC has allocated funds for teachers to collaborate within Departments and Pathways as well as to attend conferences outside of the District.</p> <p>Teachers have an abundance of PD opportunities which they can attend. Professional development at Cabrillo is guided by District goals but tailored to meet the needs of the teachers to support student learning. Some teachers attend summer workshops or other trainings throughout the year paid from funds in the CIE plan. The District provides funding for training for AP teachers who attend the AP Summer Institute to receive updated training in their content.</p> <p>Safe &amp; Civil is a program adopted by LBUSD that focuses on increasing positive interactions between students and adults on campus. For the past 3 years, 3 full day training sessions (on Safe &amp; Civil Schools’ strategies) have been provided to all LBUSD high schools. In 2018-2019, 3 half-day sessions are being provided. This year, the Safe &amp; Civil team will also be delivering PD to all faculty about the importance of greeting at the door, utilizing an attention signal, providing frequent non-contingent attention, and effectively establishing classroom expectations, routines, and procedures.</p>	<ul style="list-style-type: none"> <li>• <a href="#">TALB Contract</a></li> <li>• <a href="#">BTSA Program</a></li> <li>• <a href="#">Cabrillo PD Plan</a></li> <li>• <a href="#">CIE Plan</a></li> </ul>

## Long-Range Planning

**A5.6. Indicator:** The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The process for effectively aligning the LCAP with site resources is clear. It ensures the continual availability and coordination of appropriate funds to support student achievement and the critical learner needs, the academic standards, and college and career readiness standards. Cabrillo's LCAP is annually developed based on student data, evaluations of programs and community needs, and is very focused on increasing student learning. The plan includes detailed explanations of how resources are allocated to accomplish the desired site goals. The allocation of these funds as well as their effectiveness is reviewed and collaborated between Administration, the District, and the SSC. The CORE Survey is given annually to parents, staff and students to evaluate the effectiveness of this process.</p> <p>Cabrillo's ILT meets each summer, two weeks before school starts, to review data from the previous year and to consider any revisions to school goals. Department Chairs also meet with their Curriculum Leaders to discuss new instructional initiatives and how to implement them in the classroom. The District hosts two District ILT meetings each year that focus on site walkthroughs and new trends in curriculum and instruction. The Superintendent also visits once a quarter in order to discuss site data and action plans. Each Pathway has a steering committee that consists of teachers and community business partners that work together to create WBL opportunities for students. Teachers new to AP courses are trained through the College Board's AP Summer Institutes.</p> <p>The last four years have involved a great deal of planning among the stakeholders at Cabrillo. A 4 x 4 block schedule was implemented during the 2017-2018 school year, and has been modified slightly for the 2018-2019 year. This involved a concerted effort by SDM, TALB, and the District. Students are now able to have access to 7 classes, and potentially 8 classes, that were not previously available on a traditional 6-period bell schedule. SDM, SSC, and Perkins committee members all worked together to ensure that needed technology upgrades occur in a timely manner. Parents on Cabrillo's ELAC have also been advocating for the site's EL students.</p>	<ul style="list-style-type: none"><li>• <a href="#">LCAP</a></li><li>• <a href="#">SSC Minutes</a></li><li>• <a href="#">CORE Survey Results</a></li></ul>

## **ACS WASC Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs**

### **Summary**

Cabrillo has a clearly defined vision and mission which were revised in 2013, and are reviewed by the staff and stakeholders each year. Cabrillo's mission is "to provide excellent, personalized instruction and college- and career-ready experiences that enable all students the ability to thrive in post-secondary opportunities of their choosing." Cabrillo's vision is, "An exceptional model of urban education." The mission and vision have been the guide to continued development of the Pathways and interventions to support all students. The schoolwide learner outcomes were developed in 2017-2018 and have been branded as, "Success in the West." Although they have been introduced to all stakeholders, further work is needed to ensure that they become the foundation of the Cabrillo culture.

LBUSD has clearly communicated the District mission, vision, and LCAP goals to the community through various meetings, brochures, and the LBUSD website. The Cabrillo vision, mission and goals are developed through analysis of site achievement and social emotional data and are aligned to the District goals. The Single Plan for Student Achievement is reviewed and modified annually as part of the ILT process and approved through School Site Council.

Each year the Cabrillo ILT reviews schoolwide data, including disaggregating subgroup data, in order to monitor progress on the action plan, and adjust or initiate programs to improve student achievement. Data is shared and discussed with staff, parents, and other stakeholders quarterly. This data is used to prioritize spending using general funds, lottery, LCFF, and grants. The SSC analyzes the same data and makes recommendations for the use of LCFF funds.

The LBUSD screens and hires qualified staff and then allows schools to interview candidates to find the best fit for their needs. The District provides ongoing professional development at the District and site level, and Curriculum Leaders support departments, programs, and individual teachers to provide rigorous, research-based instruction for all students. Classroom walkthroughs help identify areas of strength and needed growth. Weekly staff meetings are designated as department, course collaboration, Pathway, or all staff. Schoolwide book studies on topics such as growth mindset and fostering resilient learners, provide a common basis for professional development.

All funds are carefully monitored by the District, however, Cabrillo has the flexibility to decide how to most effectively use funds from various sources to support student achievement and social/emotional growth. Site level teams, comprised of teachers, staff, parents, and students, make recommendations on site budget expenditures.

### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- Student access to a standards-based curriculum
- Focus on preparing students for college through open access to accelerated, honors and AP courses and college-readiness curriculum
- Student access to technology and technological instruction
- Schoolwide book studies and implementation of those strategies (growth mindset, fostering resilient learners, etc.)
- Multiple opportunities for professional development
- Student access to credit-recovery opportunities

### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth**

- Support and instructional strategies for English learners and Special Education students in general education classes in order to increase grades and A-G completion rates
- Single-subject integration of CTE standards into core curriculum courses and interdisciplinary projects in Pathways at all grade levels
- Opportunities for student interventions, such as Saturday School, after school, etc.
- Schoolwide focus on testing, including motivation, preparation, and test-taking skills

## Category B: Standards-based Student Learning: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>All course curricula must be approved by the LBUSD Office of Curriculum, Instruction, and Professional Development to ensure that a course is based on current educational research. The District, Administration, Counselors, Department Chairs, ILT, Pathway Leads, and teachers read and view current research and present PD schoolwide in order to keep abreast of current research and to become unified in the philosophy of how Cabrillo serves students.</p> <p>All faculty participated in a book study of <i>The Growth Mindset Coach</i> and at monthly faculty meetings, discussed what was learned, including the philosophy and instructional strategies. The English department conducted schoolwide lessons to promote the growth mindset philosophy among students. In addition, Cabrillo staff have continued a schoolwide focus on Equity and Access strategies, including collaborative conversations, open-ended questioning, and student-centered classrooms.</p> <p>Within the last two years, the English and Math departments have conducted textbook adoptions to align to CCSS standards, and all departments are now integrating EL strategies into instruction due to changes in language development programs at the state level. Textbooks are standardized for each course throughout the District, allowing students a smooth transition if they need to change schools.</p>	<ul style="list-style-type: none"> <li>• Meeting Agendas</li> <li>• Textbooks</li> <li>• <a href="#">LBUSD Website</a></li> </ul>
<p><b>English Language Arts</b></p> <p>Teachers participated in meetings based on the district-wide adoption of the Pearson <i>My Perspectives</i> (2017) textbooks, which have been aligned to CCSS. These meetings resulted in teachers developing Learning Targets related to upcoming units and specific lessons. The new textbooks have facilitated instruction that addresses the needs of all students, including EL, high-achieving, and low-level learners. Teachers have participated in PD for EL integrated and designated instruction, led by the District EL Coordinator. The site EL Coordinator has also provided PD on EL instruction to other departments.</p>	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Lesson and Unit Plans</li> <li>• Meeting Agendas</li> <li>• Professional Development</li> </ul>
<p><b>Math</b></p> <p>The department organized book studies from NCTM (National Council of Teachers of Mathematics) to align instruction with nationally recognized teaching practices to increase student achievement. The two books read were <i>Principles to Actions</i> and <i>5 Practices for Orchestrating Productive Mathematics Discussions</i>. At department meetings, after individually reading each chapter, the teachers debriefed, completed tasks and activities, and shared out strategies they had used in their classes.</p>	<ul style="list-style-type: none"> <li>• Meeting Minutes</li> </ul>
<p><b>History/Social Science</b></p> <p>All courses either have course outlines, written at the District level, that contain references to CCSS and CTE standards or are derived from the course descriptions from the College Board (AP courses). Collaboration with the District Curriculum Leader has reinforced alignment with current research. Teachers participated in eight PD days with the District Curriculum Leader to collaboratively plan and design SSI lesson plans using the CTE standards. Additionally, the Curriculum Leader regularly visits classrooms to observe teaching, provide support for SSI lesson plans, etc.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Course Outlines</li> </ul>

<p><b>Science</b> The Department has been making the shift to NGSS (Next Generation Science Standards) in which students are designing their own experiments, learning by doing, and participating in project-based learning. Teachers are leading students in understanding “Brain Rules” by John Medina; students learn how the brain works and how to improve their thinking abilities. They also take notes and make posters about the Brain Rules. The District Curriculum Leader promotes the use of CI-Ev-R (claim-evidence-reasoning) infused throughout entire lab reports. Teachers have been using a phenomenon-based learning approach, which encourages students to have a love for science or at least give them a different perspective. Along with this, teachers no longer front-load vocabulary but instead, work to promote the idea that the students are ‘professionals’ and are immersed in the language of exploration, which then allows students to bring their own learning into play.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>
<p><b>World Languages</b> In order to address the state standards, the Department is moving from a grammar-based model to a more communicative, competency-based model. During the 2017-2018 school year, the District Curriculum Leader held several workshops to conduct a deep dive into the standards and provide guidance and support in making the transition. This work is continuing through the 2018-2019 school year.</p>	<ul style="list-style-type: none"> <li>• Department Meeting Minutes</li> </ul>
<p><b>Career Technical Education</b> CED’s PLTW and engineering technology sequences follow the CTE anchor and core standards as outlined in the PLTW curriculum. Schools get to customize what aspects of PLTW curriculum would best fit their classes. They apply the same skill sets but modify it to best suit the needs of the specific class. This is done based on what jobs are available regionally. Curriculum is also researched to determine what programs can be applied. The CTE teachers attend trade shows and conferences to stay current with the curriculum and to get knowledge from the industry professionals and educators.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> </ul>
<p><b>Physical Education</b> Teachers are always given opportunities to attend conferences, workshops, and other PD to ensure that they are current on the current concepts and theories related to fitness biomechanics, nutrition, and social development.</p>	<ul style="list-style-type: none"> <li>• Professional Development Records</li> </ul>
<p><b>Special Education</b> The LBUSD Understandings have been and are currently implemented within Special Education. The Department is also involved in SSI among the different content teachers. The department meets to share what is being used and how to apply it. The Department is trained in all areas along with the general education teachers. The ED program has been modified to incorporate students into the MM classes based on low enrollment numbers and changing needs. MM/MS/RSP mainstreaming is supported by current educational research.</p>	<ul style="list-style-type: none"> <li>• Meeting Agendas and Minutes</li> </ul>

**Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>All courses offered at Cabrillo must meet the LBUSD requirements for graduation, including alignment with the District and California academic standards, A-G requirements, Linked Learning curriculum, and UC-approved AP courses. Course syllabi are submitted to the Administration for approval. District Curriculum Leaders collaborate with the Department Chairs and teachers to ensure alignment with the standards and A-G requirements. For information about LBUSD curriculum: <a href="http://www.lbschools.net/departments/curriculum">www.lbschools.net/departments/curriculum</a>.</p>	<ul style="list-style-type: none"> <li>• LBUSD Course Guides</li> </ul>

<p><b>English Language Arts</b>  The teachers have engaged in a series of all-day trainings and collaboration sessions with Curriculum Leaders to complete standards studies on each unit in the Pearson <i>My Perspectives</i> (2017) textbook, and to learn where to substitute industry-related texts, to craft assignments that would result in products that meet CTE standards, and to customize assessments. The courses are aligned to CCSS and integrate ELD supports and designated instruction. With the guidance of Curriculum Leaders, new courses have been designed specifically for potential future CSULB and LBCC enrollees to become more college-ready. The CSU Expository Reading and Writing Course (ERWC) course was created to prepare students for college writing and reading. Cabrillo offers several sections of this course for seniors who intend to apply to and attend colleges or universities. This very popular course is designed to rigorously challenge students to develop skills and practices, which are both in alignment with CSULB criteria and expectations, as well as providing students with reading strategies that can be applied across the disciplines. Within the Department, Cabrillo also offers AP English Language and AP English Literature, as well as Accelerated English 3-4 and Honors English 5-6. In addition, Cabrillo also offers the AP Capstone classes of AP Seminar and AP Research.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> </ul>
<p><b>Math</b>  CCSS are the foundation for every Math course. The number of Math courses required for graduation has increased from 3 years to 4 years in order to improve analytical skills, increase entry level math test scores, and to help students maintain prior knowledge. Each Pathway course sequence provides all students opportunities to complete A-G college eligibility requirements, as well as providing access to AP courses. AP Math courses include AP Statistics and AP Calculus AB and CD. The Career Math course is now College and Career-Ready Math or Applied Mathematics. The Agile Minds class, a computer-based scripted curriculum for students with low Cs/high Ds in middle school math, has been successful in helping students completing the Algebra 1 requirement.</p>	<ul style="list-style-type: none"> <li>• Pathways Course Sequences</li> <li>• Course Syllabi</li> </ul>
<p><b>History/Social Science</b>  The curricula are aligned with state standards, designed to support the CCSS, and provide a strong base for an understanding of history and social issues. Students in 10th grade take Modern World History or AP World History, students in 11th grade take U.S. History or AP U.S. History, and students in 12th grade take U.S. Government and Economics or AP Government. Elective classes are also available and meet the A-G elective requirement. Several classes are directly related to a specific Pathway. Elective classes include AP Human Geography, AP Psychology, Intro to Law, Criminal Justice in the 21st Century, Criminal/Civil law, Justice in America, Ethnicity and Identity Studies, and Intro to Psychology.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> </ul>
<p><b>Science</b>  Science curriculum is aligned with NGSS. Students use a variety of technological tools to enhance their readiness for college and/or career. All courses, with the exception of the computer-based APEX Biology credit recovery class, include wet labs and have the equipment necessary for all students to participate. AP courses include AP Biology and AP Physics. While Honors Chemistry is offered, AP Chemistry has been offered sporadically throughout the years but currently isn't on the schedule due to low student interest.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> </ul>
<p><b>World Languages</b>  Students may take Spanish, Spanish for Spanish Speakers, or French to meet the A-G Foreign Language requirement. All courses are based on the state standards. AP Spanish Language and AP French Language are available. The AP Spanish Language exam routinely has the highest passing rates due to the amount of students challenging the exam and support given to them. Teachers participate in PD provided by the District Curriculum Leader monthly, in addition to weekly support of the program to help teachers develop SSI lessons.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> </ul>
<p><b>Career Technical Education</b>  Compliance with CTE standards is built into PLTW-certified curriculum and the Introduction to Engineering course curriculum. The District Curriculum Leader and teachers monitor compliance. Additionally, PLTW courses are aligned with the CTE standards and are evaluated by the District CTE Curriculum Leader annually.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> </ul>

<p><b>Visual and Performing Arts</b> The Department offers AP Studio Art, AP Art History, and AP Music Theory, based on student interest.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> </ul>
<p><b>Physical Education</b> The PE standards and framework are organized by the national standards, which are developed by the National Association for Sport and Physical Education. The state has created a more detailed and age-based curriculum developed by the California State Board of Education: Curriculum Development and Supplemental Materials Commission.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> </ul>
<p><b>Special Education</b> For the 2018-2019 school year, RSP teachers are “pushing-in” to a variety of general education core content courses during one instructional block each day. The purpose of the “push-in” time is to observe the instruction that occurs to improve reteaching in the RSP classroom. It also results in increased collaboration and communication between general education and Special Education teachers to more effectively and efficiently support students with disabilities in their general education courses. The SFS class allows for tutoring, counseling, and 1:1 student case management. RSP teachers utilize School Loop and collaborate with general education teachers and parents in order to support the students’ efforts to be successful in the general education setting.</p> <p>SDC: SDC-MM and SDC-ED classes provide diploma-bound students with disabilities differentiated academic instruction in the core content areas in a smaller classroom environment, with instruction from a Special Education teacher and additional support from an Instructional Aide. Classes for students with Moderate to Severe disabilities (SDC-MS) provide Specialized Academic Instruction focused on functional curriculum in Math, English, independent and practical living skills, community-based instruction, and employment skills.</p> <p>While SDC classes are not A-G, the Career Transition Specialist does work with students and helps enroll them in college and the workability (job skill development and supported employment) program, collaborating with Disabled Student Services to prepare and support students with disabilities who choose to attend LBCC. MS students participate in the Adult Community Transition program to continue educational and vocational skill-building, supported employment, and independent living skills that will assist them through age 22.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> </ul>

**Congruence**

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Congruence between content standards, Linked Learning, and classroom instruction is monitored by the Administration, Departments, and Curriculum Leaders. The staff works to align curricula within a subject by grade level to guarantee building of skills for success at the next level, but also aligning curricula to the Pathway theme to build college and career-readiness skills.</p> <p>Teachers have syllabi approved by the Administration at the beginning of each school year before they are distributed to students and parents. The syllabi outline class requirements, grading policies, homework policies, behavior expectations, textbooks used, and suggested materials.</p> <p>Departments and Pathways participate in PD, course collaboration, and department meetings to plan curriculum based on CCSS and Linked Learning components. Standards studies and targeted EL support are integrated into planning sessions. Pathway pull-out planning days provide time for vertical alignment and cross-curricular projects with Linked</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> <li>• Meeting Agendas and Minutes</li> <li>• Lesson Plans</li> <li>• Walkthroughs</li> <li>• Classroom Observations</li> </ul>

<p>Learning activities. After examination of the SBAC results, departments review their curricula to better align with what and how students will be tested.</p> <p>Departments conduct walkthroughs to examine how they are meeting the school and District goals and to prepare for District CIV walkthroughs. The walkthroughs and follow-up discussions focus on how departments are implementing the LBUSD Understandings.</p> <p>District Curriculum Leaders are regularly on campus to provide teachers with support and guidance. They informally visit classrooms and are available to assist with planning and lesson implementation.</p> <p>Cabrillo's "Success in the West" lesson plans were implemented within 9th grade Science and 10th-12th grade History classes in the spring of 2018. The lessons focused on being lifelong learners, being in class every period, every day, striving for excellence, and being an active participant in school and the community.</p>	
<p><b>English Language Arts</b></p> <p>The Department has implemented the inclusion of Pathway-specific resources in most classes to supplement the newly adopted Pearson textbooks, which meet the CCSS standards. Pathway-related texts were compiled by the District Curriculum Leaders to support SSI. Curriculum Leaders shared these texts with teachers; the list of texts are available on the District intranet. Textbooks include strategies for EL students and struggling and advanced learners in order to help differentiate instruction. This skills-based curriculum helps support students' literacy in all content courses. Students participate in cross-curricular projects focused on their Pathway. End-of-unit assessments have followed from the adoption of CCSS and the supporting Pearson textbook. These assessments are standards-based and supported by the standards studies guided by the curriculum team and department. These standards studies included the implementation of EL standards and the development of lessons for targeted EL support. The execution of these lessons and targeted support are observed by Administration.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student Work Samples</li> <li>• Student Performance Data</li> <li>• Meeting Agendas and Minutes</li> </ul>
<p><b>Math</b></p> <p>Lesson plans and textbooks are aligned with CCSS. The department uses district-wide common assessments and unit guides for each content area. The unit guides include links to Khan Academy, Desmos, and New York City Mathematics Project; exercises and videos are aligned with standards. The Curriculum Leader meets every other week with teachers to ensure implementation of curriculum.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Unit Guides</li> </ul>
<p><b>History/Social Science</b></p> <p>The curriculum supports CCSS. In department meetings, the teachers work on vertical alignment; there is also collaboration in grade level teams. The focus is on ensuring consistency regarding the skills and content taught and also on how the teachers progress from World History to U.S. History to Government/Economics.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> <li>• Meeting Agendas and Minutes</li> </ul>
<p><b>Science</b></p> <p>Science department goals are aligned with SLOs. Science labs use the writing process, math skills, and technology. The teachers receive District support from the Curriculum Leader who visits weekly and has supported the department with NGSS integration and other topics. Chemistry teachers have had a few days of in-service training specifically on NGSS implementation. Monthly department meetings address Pathway integration.</p>	<ul style="list-style-type: none"> <li>• Department Goals</li> <li>• Lesson Plans</li> <li>• Meeting Agendas</li> </ul>
<p><b>World Languages</b></p> <p>Spanish teachers administer a data-driven placement test where the main focus is to identify students' language proficiency. Based on the results, students are placed accordingly into a Spanish class. Teachers implement learning structures and strategies to better prepare the students for the AP Spanish Language and Culture Exam, where the main focus is on speaking, reading, writing, and listening skills.</p>	<ul style="list-style-type: none"> <li>• Spanish Placement Test</li> </ul>
<p><b>Career Technical Education</b></p>	<ul style="list-style-type: none"> <li>• Pathway Curricula</li> <li>• Course Syllabi</li> </ul>

<p>Several departments have worked with CTE teachers to support SSI of CTE standards and content standards, and have infused industry-based texts and integrated projects into content curriculum. Departments have also compiled a table of strategies and assignments that teachers have already completed that integrate content, industry, and technology standards. Pathway-focused curricula follow industry standards, CTE, and/or PLTW standards to prepare students for college and career options.</p>	
<p><b>Visual and Performing Arts</b> The curriculum, while being standards-based, naturally aligns with the SLOs. The Department continually works on creating community and a sense of belonging by encouraging involvement outside the classroom. The art programs provide a sense of pride by representing the school at various district and community events while promoting a positive reputation for Cabrillo. Student artwork has been entered into art contests and qualifying artwork is often displayed at the Long Beach Museum of Art. The marching band performs in at least 3 local parades a year, including Belmont Shore Christmas parade. The steel drums band also performs locally. The dance team routinely competes on a statewide, and even national level.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> <li>• Event Flyers</li> </ul>
<p><b>Physical Education</b> Each five week unit has 2-3 skills that are measured with pre-/post-tests. Each collaborative group has a clipboard and pen to record each member's performance. The assessment scale is printed on each sheet. This process is repeated at the end of the unit. Also, at the end of each unit, there are various assessment events in which the students are able to demonstrate their new skill level. Throughout the school year, students are assessed at their current fitness level for the state tests. All instructors implement one or more of the "5 Components of Fitness" within their daily lesson. Students are able to self-assess to determine which components require more effort.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student Performance Data</li> </ul>
<p><b>Special Education</b> The Special Education teachers are integrated in all Pathways and support their students in meeting all academic and college and career-readiness standards and SLOs.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> </ul>

## Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>The integration and alignment among academic and career technical disciplines has increased with the strengthening of the Pathways. Students participate in defined career-oriented Pathways in order to prepare them for post-high school college and/or careers. Cross-curricular projects that are aligned with Pathways have been developed and align with CTE standards. Technical core teachers have worked with content teachers in their Pathways to design integrated warm-ups and lessons.</p> <p>Schoolwide CTE standards studies have been done at both the Pathway level and in staff meetings in order to raise awareness about the standards, the benefits of these areas of work, and the types of products that meet the standards.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> <li>• <a href="#">Pathways Descriptions</a></li> <li>• <a href="#">Industry Partners</a></li> </ul>
<p><b>AGL</b> AGL students participate in 4 technical core classes: Principles of Technology (9th), Accounting (10th), Global Logistics (11th), and Virtual Enterprise (12th). At least 50% of the academic curriculum is integrated with career technical disciplines. In the fall of 2018, there were teacher pull-out days to plan integrated projects for all grade levels. Most projects are integrated to include three subjects, but some include four or five subjects. Teachers have worked on lesson plans that relate to semester projects and developed specific rubrics. Advisory board and business professionals meet at least three times each year to review</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> <li>• Meeting Agendas and Minutes</li> </ul>

<p>curriculum and outcomes to ensure that it meets industry standards and specifications. Feedback is given to faculty to incorporate into their classes. During a summer institute, AGL faculty meets with business professionals to present and have their lessons validated.</p>	
<p><b>CAL-J</b>          CAL-J designed six interdisciplinary projects for grades 10-12, one project for each semester. Each interdisciplinary project includes a CTE course as well as multiple core academic subjects and culminates in a performance-based assessment. As part of the design process, each project is aligned with the student learning outcomes, the Pathway essential question, CTE standards, and core academic standards. For example, the 11th grade interdisciplinary project includes English, History, Criminal Justice, Math, and Chemistry. Students will explore issues of inequality in society such as environment, education, criminal sentencing, and homelessness. The culminating activity consists of students creating a brochure that will be evaluated and distributed to professionals in the public services industry. The interdisciplinary project transforms curriculum in each participating class by making it relevant to student interests and connected to the Pathway.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> <li>• Meeting Agendas and Minutes</li> </ul>
<p><b>CED</b>          Students cycle through a four-year sequence of courses related to engineering. The course sequence includes Introduction to Engineering Design (IED), Principles of Engineering (POE), Computer Integrated Manufacturing (CIM), and the capstone class, Engineering Design and Development (EDD). Students complete hands-on projects that reflect standards-based instruction and are infused with CTE anchor and core standards, as well as career-ready practices. These career-ready practices include the “soft skills” of interpersonal communication, business-ready wardrobe, etc. Presentation skills are based on public speaking standards. PLTW curriculum is evaluated by professional engineers annually. The Advisory Board inspects students’ projects and gives feedback. They also look at the curriculum and suggest modifications that will support industry needs.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> <li>• Meeting Agendas and Minutes</li> </ul>
<p><b>CHOC</b>          This year’s 11th grade students are currently enrolled in Medical Terminology and the 12th graders are enrolled in Anatomy and Physiology. While CHOC is being phased out, the remaining teachers are evaluating their pacing charts to find ways to align Pathway content for the remainder of the program, which will fully close by the spring of 2020. This fall, the CHOC teachers connected with Math teachers to help assist in integrating medical/health related concepts with math warm-ups.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> <li>• Meeting Agendas and Minutes</li> </ul>
<p><b>SACMAA</b>          Students in SACMAA can explore two different CTE paths in the arts, media and entertainment strand: animation and graphic design. All 9th graders take Drawing and Painting. Students in the animation strand take Art and Animation 1-2 (10th), 3-4 (11th), and 5-6 (12th) while the graphic design students will take Digital Art 1-2 (10th), 3-4 (11th), and 5-6 (12th).           SACMAA’s History and English teachers created a 1930s Depression Era interdisciplinary project that provides students with opportunities to use content knowledge, literature readings, and technology skills to collaboratively engage in projects that incorporate CCSS and CTE standards. Additionally, SACMAA Professional Artists (SPA) speaker series highlights career possibilities in digital graphics, design, and animation.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> <li>• Meeting Agendas and Minutes</li> </ul>

### Articulation and Follow-up Studies

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
----------	---------------------

<p>Site leadership teams from LBUSD, LBCC, and CSULB collaborate to facilitate seamless articulation from middle school to high school to college as part of the Long Beach College Promise for all LBUSD students. Additionally, students get the opportunity to participate in college visits.</p> <p>Curricular vertical teams discuss the continuum of standards necessary for college success. The district-wide standardized curriculums and selection of textbooks and materials support that continuum throughout middle school into high school. This also allows for an easy transition from one District school to another. District Curriculum Leaders are on campus to assist with vertical planning. They also facilitate articulation with the feeder middle schools.</p> <p>The Linked Learning Pathways have increased articulation with colleges and the business community to identify skills necessary for success.</p> <p>Students can be concurrently enrolled at LBCC or take an Ethnic Studies course offered by CSULB at Cabrillo on Saturdays. The Ethnic Studies course is offered in the fall and spring, based on student interest. The District is pursuing more LBCC and CSULB dual enrollment courses to be housed at the high school campuses in the spring of 2019, with Cabrillo being a site. AGL is also working with LBCC to give students an opportunity to earn a microbadging certification via an online course.</p> <p>Cabrillo graduates return to campus to advise current students on Pathway-related topics and on the general experience of college. Some alumni also sit on Pathway advisory boards.</p> <p>Feeder schools are exposed to the Pathways and the AVID program when the 8th graders are beginning to make their high school choices. Middle school students participate in shadow days by partnering with a current Cabrillo student and attending classes with that student. Pathway representatives go to middle schools once a year to introduce Cabrillo's Pathways ahead of the middle school high school choice process.</p> <p>Brochures that promote Cabrillo are handed out at two high school choice fairs, the College and Career Center, and Back to School Night. Student Ambassadors also promote the school and the Pathways. Additional information about Cabrillo's Pathways is located on the Cabrillo website.</p>	<ul style="list-style-type: none"> <li>• Meeting Agendas and Minutes</li> <li>• Field Trips Schedule</li> <li>• <a href="#">District Curriculum Documents</a></li> </ul>
<p><b>English Language Arts</b></p> <p>ELA shares a common textbook adoption from grades 6-11 to support students in understanding how the textbook is organized, create a common language for discussing the subject area, and maintain focused and organized instruction, practice, and assessment of the CCSS. Adoption of the same ELA textbook series department-wide ensures a common instructional routine and seamless approach to instruction. The District Curriculum Leader also works with the site team to ensure alignment with the middle school curricula.</p>	<ul style="list-style-type: none"> <li>• <a href="#">District Curriculum Documents</a></li> </ul>
<p><b>Math</b></p> <p>Data analysis is used to identify support curricula for incoming students and appropriate placements. Summer bridge classes are offered to students entering as freshman to ensure that they are prepared for the next Math level.</p>	<ul style="list-style-type: none"> <li>• <a href="#">District Curriculum Documents</a></li> </ul>
<p><b>History/Social Science</b></p> <p>At the start of the 2018-2019 school year, all of the middle school and high school Department Chairs met to discuss vertical alignment to ensure consistency for students. This process will continue in the future.</p>	<ul style="list-style-type: none"> <li>• Meeting Agendas and Minutes</li> </ul>
<p><b>Science</b></p> <p>Teachers connect prior knowledge from middle school to the new learning at the high school level. This is supported by NGSS, which builds on prior knowledge and experience.</p>	<ul style="list-style-type: none"> <li>• <a href="#">District Curriculum Documents</a></li> </ul>
<p><b>World Languages</b></p>	<ul style="list-style-type: none"> <li>• <i>Seal of Biliteracy</i> Information</li> <li>• Spanish Placement Test</li> </ul>

<p>The department promotes a State <i>Seal of Biliteracy</i>, where the state of California offers a seal on the diploma of those who have attained a high level of proficiency in English and Spanish upon graduation. Teachers visit middle schools to give placement tests to ensure proper placement in their high school language class. Spanish teachers have established partnerships with middle school Spanish teachers. The teachers have established a course eligibility and guidelines for the heritage language placement into Native Speaking classes. Teachers use the LROIX system to learn about the student’s educational background and tests scores, and to place the students in the appropriate Spanish class.</p>	
<p><b>Career Technical Education</b> Some students are dual-enrolled in the LBCC metal fabrication program. This gives students access to resources that the District can’t necessarily provide. LBCC also frequently recruits engineering students. Additionally, middle school students are brought to Cabrillo a couple times each year to learn about the PLTW engineering curriculum.</p>	<ul style="list-style-type: none"> <li>• Middle School Recruitment Flyers</li> </ul>
<p><b>Visual and Performing Arts</b> Cabrillo’s dance teacher collaborates with private dance academies, which provides post-graduate opportunities for students. Due to connections formed between the steel drums teacher and CSULB, several Cabrillo students have go on to play music there after graduation.</p>	<ul style="list-style-type: none"> <li>• Industry and College Contacts</li> </ul>
<p><b>Special Education</b> The Department has built a strong relationship with LBCC to assist seniors in applying to, registering for, and attending classes. The district also communicates with middle schools to align the IEP services and processes between middle schools and the high school.</p>	<ul style="list-style-type: none"> <li>• Meeting Minutes</li> <li>• College Contacts</li> </ul>

**B2. Access to Curriculum Criterion**

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

**Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>All students who enroll at Cabrillo select an industry-themed Linked Learning Pathway through the LBUSD School of Choice process. Prospective students and their families now have multiple opportunities to learn about Cabrillo’s four Pathways during their 8th grade year, through various recruitment events that have guidelines established by the District. Families are invited to attend two LBUSD School of Choice summits each fall; these include all schools/Pathways in the District. Families may also attend the Cabrillo site visit and/or Cabrillo 8th Grade Shadow Days in the winter. Furthermore, the Pathways Coordinator provides recruitment materials to all middle school Counselors in the District to distribute at their sites. The goal is to provide prospective students with information regarding the entrance requirements, courses of study, and specifics about each program offered.</p> <p>Student placement into a Pathway is dependent on a variety factors; some Pathways have specialized entrance criteria, while some do not. This allows programs to be competitive with other Pathways in the District. Cabrillo currently has two specialized and two non-specialized Pathways. The specialized criteria is the same for both specialized Pathways; students must have a 2.0 GPA to be accepted. Each Pathway offers a sequence of courses that are designed to prepare students for a career or postsecondary education within that particular field. Additionally, Cabrillo has a University Scholars strand within each Pathway to which students can apply. In order for students to be accepted to University Scholars strand, the student must have a 2.75 GPA as an eighth grader.</p>	<ul style="list-style-type: none"> <li>• School Choice Materials</li> <li>• Pathways Brochures</li> <li>• Event and Activities Flyers</li> <li>• OPTIC Records</li> </ul>

All students have an array of opportunities to pursue and make viable choices in all of their educational endeavors. The College and Career Center provides various career exploration opportunities through college preparation programs such as ETS and Cal-SOAP through CSULB and EAOP through UCI. These programs are housed in the College and Career Center and have personnel available on a part-time basis year-around to help students. Summer programs exist in each of these programs to provide continuous support for college access.

The College and Career Center personnel work to make sure that students receive a well-rounded high school experience.

Various programs exist within the city to provide additional support to Cabrillo students. Some of these programs include the CSULB/LBCC Upward Bound Program, Operation Jump Start, the LAMP (Leadership Academy Mentoring Program), and the LB Call Program (a district resource developed to provide students with relevant, career-related paid and unpaid/voluntary internships).

Students are also provided with and exposed to several online resources that provide assistance with career and college exploration. Some of these include:

[www.mappingyourfuture.org](http://www.mappingyourfuture.org), [www.bigfuture.org](http://www.bigfuture.org), [www.californiacareerzone.org](http://www.californiacareerzone.org), [www.californiacareercafe.org](http://www.californiacareercafe.org), and [www.collegegreenlight.org](http://www.collegegreenlight.org).

Other opportunities for career exploration and postsecondary education preparation include:

- College visits and field trips introduce students to a wide range of post-high school options through Pathways, AVID, WRAP, and the College and Career Center.
- AVID college aides support student study skills with in-class tutorials in the AVID classes.
- EOP representatives introduce students to experiences that represent career possibilities.
- College and Career Center staff present students with resources for exploring career and college options.
- CAPP, held at UCLA for incoming 9<sup>th</sup> graders, provides a bridge from middle school to high school.
- SPA series presents students with the real-life experiences of those who have made a successful transition into a professional arts career.
- CSULB Ethnic Studies course offers students learning experiences that reflect their own cultures and life experiences.
- Cabrillo provides transportation from campus for students to attend a College and Career Expo at CSULB that represents multiple colleges, trade schools, and potential employers.
- Pre-tech Pathways programs in SACMAA and CED prepare students for potential post-high school career paths.
- CAL-J works with LMU Law School students and professors, Rio Hondo Police Academy, and CSULB professors to provide a clear path from high school to career and/or college. CAL-J also works with Pacific Gateway and their advisory board to provide students with mentorships and internships.
- Port of Long Beach internships offer students a bridge program from high school to future career options in local and global business.
- SACMAA internships present students with opportunities to explore career possibilities within the digital arts.
- SACMAA students in the capstone class of Web Publishing will prepare for career certification from CIW-IBA, Internet Business Associates. This certification is recognized by the business world and desired for entry-level positions.
- CED students tour different engineering facilities. Students have visited UCI and CSULB engineering campuses and HAAS Manufacturing in Oxnard. Many of the HAAS employees do not have college degrees, so it gives students an opportunity to explore post-high school career options.
- Virtual Reality Academy works with the US Air force to create a virtual world.

<ul style="list-style-type: none"> <li>• CED's Cyber Patriot team works to address cyber security issues and participates in competitions locally.</li> <li>• Professional mentors from Jacobs Engineering mentor students during Engineering Week.</li> <li>• Although they are promoted by CED, all Cabrillo students are welcome to participate in a variety of competition teams including Solar Car, Electric Car, FIRST Robotics, Vex Robotics, and Virtual Reality Academy.</li> <li>• The CHOC Club has now transitioned to the Health Occupations Club to encourage schoolwide participation. The club has monthly themes that the student leaders then teach to the club members.</li> <li>• CHOC 12th graders visit the CSULB Cadaver Lab and the 11th graders go to a taping of "The Doctors" television show, which includes a chance to speak to the doctors afterwards.</li> <li>• CHOC has a mentorship program through MemorialCare and UCI, in which students are mentored by medical students.</li> <li>• CHOC students can participate in a CNA (Certified Nursing Assistant) program and simulation labs through MemorialCare.</li> </ul>	
--	--

**Accessibility of All Students to Curriculum, including Real World Experiences**

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings	Supporting Evidence
<p>The Cabrillo Counseling Team has yearly individual conferences with students and their families to create, monitor, and update their four-year plan or course of study. During this time, Counselors ensure that students are fulfilling their graduation requirements while satisfying A-G requirements. The block schedule provides students with more flexibility to participate in electives, sports and industry-specific elective courses based on their interests.</p> <p>The master schedule is developed each year based on the course requests of students with the intent of providing each student with the classes they need to be successful in the completion of all their graduation, Pathway, and A-G requirements. Pathways and classes are balanced by gender as much as possible. Students are offered open access to all AP, honors, and accelerated courses. EL students fully participate in their Pathway. SDC-MM and SDC-MS students are assigned a Pathway and are invited to participate in all Pathway activities but not all are enrolled in a Pathway elective.</p> <p>Cabrillo Pathways provide many opportunities for students to explore and experience real life career experiences in which they can engage in active problem-solving using higher order thinking. Starting in 9th grade, students complete a yearly technical core course (related to their Pathway's industry theme), which increases rigor and relevance. Furthermore, students are cohorted in two to three other academic courses each year, along with their technical course. Each Pathway has developed multiple SSI lessons, and some multidisciplinary projects that integrate both academic and career technical standards. Students also participate in multiple WBL activities.</p>	<ul style="list-style-type: none"> <li>• Counseling Calendar</li> <li>• <a href="#">Master Schedule</a></li> <li>• Pathways Brochures</li> </ul>
<p><b>AGL</b> All AGL students enroll in the general AGL program but some students participate in the Web Design strand.</p> <p>Each year, students have end-of-semester projects that relate to industry. Students present their report and findings to business people and defend their findings. Some of these projects include:</p>	<ul style="list-style-type: none"> <li>• AGL Course Strand</li> <li>• Project Design Requirements</li> <li>• Student Work Samples</li> <li>• Project Evaluations</li> </ul>

<ul style="list-style-type: none"> <li>• Econ Summit: Students have to research a country's resources, who they trade with, etc. They then set up a table with their findings and the Pathway Leads bring in people from industry and community to ask questions.</li> <li>• Students pick a product, determine where it is manufactured, and are assigned a country to get it shipped to. They have to discuss the challenges and obstacles.</li> <li>• Budget Challenge: Students have to plan a personal budget. They are presented with challenges and have to figure out how to handle them.</li> <li>• Students look at a product and what paperwork is needed to trade it, legal aspects associated with trading, tariff costs, and review financial statements.</li> <li>• Zero Emissions Project: In direct partnership with the Port, students examine current technology and provide suggestions to implement technology that has zero emissions. The top three students present their findings to the Harbor Commissioners.</li> <li>• Real World Projects: Students plan, organize, and implement a community service project. After, they evaluate the results and present their findings.</li> </ul>	
<p><b>CAL-J</b> Each grade level has college and career experiences that align with the Pathway's learning outcomes and are based on a continuum. College and career experiences include guest speakers, college visits, demonstrations, internships, workshops, and mentoring. Students are active participants in the Teen Court located on campus acting as jurors, bailiffs, and other court officials. The Mock Trial program is assisted by law professionals to provide students with the skills to successfully present a case. Another activity sponsored by CALJ is the Mock Election. This event is held during the fall semester with the assistance from the County Clerk's office. The topics for the election have been selected by and voted on by the students. Students also participate in the CAL-J Law Day.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> <li>• Event Flyers</li> <li>• Teen Court Schedules</li> <li>• Mock Election Materials</li> <li>• Law Day Agenda</li> </ul>
<p><b>CED</b> The Engineering Technology sequence is designed to provide students, with no previous experience, an array of skill sets in multiple technology pathways. Pathways include design, energy and power, manufacturing, and product development and engineering. Engineering Technology 1-2 is the first of two concentrated courses that prepare students with the skills required in today's engineering technology field. Multiple software packages are used throughout the course to acquire varied skills. Engineering Technology 3-4 is the second of two concentrated courses that prepares students with the skills used in today's engineering technology field. Students use the engineering design process (EDP) to engineer or design: electronic circuits, CAD parts, assemblies, multi-view drawings, and computer-aided manufacturing programs. Engineering Technology 3-4 also provides students skills on how to use online resources that provide reinforced instruction. Students develop research and collaboration skills or soft skills essential in today's workplace. Engineering Technology 5-6 is the capstone course in the engineering technology sequence and it requires the application of the knowledge and skills from the previous concentrated courses. It is a course in which teams collaborate to research, design and develop an original solution to an open-ended engineering technology problem by applying the engineering design process.</p> <p>Gender equity is promoted by encouraging schoolwide participation in STEAM (Science, Technology, Engineering, Arts, and Mathematics) activities. It is also reinforced by working with female mentors from STEAM industries who present to students about female-specific issues in the workplace. CED also started the GEMS (Girls of Engineering, Math, and Science) club whose main event is the Women in STEAM luncheon. Successful female leaders in STEAM industries attend the luncheon and some serve as guest speakers as well.</p> <p>Throughout the PLTW curriculum, students are engaged in projects that provide the foundation for the engineering design process. Students work in collaborative teams on various engineering projects including computer-aided design (CAD) software. Classes incorporate science, math, physics, project analysis and problem solving, manufacturing history, automation, finance, safety, ethics, and careers.</p>	<ul style="list-style-type: none"> <li>• CED Course Guide</li> <li>• Syllabi</li> <li>• Student Work Samples</li> <li>• Event Flyers</li> </ul>
<p><b>CHOC</b></p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> </ul>

Students take the test for the medical terminology class and if they pass, they receive credit at LBCC. The teachers use the HASPI curriculum which, among other things, includes forms that mimic those that are used in the medical field.

**SACMAA**

SACMAA electives have been developed to implement both art and CTE standards, often with the help of industry advisors to help prepare students for a career or postsecondary education. Yearly, students also participate in a few field trips to art museums and colleges, and guest speakers give talks monthly to expose students to careers in the arts. Web design students work collaboratively and remotely with students from various parts of the United States, as well as Namibia, Kenya, and Finland.

SACMAA students produce a variety of real-world projects, such as mock movie poster advertisements, that engage students, while developing Photoshop and Illustrator skills that are utilized in the media industry. Eleventh grade students complete a multidisciplinary project in which they gain knowledge about the 1930s Depression-era America experiences through writing a District-required research paper in a collaborative storybook. The students then read *The Grapes of Wrath* in English and design an iMovie that reflects History content and research with literature and technology. Projects include creating scrapbooks, letters/scripts, and iMovies. World Languages classes are in the process of implementing a project using technology for cross-curricular instruction. In these projects, students are using videos and integrating voice thread. The technological aspects of SLOs are reflected in real-world projects, such as mock movie poster advertisements, which engage students, while developing Photoshop and Illustrator skills that are utilized in the media industry. Animation students work collaboratively in groups to create animated short films. These projects simulate real-world jobs and collaborative roles in the arts, media, and entertainment industries and give students a preview of their potential future career. SACMAA 9th grade students animate poetry while 10th and 11th grade students also integrate social studies, English, and film. These projects involve subject area knowledge, instruction, and practice of the research and writing process, script writing, and documentary filmmaking. Digital art students are exposed to an overview of western and non-western art through weekly mini-lectures and reinforce this learning through the creation of digital notebooks. In digital art, students create logos for fictional companies that include analysis of cool versus warm colors, balance (equalizing visual elements), unity, emphasis, movement, and examine proportionality. In groups, students critique each other's work and revise accordingly, while focusing on intended audience.

- OPTIC Records
- Student Work Samples

**Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Parents are invited and encouraged to engage in their student's planning throughout their high school experience. The Counseling Team meets with students and parents in order to help students develop a four-year plan that will meet their interests while helping them achieve their goals.</p> <p>Parents are also invited to attend workshops, specific to their student's grade level, to assist them in reaching their future goals. College advisers provide informational workshops to parents involved in the Parent Resource Center programs, as well as meetings after school or during a scheduled time. Some of the topics covered in the workshops include financial aid and scholarships.</p> <p>Parents have opportunities to view School Loop, engage in parent surveys, and receive information on curriculum standards, test evaluations, and A-G requirements. Parents also learn to access ParentVUE, which allows parents to view their children's current and</p>	<ul style="list-style-type: none"> <li>• Parent Workshops</li> <li>• School Loop</li> <li>• ParentVUE</li> <li>• Counseling Calendar</li> <li>• IEPs</li> <li>• Meeting Minutes and Agendas</li> <li>• Event Flyers</li> </ul>

<p>historical information, including current IEPs, progress reports, daily attendance, grades, report cards, test scores, discipline, graduation status, preparation for college and more. It helps facilitate communication and enables parents and teachers to work collaboratively to support the academic success of their students.</p> <p>The Special Education Department collaborates with parents, students, and Counselors to monitor students' IEPs. Parents or caregivers of students who are enrolled in Special Education are actively involved in the development, monitoring, and revision of student's personal learning plan and their college and career and/or other educational goals. The Special Education teachers provide parents with the following resources:</p> <p>The Community Advisory Committee (CAC), which champions effective Special Education programs and services for pupils with disabilities as well as provide professional development opportunities for families. CAC meets monthly during the school year.</p> <p>The District's Parent University helps parents become more informed about their child's education.</p>	
--	--

**Post High School Transitions**

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Cabrillo supports student transition to college, career, and other post-secondary options through various programs and opportunities. All students are given the opportunity to meet with on-site college advisers and the College and Career Specialist in the College and Career Center. They are available to aid students with transitioning from high school into higher education as well as in obtaining internships, vocational/certificate programs, and other post-secondary paths that students decide to embark upon. Resources are available to assist with this process also. Students have the opportunity to meet with staff to update their resumes and gain information on different career and educational options. The College and Career Center also offers programs to support student transition to post-secondary options through Cal-SOAP, EAOP, ETS, and Upward Bound, to name a few.</p> <p>Additionally, a Career Developer was assigned to Cabrillo during the 2018-19 school year. Her main focus is to assist students in gaining employment. She is available Monday through Thursday all day for students to drop into the career center. She has been instrumental in helping students complete job applications, refine resumes and prepare for interviews. An updated jobs listing is posted weekly.</p> <p>The College/Career Exploration Night is an annual event that takes place during the fall semester. While this event is for all students, it is also an opportunity for students who receive Special Education services to learn about various post high school options such as education/training, employment, independent living, and community participation.</p> <p>All students with IEPs take part in the Individualized Transition Planning (ITP). This is federally required for all students who have an IEP. Transition planning should begin with the first IEP that is in effect when the student turns 16, or younger if determined to be necessary by the IEP team. In order for students to achieve their measurable post-school goals, the IEP must include a description of the transition services needed to help the student move from high school into the adult world. The transition services section of the IEP is a long-term individualized plan that addresses future goals at a minimum in the three areas required by IDEA 2004: education/ training, employment, and independent living. WorkAbility I (WAI) was initiated in November 1981 as a pilot project to test the concept of work experience for youth with disabilities. WAI continues to successfully conduct interagency coordination of services, which began with a September 1982 Employment Development Department (EDD), State Department of Rehabilitation (DOR), and CDE non-financial interagency agreement. The</p>	<ul style="list-style-type: none"> <li>• College/Career Center Activities &amp; Materials</li> <li>• Exploration Night Flyers &amp; Sign-In Sheets</li> <li>• ITP Materials</li> <li>• WAI Materials</li> <li>• Stakeholder Interviews</li> </ul>

WAI program is funded and administered by the CDE. The WAI program provides comprehensive pre-employment skills training, employment placement and follow-up for high school students in Special Education who are making the transition from school to work, independent living and postsecondary education or training. Program services are appropriate to individual student needs, abilities, and interests.

The WAI program offers students with IEPs the opportunity to complete their secondary education while also obtaining marketable job skills. WAI provides students with an understanding of job seeking and job keeping skills. The employability of students improves through occupational class training and on-the-job subsidized or unsubsidized work experience. The WAI program seeks employers in the business community who will give students with special needs a chance to prove themselves in a competitive integrated employment setting. Local program sites successfully coordinate state and local service providers to offer comprehensive services tailored to local economic, social, and geographic needs and abilities. Two year follow-along support services provided by local program staff greatly increase the potential for student employment success.

In all Pathways, the elective classes are designed to help students learn about a particular career path. By completing a sequence of courses within a particular CTE strand, students have a jumpstart into learning about a particular career. For example, by the time they are seniors, SACMAA students should have developed a portfolio of work that could help them apply to college or potentially apply for a job.

Other strategies and programs that facilitate transitions to college, career, and other postsecondary high school options include:

- Internship opportunities with Boeing and the Port of Long Beach.
- College and Career Center creates and facilitates a number of student workshops and other resources to allow students to explore college and career path options. The College and Career Specialist assists students with part time employment opportunities while also assisting students to apply for and receive work permits.
- EOP and ETS programs allow students to develop potential career skills beyond the scope of general education classes.
- AVID courses teach students study and professional demeanor and presentation skills in order to facilitate their success in high school and beyond.
- Each Pathway has Student Ambassadors who represent their represent Pathway and participate in leadership training and service projects.
- Incoming ninth graders and returning tenth graders have had the opportunity to participate in the My Journey to College summer program. Students were exposed to colleges and universities and offered academic support in math and English. The program included field trips to local colleges where students learned about college requirements and opportunities. While the grant that funded this program has expired, Cabrillo is looking to continue a modified version of the program next summer.

## **ACS WASC Category B: Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs**

### **Summary**

In support of the Long Beach College Promise, the Long Beach Unified School District is committed to providing all students with standards-based, rigorous curricula aligned with State standards that prepare students for post-secondary options, facilitate easy transitions between District schools, and provide appropriate scaffolding between grade levels. All course curricula must be approved by the District office to ensure it meets District graduation, A-G, and Linked Learning requirements. The District Curriculum Leaders facilitate training, and collaborate with teachers to support implementation. Textbooks are also standardized throughout the District. Teachers share best practices regarding curriculum alignment and the LBUSD Understandings during monthly department meetings and District CIV and department walkthroughs. There is a continued focus on supporting English learners, struggling students, and high achievers.

Each Pathway team has created projects to enhance the standard curricula and support Pathway objectives. This has led to more interdisciplinary projects that provide real life, college and/or career-based experiences throughout high school. With the support of business advisories, there has been an increase in Work-Based Learning opportunities for all students. Teachers have identified the need to increase study, research and deductive reasoning skills needed in future college and career environments.

All students have an array of opportunities to pursue and make viable choices in all of their educational endeavors. Beginning in middle school, students and parents are provided multiple opportunities to learn about educational options at Cabrillo. All students meet with their Counselors at least once a year to plan their course options with the objective of meeting graduation requirements and A-G completion. The College and Career Center offers a wide variety of support services to provide opportunities for students.

The collaboration within both Departments and Pathways has led to increased uniformity of communicating Learning Targets, identifying needed interventions, and increasing the number of students prepared to take more rigorous classes. After examining data from PSAT and SBAC results, departments are exploring how to increase exposure to and development of testing skills.

After examining the evidence, the focus group felt that although there needs to be continued focus on curriculum implementation, training, and collaboration among all groups, the criteria are being met. There is a multilayered structure to identify and address critical learner needs in a timely manner, and make adjustments as needed.

### **Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

- Uniformity in communicating Learning Targets
- Access to credit recovery opportunities through Independent Study during the day, after school, and during Saturday School
- Higher number of students having access to and are enrolled in AP courses
- Many professional development opportunities offered both through CPEM and optional after school sessions

### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

- Develop a targeted/strategic plan for students to get more SAT and SBAC practice
- Opportunities for students to develop their study, research, and deductive reasoning skills
- The World Languages Department needs to adopt new textbooks
- Continue to develop single-subject integrated lessons to connect academic and career themes

## Category C: Standards-based Student Learning: Instruction

### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

#### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p><b>English Language Arts</b> The English Department uses Pearson textbooks for the 9th-12th grade ELA curriculum. These textbooks contain rigorous texts within it and students are regularly asked to read, annotate, and respond to grade-level text. Teachers also supplement novels and books with Linked Learning activities. Students are expected to extend and analyze arguments following the conventions of English and the MLA format. Teachers align their instruction very closely with the College Board when teaching the AP curriculum in AP Language and Composition, AP Literature, AP Research, and AP Seminar. Another option seniors have, aside from Senior English and AP courses, is the Expository Reading and Writing Course (ERWC). The ERWC course is aligned with the CCSS for English Language Arts and Literacy, and addresses critical academic literacy challenges identified by California State Universities. Learning Targets are posted in classrooms. Google Classroom is used regularly. Students engage in daily collaborative conversations about both independent reading books and assigned grade-level textbooks. Students share annotations, what they are wondering, and character traits on a daily basis. The writing process is also used in cooperative groups. Students take their writing through several stages of the writing process, which requires them to work closely with one another as they revise and edit. Students are writing in a variety of genres using a variety of texts, including non-fiction, seen through several different lenses for single subjects and SSI.</p>	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Syllabi</li> <li>• Course Outlines</li> <li>• Google Classroom</li> <li>• Pearson Textbooks</li> <li>• College Board Course Articulation</li> <li>• ERWC Curriculum</li> <li>• Classroom Work Portfolios</li> </ul>
<p><b>Math</b> The Math Department focuses on students learning the process of solving a problem, not just the solution. Teachers use collaborative conversations to reinforce students' thinking and ability to explain processes verbally. Students are taught to work in groups, value one another's input, and understand how to tackle challenging new concepts. Teachers use unit assessments to analyze student work during Course Collaboration Meetings. Teachers use the standards of mathematical practice to improve students' perseverance in solving more difficult problems. Teachers also implement SSI exercises from math textbooks to help students connect the content to their Pathways and relevant industry topics. In preparation for the AP Calculus test, students will take seven full-length practice tests. These tests are given in an AP-like environment to acclimate students to the added pressures of high stakes testing. All teachers use the adopted textbooks which are rigorous, aligned to CCSS, and include real-world applications. Math teachers (district-wide and/or schoolwide) participate in unit studies followed by a lesson plan delivered by the cohort of content teachers. This develops a cohort that is comfortable collaborating. Teachers are able to observe different teaching styles and ideas. The end result is a better lesson that has been taught, reflected on, and revised. This provides a concrete way to better classroom instruction. Each content area engages in a unit study at least once each year, with a goal of once per semester. Last year, each teacher participated in at least one lesson study, as well.</p>	<ul style="list-style-type: none"> <li>• Enrollment in Honors, Accelerated and AP classes</li> <li>• Collaborative Conversations</li> </ul>
<p><b>History/Social Science</b> In the History/Social Science Department, all classes are aligned with either the History Social Science Framework or College Board AP Course Framework with a focus on the Standards for Literacy in History/Social Science and the College Board Historical Thinking</p>	<ul style="list-style-type: none"> <li>• <u>Standards for Literacy in</u></li> </ul>

<p>Skills. Formal writing is embedded throughout the curriculum and assignments and assessments are designed to teach writing organization, analysis of primary and/or secondary sources, and evidence-based argumentation skills. Teachers use inquiry-based instruction to engage and build deeper conceptual understanding of the content. This includes collaborative conversations, which encourage students to analyze and evaluate the content while building communication and articulation skills. In all classes, students are involved in a series of critical thinking activities tied to writing and analysis. At least once during every unit, students engage in analysis of diverse sources through Document Based Questions (DBQs), or released College Board Free Response Questions (FRQs), Short Answer Questions (SAQs), and Long Essay Questions (LEQs). Along with the rigorous curriculum, most History teachers integrate content from the cohorted Linked Learning Pathway to further build relevancy and purpose of the curriculum.</p>	<p><u>History/Social Science</u></p> <ul style="list-style-type: none"> <li>• <u>History Social Science Framework</u></li> <li>• <u>College Board Historical Thinking Skills</u></li> <li>• Learning Targets</li> <li>• DBQs, FRQs, SAQs, LEQs</li> <li>• SSI Lessons &amp; Assignments</li> </ul>
<p><b>Science</b></p> <p>Science classes use various student-centered activities and guided-inquiry instruction to both enhance and enrich learning. The biology teachers have agreed to conduct common labs and common assessments throughout the year to establish a foundation of learning that can be used to assess student achievement. There are also projects and labs that often require research, writing, and the synthesis and application of knowledge. Instruction is intentionally focused on teaching the skills and content students are expected to master and apply. In all science classes, students complete challenging writing assignments and conduct rigorous labs. An appropriate amount of instructional time is spent performing lab investigations and activities which allow students to experience and develop the scientific processes of observing, classifying, identifying, measuring, inferring, hypothesizing, interpreting data, controlling variables, communicating, developing models and hypothesis, and predicting outcomes. Chemistry offers practical knowledge and an understanding of scientific achievements, their significance in the world we live in, and the implications these achievements have on everyday life.</p>	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Syllabus</li> <li>• Course Outline</li> <li>• FRQs</li> <li>• SSI Lessons &amp; Assignments</li> </ul>
<p><b>World Languages</b></p> <p>The department works towards implementing communication, culture, connections, comparisons, and communities. A focus has been placed on “real world communication” that takes place in a variety of ways. The curriculum has been revised to support culturally appropriate listening, reading, viewing, speaking, and writing as shared activities among language users. Teachers collaborate with other teachers who share the same language-level classes, as well as, within the department as a whole. This collaboration has led to the formation of highly engaging lessons, the development of new approaches, and the ability for teachers to analyze research of successful teaching strategies specific to World Languages. As a result, students are frequently required to participate in new projects and presentations, or work in collaborative groups that encourage students to engage in dialogue with others. Collaborative activities allow teachers to closely monitor students’ progress and provide immediate feedback using Google Classroom. Students are also required to read and analyze texts using higher order thinking skills. Other activities include having students create skits, dialogues, and providing oral responses using vocabulary and grammar in unrehearsed situations that investigate commonalities and differences among the nations and regions. Formal and informal assessments indicate that students are gaining not only linguistic/technical perspective of language, but also a cultural and global perspective.</p>	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Student Work Samples</li> <li>• Emphasis on Modes of Communication</li> <li>• SSI Lessons &amp; Assignments</li> </ul>
<p><b>Career Technical Education</b></p> <p>Within the technical core, students have semester projects which they have to present and defend what they have prepared. The guidelines for projects are evaluated by the Advisory Board members to ensure the objectives of the projects match the expectations of the business community. These projects can be given in a group format to allow students to become effective communicators and collaborators. The projects involve a problem, which then students have to design a solution for and show the development of how they solved that problem through the use of industry practices of solving real world problems. In CED, students use a design process and an engineer’s notebook to collaborate to solve these problems. Students are constantly working on projects and keep building upon what they have learned. In SACMAA, students utilize industry-standard software tools to demonstrate competence as they create their media projects.</p>	<ul style="list-style-type: none"> <li>• Evaluation Sheets</li> <li>• Advisory Board Minutes</li> <li>• Student Work Samples</li> </ul>

<p><b>Visual and Performing Arts</b>  VAPA teachers differentiate instruction in basic and advanced classes for projects, presentations and performances. All courses require students to utilize time-management skills, while learning to generate, develop, refine, analyze, interpret, and complete artistic ideas and work. Students are consistently assessed, both formally and informally, on projects. By offering a wide variety of classes, students are able to explore their talents and interest beyond the core subjects. Many Special Education students attend VAPA classes with a 1-to-1 aide and actively participate in art shows and performances. In band and choir classes, students' performances are constantly evaluated and feedback is given immediately and verbally using constructive criticism and positive reinforcement. The level of performance is used to determine the difficulty of future pieces of music in an effort to promote academic rigor while still fostering student success.</p>	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Performances</li> <li>• Student Work Samples</li> <li>• Goals, Assignments, Deadlines Displayed</li> </ul>
<p><b>Physical Education</b>  The PE teachers deliver relevant and engaging instruction by implementing daily warm-ups, including running and stretching activities. Tournament play is utilized to encourage improvement. Students complete a timed mile run and 20-minute runs once each week. Students are taught fitness principles: the F.I.T.T. (Frequency, Intensity, Time and Type) principle, 5 components of fitness, and basic anatomy/physiology. Throughout the school year, these principles and body functions are integrated and highlighted whenever possible.</p>	<ul style="list-style-type: none"> <li>• Timed Runs</li> <li>• Warm-Ups</li> </ul>
<p><b>Special Education</b>  Special Education teachers and general education teachers work closely to monitor and make instructional recommendations to modify instruction and meet the academic needs of students with IEPs and/or 504 plans. The Special Education Department creates and implements cohesive, integrated, and relevant curriculum. Learning Targets are posted daily and supported by CCSS. Homework assignments are relevant and reinforce student learning. Students meet college readiness standards through oral presentations of research papers and projects. Students are also placed in challenging courses to enhance depth of knowledge and broaden the platform for learning. Students with specialized services are presented with the same math content and use the same technology for their performance tasks as found in the general education math classes. All RSP students are enrolled in general education classes and are therefore meeting the rigor of the general education population.</p>	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Syllabi</li> <li>• Student Work Samples</li> </ul>

## Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p><b>English Language Arts</b>  Expectations are clearly articulated in the class syllabi, daily agendas, and Learning Targets. Rubrics are reviewed before assignments are given and after grades are given back. Students are encouraged to ask questions about grades they have earned. Students are given the opportunity to revise work for better grades. Students are assessed through formative assessments.</p>	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Syllabi</li> <li>• Course Outlines</li> <li>• Rubrics</li> </ul>
<p><b>Math</b>  Learning Targets are posted so that students understand the daily objectives. Google Classroom and School Loop offer a means of communicating classroom materials to students and their families. In the classroom, teachers display posters regarding the classroom policies, collaborative conversations, and CHAMPS (Conversation, Help, Activity, Movement, Participation, Success). Teachers provide students with class syllabi with goals and expectations, which are tied to the course outline and the CCSS. The District provides a suggested pacing guide. Teachers are given autonomy to adjust pacing as needed.</p>	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Syllabi</li> <li>• Course Outlines</li> <li>• Google Classroom</li> <li>• Classroom Norms</li> <li>• School Loop</li> </ul>
<p><b>History/Social Science</b></p>	

History/Social Science teachers post daily Learning Targets, which identify what students are learning, why they are learning it, and how they will learn it. Course expectations and concepts are outlined in the class syllabi. Most History teachers assign projects to students with rubrics or scoring guides. Students are shown samples of performance levels for projects and writing assignments.	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Class Syllabi</li> <li>• Course Outlines</li> <li>• Rubrics/Scoring Guides</li> </ul>
<b>Science</b> Science classes have syllabi that include the scope and sequence of materials to be covered, along with the appropriate standards addressed in NGSS. Learning Targets are written on the board daily and discussed at the beginning of each class to guide student learning.	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Class Syllabi</li> <li>• NGSS Standards</li> </ul>
<b>World Languages</b> Teachers state and display Learning Targets. In doing so, students are exposed to the skill or language function to be demonstrated by the end of class. At the beginning of each unit, the teacher states the long-term performance goals and reviews vocabulary and culture. There are clearly defined expectations for each course within the department.	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Class Syllabi</li> <li>• Course Outlines</li> </ul>
<b>Career Technical Education</b> Students are given a handout of the guidelines for projects with the objectives and grading rubric. Previously produced student work products are used as models for students to follow regarding CTE standards and performance level. Advisory board members evaluate rubrics and deliverables for the projects and give feedback on how well teachers are assessing the students, according to industry standards.	<ul style="list-style-type: none"> <li>• Project Guidelines</li> <li>• Student Work Samples</li> <li>• Advisory Board Minutes</li> </ul>
<b>Visual and Performing Arts</b> The VAPA teachers post daily goals, Learning Targets, assignments, due dates, and deadlines. All VAPA teachers model and demonstrate all techniques and provide examples of student work and the criterion for each assignment and project, to support students in achieving a high level of success in each course in the department. Teachers consistently monitor student progress and model what the final product should look or sound like.	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Performance Calendar</li> <li>• Teacher Modeling</li> </ul>
<b>Physical Education</b> Physical Education expectations are posted in both the male and females locker rooms. In addition, unit expectations are discussed at the beginning of each unit and class period.	<ul style="list-style-type: none"> <li>• Standards Posted</li> </ul>
<b>Special Education</b> In the Special Education classrooms, daily goals and Learning Targets are written on the board and are discussed at the beginning of class to reinforce and guide learning. Students are front-loaded with key materials. New concepts are modeled by the teacher with examples relevant to the objective for the day. Following guided practice, teachers are able to check for understanding using different forms of exit tickets or verbal responses. Layered activities are implemented for closure. The syllabus in each course contains a course objective overview.	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Class Syllabi</li> <li>• Course Outlines</li> </ul>

## Differentiation of Instruction

**C1.3. Indicator:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<b>English Language Arts</b> Students use Vocabulary.com to preview and review content-specific vocabulary. Students engage in discussions and review skills through questions and documents taken from Pearson textbook or readings. Teachers allow students to use audio books to enhance reading comprehension, use Google Slides to present information, and/or show clips from movies or play a song that introduces or exemplifies a part of the lesson in order to assist in understanding a concept or skill. Teachers also utilize writing conferences to identify 1-2	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Google Classroom</li> <li>• Classroom Observations</li> <li>• Pearson Materials</li> </ul>

<p>specific writing skills to improve upon from draft to draft; moreover teachers use Khan Academy as a supplemental program to reinforce standards that have already been taught.</p>	
<p><b>Math</b> The Math Department uses online tools, such as Khan Academy and Kahoot, to differentiate instruction. While students are getting individual support from the website, the teacher can use the time to provide an even more impactful experience by working one-on-one or in small groups with students who need extra assistance. Different exercises, videos, and other support materials can be assigned to students, as needed. The students also use scientific and graphing calculators to promote deeper understanding of the concepts. They also use low tech aids, such as unit circles created from card stock. Math teachers use grouping strategies to support student learning. During vertical team meetings, various differentiation techniques are shared within the department.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Google Classroom</li> <li>• Khan Academy</li> <li>• Scientific/Graphing Calculators</li> <li>• Meeting Minutes</li> <li>• Kahoot</li> </ul>
<p><b>History/Social Science</b> Teachers use a variety of technology to differentiate instruction for students. Podcasts and videos encourage understanding for auditory and visual learners. Small groups and gallery walks promote kinesthetic learning. Teachers also collaborate with the District Curriculum Leader to create interactive lessons that incorporate videos, audio, photos, and written texts. Teachers also use Google Translate to interpret online text for EL students. For new students with no English experience, college aides are used intermittently for translating Khmer and Spanish.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Presentations and Notes from District Curriculum Leader</li> </ul>
<p><b>Science</b> Teachers conduct demonstrations of labs in the biology classes to help support students who need added support. This allows students to see what is expected in the upcoming assignments. While there is there is 'show and tell', there is also 'tell and show,' where they are given the instruction, then have to complete tasks and finally write up the process. This gives students an opportunity to describe and analyze how they completed a certain task.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Google Classroom</li> </ul>
<p><b>World Languages</b> Teachers integrate technology in their classrooms at least once per month. There is a direct correlation between diligent student participation on these technology sites and the student's success in the class. These tools enhance student engagement and provide immediate feedback to teacher and student. They also prepare students for the 21st century skills and provide students with another resource that can be used outside the classroom.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Google Classroom</li> <li>• Department Meeting Notes</li> </ul>
<p><b>Career Technical Education</b> Teachers differentiate instruction based on students' needs. Teachers use student groups to pair struggling students with higher achieving students; this allows the struggling students to receive guidance from their peers. Engineering teachers utilize videos and multimedia from PowerPoints to Google Slides to allow students access to the curriculum so they may get a better understanding of the content. From using Chromebooks to utilizing full-functioning computer labs, students have access to Google Apps for Education (GAPE) and the Google Classroom to complete, redo, and revise assignments that they may have not demonstrated proficiency in the first time. CED students also use the Innovation portal to upload documents and get feedback from industry professionals on the work they have submitted. This allows them to revise their work if it is not up to standard.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>
<p><b>Visual and Performing Arts</b> VAPA teachers utilize technology seamlessly in their lesson plans to assist all levels and types of learners in the visual and digital arts classrooms, which are composed of all grade levels in almost every period and discipline. Each teacher welcomes and supports inclusion of all levels of Special Education students, and use their specific IEPs to modify and accommodate projects, tools and learning for their needs, and to help them achieve a high level of success in each of the VAPA disciplines. The traditional visual arts and AP arts courses (Drawing and Painting ½, ¾; 3-D Art; AP Studio Art), along with all artist-educators in the department, incorporate a variety of instructional strategies that incorporate the use of available technology in each lesson to engage learners, incorporate SDAIE strategies for ELs, and to differentiate instruction. In band, multiple levels of performance are available to differentiate instruction based on ability. Students audition to be placed in the appropriate</p>	<ul style="list-style-type: none"> <li>• Meeting Minutes</li> <li>• Lesson Plans</li> <li>• Student Work Samples</li> <li>• Annual Spring SACMAA Art and Animation Showcase</li> </ul>

classes. Instrument differentiation happens based on skill level. In dance and theater arts, students are placed in different levels based on experience and comfort level.	
<p><b>Physical Education</b></p> <p>The PE teachers have students track their mile runs, which allows students to set and reach their personal growth goals. Teachers conduct lessons that meet the needs of EL, Special Education, general education, and high-performing students. The emphasis is always inclusive, utilizing strategies such as collaborative conversations, positive reinforcement, and continuous skill improvement. PE uses Fitnessgram to measure students' fitness levels. All levels of learners are placed in all courses, so lessons are differentiated to support them. Chromebooks have been utilized in classes with special units to record outcomes and results. Students work collaboratively to develop a template to begin projects, then engage and complete the projects in the Google Classroom.</p>	<ul style="list-style-type: none"> <li>• Personal Goals</li> <li>• Timed Runs</li> <li>• Google Classroom</li> <li>• Fitnessgram</li> </ul>
<p><b>Special Education</b></p> <p>Teachers create and implement lessons that address all learning modalities. Students practice and improve computer research skills. Students use Chromebooks to work on interactive learning games. Teachers use PowerPoint for visual notes and presentations. Station partner labs are used to collaborate and keep students engaged. Technology has allowed a broadened platform of learning for all students.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Department Meeting Minutes</li> </ul>

## C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Findings	Supporting Evidence
<p><b>English Language Arts</b></p> <p>English teachers are pulled out of the classrooms at least two times each year for professional development around instructional content and hosted by the District Curriculum Leaders. These meetings help teachers maintain a rigorous curriculum in the classroom. Students take assessments through the LBUSD Student Portal and through teacher-created Google Forms. Teachers also use online resources like Kahoot, Vocabulary.com, and the Pearson <i>My Perspectives</i> online materials to review skills and content.</p>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Student Work Samples</li> <li>• District Training</li> <li>• Khan Academy</li> </ul>
<p><b>Math</b></p> <p>Teachers use Desmos to teach new content and to dive deeper into topics. Marbleslides is a Desmos activity that gives students an opportunity to see the results of changing the inputs of linear, quadratic, higher order, and trigonometric functions. As the equation changes, marbles sliding along the graphical representation collect stars. The video game aspect of Marbleslides keeps students engaged as they learn functions. Intensified Algebra teachers use the Agile Minds program to deliver content. The lessons are online, scripted, and designed to help teachers lead students to a deeper conceptual understanding of algebra. The AP Calculus and AP Stats teachers are incorporating the brand new HP Prime calculators. These powerful machines are cleared for use on the AP and SAT tests. The fast speed and high functionality will open new possibilities for the students and teachers.</p>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Khan Academy</li> <li>• Desmos</li> <li>• Agile Minds Website</li> <li>• Google Classroom</li> <li>• Student Work Samples</li> </ul>
<p><b>History/Social Science</b></p> <p>Teachers use Google Classroom, YouTube videos, and NBCLearn to further expand on the History/Social Science concepts. Google Classroom is used in classes for the daily agendas, warm ups, classroom assignments, and online assessments. Document cameras are used to display visuals and samples of student work and writing. Students use Chromebooks for</p>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Online Assessments</li> <li>• Multimedia Projects</li> </ul>

<p>individual and/or group multimedia projects. Teachers use apps such as Quizlet and Kahoot to garner formative assessment data.</p>	
<p><b>Science</b>  Science teachers use Google Classroom, YouTube videos, and appropriate scientific videos to broaden academic understanding. Google Classroom is used in classes for the daily agendas, warm ups, classroom assignments and online assessments. Students also use Chromebooks for the individual and/or group multimedia projects and to do background research when doing lab write-ups and group projects. This allows for students to work collaboratively to practice communication, writing, and research skills.</p>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Online Assessments</li> <li>• Multimedia Projects</li> </ul>
<p><b>World Languages</b>  World Languages' teachers use authentic videos and PowerPoints to deliver curriculum. They use YouTube, music, and social media to expose students to strategies, resources, and authentic cultural experiences.</p>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Online Assessments</li> <li>• Multimedia Projects</li> </ul>
<p><b>Career Technical Education</b>  Content knowledge is processed through lectures, discussions, online research, and real world projects. Many times there are rich collaborative discussions. Students research topics and then share or even teach the rest of the class. SACMAA teachers participate in after-hours training in digital media so non-technical core teachers understand technical skills students are mastering.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>
<p><b>Visual and Performing Arts</b>  Teachers are in the process of discovering and implementing new forms of technology in the classroom. All teachers incorporate PowerPoint into their lessons. The band teacher uses several online groups for AP Music Theory and incorporates new technology into classroom activities each year. All choirs practice using slides of various vocal exercises displayed on an overhead projector. Visual aids are used for band to process what is to be learned and practiced. The steel drums teacher encourages students to use an app that helps them learn the layout of the notes faster. Kinesthetic learning is used in all performing arts classes. In music classes, it helps students with connecting the music back to their bodies (i.e. how it feels), which is particularly effective for those who are struggling with visualizing and hearing the music.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PowerPoint</li> </ul>
<p><b>Physical Education</b>  The PE department incorporates technology into their instructional practices by having students log and track their mile. All miles are timed and tracked using the stopwatch. PE supports all academics through physical development, which increases blood-flow and oxygen to the brain. Skill development, teamwork, and math skills are infused into most lessons, which assists in project-based work, cooperation with others, and in students' confidence to face new challenges by accomplishing difficult physical skills and gaining fitness. Math is integrated with heart rate calculations. Students investigate and learn about the history of sports.</p>	<ul style="list-style-type: none"> <li>• Mile Run</li> <li>• Lesson Plans</li> </ul>
<p><b>Special Education</b>  Special Education has implemented the use of Chromebooks to research and evaluate articles, access YouTube, find resources to expand on general education classroom concepts. All Special Education students have access to a Chromebook. Teachers are in the process of discovering new methods for implementing technology using the Chromebooks. Some of the current practices include online virtual labs, academic games, PowerPoint presentations, diagrams, and Google Classroom.</p>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Online Assessments</li> <li>• Multimedia Projects</li> </ul>

## Teachers as Coaches

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p><b>English Language Arts</b> Students participate in a variety of collaborative conversations and group work strategies. Teachers observe, guide, and give mini-lessons as a need becomes apparent. Teachers plan instruction, which utilizes cooperative groupings, collaborative conversations, Socratic Seminar, Costa’s levels of questioning, and reading strategies to facilitate guided and independent learning. Students utilize growth mindset strategies to foster their learning and take ownership of it.</p>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Collaborative Planning</li> </ul>
<p><b>Math</b> Math teachers use collaborative conversations. This guided group work allows students to use each other as resources while the teachers facilitate the discussions. Khan Academy provides an opportunity for teachers to act as coaches. After introducing a concept, the teacher can assign a Khan Academy practice. The website will tell students if their answers are correct and provide hints for students who need additional support.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Collaborative Conversations</li> <li>• Khan Academy</li> </ul>
<p><b>History/Social Science</b> Most teachers have been trained in Equity and Access Collaborative Conversation strategies to promote equitable questioning strategies and student-centered classrooms. Through this training, History teachers organize collaborative conversation groups in which students use higher-level thinking skills to discuss History/Social Science content while the teacher works as a facilitator. The teachers use the gradual release lesson design to guide inquiry-based learning. It provides students with an inquiry-based question to focus on, guided practice, and independent practice.</p>	<ul style="list-style-type: none"> <li>• Collaborative Conservation Guidelines</li> <li>• Gradual Release Lesson Plans</li> </ul>
<p><b>Science</b> Most science teachers have been trained in Equity and Access Collaborative Conversation strategies. Within the science classroom, students are placed in small collaborative groupings for discussions and laboratory work. Teachers use a variety of methods to check for understanding.</p>	<ul style="list-style-type: none"> <li>• Collaborative Conservations</li> <li>• Gradual Release Lesson Plans</li> </ul>
<p><b>World Languages</b> Teachers model pronunciation, dialogue, and expectations for how students should perform in verbal activities. Teachers also check for understanding through oral and written responses. Students are continuously asked guided questions while they are working through content and teachers provide immediate feedback. When checking daily homework for completion, teachers provide general feedback on students’ work in writing and oral prompts. Teachers empower their students to take responsibility for their own learning by having students present activities orally to the class or work in small groups on activities.</p>	<ul style="list-style-type: none"> <li>• Collaborative Conservation Guidelines</li> <li>• Gradual Release Lesson Plans</li> </ul>
<p><b>Career Technical Education</b> Much of CTE instruction is project-based, both individual and collaborative. The projects have a series of step-by-step processes and then a single element is combined into the final product. Students receive coaching from their teacher, team leaders, and other students. The coaching may be on a one-to-one or one-to-many basis. Equitable questioning strategies are employed when engaging students in class conversations. Teachers use strategies to encourage students to reach higher levels; this happens through active encouragement and pointing out to students how the core technical competence they are learning is far beyond the reach of traditional classes.</p>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Peer Critiques</li> </ul>
<p><b>Visual and Performing Arts</b> Teachers use a wide spectrum of coaching strategies to facilitate learning for all students on a daily basis. Each program is constantly preparing for the next event, presentation, or production. Teachers consistently model clear expectations when working with their students.</p>	<ul style="list-style-type: none"> <li>• Performances</li> </ul>

Students are encouraged to collaborate and brainstorm project ideas. This process provides an opportunity for self-discovery, and students are encouraged to make alterations to their performance or piece of work, based upon their reflection. Students are also given self-assessments and peer assessments of performances or pieces of art, and a general culture of positive criticism and acceptance is encouraged by the faculty.	
<b>Physical Education</b> All students in PE are encouraged to be team captains, stretch leaders, and often have equipment responsibilities.	<ul style="list-style-type: none"> <li>• Student Roles</li> </ul>
<b>Special Education</b> To engage students in their own learning, Special Education teachers write down and review daily goals with their students. Teachers also check for understanding using multiple strategies such as calling on non-volunteers, elbow partner discussions, and using whiteboards. Students participate in group activities in which they work together to produce presentations related to the learning target for the day. Teachers front-load information at the beginning of a lesson and provide assistance when needed. Students are released gradually to complete lessons on their own, or within their group to complete the activity of the day.	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Collaborative Conservation Guidelines</li> <li>• Gradual Release Lesson Plans</li> <li>• Group Activities</li> </ul>

## Examination of Student Work

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<b>English Language Arts</b> All students are required to annotate text. Teachers utilize Pearson <i>My Perspectives</i> end-of-unit tests, which are standards based and mimic SBAC questions. Teachers modify questions to meet the needs of their students. Teachers also modify prompts from Pearson to extend learning opportunities. The CSU ERWC courses are tailored to support students' higher-level understandings. English teachers use the Equity and Access strategies and AVID WICOR strategies, including Socratic seminar and philosophical chairs. Some teachers also demonstrate lessons for other teachers to observe. Students demonstrate their understanding of the concepts through written work and presentations.	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Course Syllabi</li> <li>• Student Work Samples</li> </ul>
<b>Math</b> Assessments are created using Costa's levels of questioning, low, medium and higher levels. Cross-curricular projects allow students to apply skills to real world problems. Teachers curate Khan Academy exercises to allow students to build their understanding throughout the unit. A common high cognitive task that all math classes use is error analysis. Students are shown a solution to an exercise by an actual or theoretical student. The solution contains a logical or calculation error. Teachers also use Higher Order Thinking (HOT) questions from the textbook.	<ul style="list-style-type: none"> <li>• Department and Pathway Meeting Minutes</li> <li>• Google Classroom</li> <li>• Khan Academy</li> </ul>
<b>History/Social Science</b> Students work in small group activities and projects to promote communication skills and accountability in their understanding of the content. Each Pathway has been developing interdisciplinary projects where content learned in History, English, and Pathway courses have been tied together to create a better understanding of their knowledge learned by applying the ideas in a collaborative effort.	<ul style="list-style-type: none"> <li>• Interdisciplinary Projects</li> </ul>
<b>Science</b> Science students participate in laboratory experiments, which includes data analysis and drawing conclusions. Students are given the opportunity to refer back to notes they have taken and work that they have completed in order to do research and inquire new knowledge	<ul style="list-style-type: none"> <li>• Student Work Samples</li> <li>• Lab Reports</li> </ul>

<p>based on their understandings. All labs offer students the opportunity to apply learned concepts. Chemistry offers practical knowledge, understanding of scientific achievements, and implications of principles in everyday life. In Physics, students are constantly given problems that require an understanding of both the concepts, as well as the mathematical interpretation of those concepts. Students are expected to accurately solve these problems and then communicate their findings.</p>	<ul style="list-style-type: none"> <li>• Formal Essay Papers</li> <li>• Lab Discussions</li> </ul>
<p><b>World Languages</b>  Students complete assignments that allow them to demonstrate their knowledge and understanding of the content in a personally meaningful way. Students apply writing, speaking, and communication skills as they compose writing in a variety of genres, develop storyboards, and produce PowerPoint presentations. Each unit includes an oral or written performance task where students demonstrate their mastery of the language goal. After several days of structured learning, students engage in an activity that is tailored for their learning style and personal interests. For example, after learning about family vocabulary, students will write a paragraph introducing their family or complete an oral response describing their family that they would then share with the class. Through such activities, students demonstrate higher-order thinking skills, their ability to develop and produce personalized interpretations using the language, and the ability to draw upon a knowledge base, rather than simply memorizing and recalling vocabulary.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>
<p><b>Career Technical Education</b>  As part of the students' senior projects, new knowledge is scaffolded from previous learning. Students go through formative activities and learn the required skill sets. After they get the skill sets down, they're challenged with a project to apply those skill sets. Students are also challenged by having slightly different versions of an assignment to apply their knowledge to a novel task.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>
<p><b>Visual and Performing Arts</b>  Sequential learning is a major aspect of all activities and projects within the performing arts. Performance-based activities/projects allow students the ability to investigate, research, gather, and reference information in a very personal way, often times within a team dynamic. The process of completing performance-based activities/projects leads to self-discovery, and students are given multiple opportunities to present or perform, to showcase their abilities. There is also an emphasis on teaching the process. Students learn how to perform step-by-step at first, but over time, they evolve and begin to teach one another.</p>	<ul style="list-style-type: none"> <li>• Performances</li> <li>• Competition Awards</li> </ul>
<p><b>Physical Education</b>  Through the use of Chromebooks and Google classroom, students utilize the fitness principles, anatomy, physiology, and biomechanics to develop their own personalized two week fitness/activity plan. This plan is used to assess the student's overall knowledge of the curriculum for their end of the year final.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>
<p><b>Special Education</b>  Teachers create and implement layered activities for all students. Students within the department have access to Chromebooks. A classroom aide is also available to assist students in Special Education classrooms. Students complete projects and oral presentations with modifications and/or accommodations that align with each student's IEP. Teachers empower students to research, discover, and apply knowledge through the use of PowerPoints, layered activities, and projects. Students communicate this knowledge when presenting an oral presentation of their findings.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PowerPoints</li> <li>• Layered Activities</li> <li>• Oral Presentation</li> <li>• Student Work Samples</li> </ul>

**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p><b>English Language Arts</b> Higher level thinking and problem solving are evident when students do their Pathway-integrated projects and are able to apply skills from multiple subject areas to one project. In many English classes, students write argumentative and/or analytical essays and participate in Socratic seminars and collaborative conversations that incorporate Costa’s levels of questions. Students follow a rigorous course of writing instruction that follows all parts of the writing process in order to fully develop ideas, establish criteria for and utilize appropriate evidence, establish voice, use established conventions of writing in English and create and utilize a thesis. This process establishes levels of skill sets and cognitive applications that students can utilize in multiple career options. Students learn to read and analyze texts on multiple levels and learn to recognize that reading is a multi-level, ongoing process that is active and interactive. Students are able to assert themselves in specific roles within a group setting (e.g. discussion leader, facilitator, timekeeper, etc.). Students learn to work together, problem solve, and maximize their strengths for the betterment of the group with a focus on one desired goal. AP Capstone students use databases containing peer-reviewed journals and articles for their research, and must conduct their own research projects in and out of class. Students learn four major citation styles, and use them depending on their research discipline: MLA, APA, Chicago, or AMA. Presentations and oral defenses are completed before a panel of experts; videos are uploaded at the request of the College Board.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> <li>• Collaborative Problem Solving</li> <li>• Student Work Samples</li> </ul>
<p><b>Math</b> Students participate in a variety of activities that allow them to demonstrate higher level thinking including philosophical chairs, Socratic seminars, discussion group assessments, and notice and wonder. Assessments utilize Costa’s levels of questioning. Some teachers use philosophical chairs at the beginning of instruction to pre-assess knowledge of a topic. For example, the teacher shows images of two rectangular prisms, one flatter than the other. The room is split into three sections, maximum base, maximum height, and something in between. The goal is to maximize the volume. Students stand in the section of the room they believe will maximize the volume. After students select the part of the room that has the right answer, somebody from each group defends their choice. After hearing the arguments, students can change their choice.</p>	<ul style="list-style-type: none"> <li>• Philosophical Chairs</li> <li>• Discussion Group Assessments</li> <li>• Assessments</li> </ul>
<p><b>History/Social Science</b> Students participate in collaborative conversations routinely; these occur in multiple forms, both verbally and electronically. Student thinking is reflected in various pieces of writing, such as SAQs, LEQs, DBQs, and group assignments.</p>	<ul style="list-style-type: none"> <li>• Syllabi</li> <li>• Student Work Samples</li> </ul>
<p><b>Science</b> Science classrooms are set up for collaborative conversations and small groupings. Students are guided into conversations that promote a deeper understanding of the content. Every science class has a lab piece built into the curriculum in which students are to research information, develop a hypothesis, conduct a lab, and make evaluative conclusions. Students can work in small groups or individually to write a lab report showcasing their process. Science projects integrate math, social studies, language arts, including annotation and interaction with complex text, data collection and analysis including trends, calculations and graphing, and argumentation including stating claims, examining evidence, and reasoning. Chemistry classes are highly dependent on math skills.</p>	<ul style="list-style-type: none"> <li>• Syllabi</li> <li>• Lab Reports</li> <li>• Collaborative Problem Solving</li> </ul>
<p><b>World Languages</b> After introducing the content (grammar/vocabulary), students complete speaking and writing activities independently, with partners, or within a group setting; this allows them to apply skills and produce work, incorporating the current vocabulary or grammar. They must use higher order thinking skills to analyze, design and evaluate, and to be successful at</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> <li>• Think-Pair-Share</li> <li>• Collaborative Problem Solving</li> </ul>

producing written or spoken text. Students constantly engage in Spanish as “word detectives,” connecting the language to their native tongue. For instance, students make use of cognates and their prior knowledge of grammatical structures. This requires higher level thinking and problem-solving skills. Students are explicitly taught to collaborate in groups where group members’ skills are meant to complement their own skills and learning styles; for example, an interpersonal learner would be paired with a shy student that has trouble pronouncing new words.	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>
<b>Career Technical Education</b> Students are entered into different student competitions and have to be prepared to defend their work and answer judges’ questions. Students work on group projects, where they determine the division of labor and assign given roles to group members.	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Student Work Samples</li> </ul>
<b>Visual and Performing Arts</b> Students are required to demonstrate higher level thinking and problem solving skills within a variety of instructional settings. All performing arts classes are performance-based and instill layered activities and/or projects that culminate in a performance, or work of art. Students are encouraged to collaborate and critique ideas regarding musical pieces, acting performances, or works of art. These activities lead to the development of visual and auditory, problem solving skills, and a heightened sense of student self-discovery. In animation, students analyze two dimensional illusions of three dimensional forms and characters, and analyze how they can be produced by combining basic shapes.	<ul style="list-style-type: none"> <li>• Performances</li> <li>• Competition Awards</li> <li>• Competition Participation Rate</li> <li>• Student Work Samples</li> </ul>
<b>Physical Education</b> Teachers encourage higher level thinking and problem solving skills by incorporating team strategies and working with others towards a common goal. Cross-curricular assignments have included ancillary Math, English, and History standards.	<ul style="list-style-type: none"> <li>• Learning Targets</li> </ul>
<b>Special Education</b> Students are encouraged to collaborate with one another during group activities to help cultivate an atmosphere of demonstrating problem solving and reasoning to deepen their understanding of learning materials. Students are required to give presentations that showcase their research findings on a variety of topics.	<ul style="list-style-type: none"> <li>• Syllabi</li> <li>• Student Work Samples</li> </ul>

**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<b>English Language Arts</b> Chromebooks are in all English classrooms and are used regularly for research, reference, word processing, and projects. Students use technology for multiple stages of the writing process and accessing online support sites such as Khan Academy and Shmoop. Students have free accounts with Khan Academy and Shmoop to study for the SAT and AP exams. Some teachers use these programs in class or assign specific lessons or drills as homework. AP Language teachers required their students to complete the Khan Academy’s grammar section. AP Language students use Shmoop videos to introduce various grammar skills and rhetorical strategies. Students create formative and culminating assessments, such as an interdisciplinary animated film of a scene from "Romeo and Juliet" that analyzes characterization. Students also use School Loop to communicate with teachers and access assignments. Most teachers require students to complete a project using Google Slides (or a similar format) or students can make short films to demonstrate their understanding of the content. Additionally, many English teachers use Turn It In! Software to check students work for plagiarism.	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Classroom Observations</li> <li>• Meetings Minutes</li> </ul>
<b>Math</b> Students work on Chromebooks and complete work on Google classroom, Khan Academy and other sites and apps. Students use the Desmos online graphing calculator to graph and analyze functions. Students also use the WolframAlpha knowledge engine. WolframAlpha	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Classroom Observations</li> </ul>

<p>can expand and factor polynomials, identify even and odd functions, and evaluate inverse trigonometric functions. Used in conjunction, Desmos and Wolfram gives students access to a whole world of information and calculations.</p>	<ul style="list-style-type: none"> <li>• Desmos</li> <li>• WolframAlpha</li> <li>• Khan Academy</li> </ul>
<p><b>History/Social Science</b> Teachers integrate technology into lessons on a daily basis through the use of Google Classroom, Google apps, and online assessments. Students use a variety of presentation programs like Google Slides, PowerPoint, Infographics, and podcasts to present their work. Additionally, students are often asked to conduct research using Chromebooks.</p>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Online Assessments</li> <li>• Infographics</li> <li>• NBCLearn</li> </ul>
<p><b>Science</b> Science teachers frequently integrate technology. Students use Chromebooks to evaluate articles, participate in online virtual labs, research, and work on assessments, warm-ups, and class discussions. They are also taught to use Google Slides, Google Docs, and Google Classroom to showcase their findings. In accelerated Biology, students use the Chromebook to access Shmoop to review prior to a unit test. Chromebooks are also used to engage with interactive simulations such as the IRIS Earthquake Browser and the PHET physics simulations, as well as for research, to communicate learning, peer editing, and creating presentations. ArcGIS online software is used for mapping. Students create maps, then use them to collect and analyze data.</p>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Online Assessments</li> <li>• Virtual Labs</li> <li>• Shmoop</li> </ul>
<p><b>World Languages</b> Students engage in language practices using a variety of technology such as: Google classroom, Google Slides, Garage Band, Sr. Wooly, Quizlet, Duolingo, Pearson's GO On Line, Video productions (All About Me), music videos, and others. In classes, career projects in Spanish are also being implemented where students are researching careers and colleges and sharing their projects via Google Classroom. Students use the Sr. Wooly website in order to increasing listening, reading and writing skills. They watch a music video, then they complete a series of activities related to the music video. After they finish the activities, they write an essay that is related to the music video. Students also use Quizlet which helps them study their vocabulary words. AP Spanish students are creating audio recordings in Garageband to record their responses. Students are also using the <i>Prezi</i> presentation program to create their Country projects and other formal presentations. Representative samples of student work in the World Languages classes show that students use online research for cultural content, vocabulary, and grammar and the 3 modes of communication. The World Languages Department website explains the program and courses to all students, parents, and community at large.</p>	<ul style="list-style-type: none"> <li>• Thematic Unit of Study</li> <li>• Google Classroom</li> <li>• Student Work Samples</li> </ul>
<p><b>Career Technical Education</b> All work is completed through the Google Classroom in PLTW classes. Students in SACMAA gain a broad knowledge of digital media and apply still-image manipulation, video editing, and post-production techniques to create standards-based media projects that incorporate core content areas. The technological aspect of student work is reflected in real-world projects, such as mock movie poster advertisements, that engage students while developing Photoshop and Illustrator skills that are utilized in the media industry. The Arts and Animation students work on current industry standard, state-of-the-art Mac Pro desktop computers with Wacom Cintiq monitors that they can directly interface with, using digital pens or a highly sensitive stylus, for drawing and creating their own animation series and characters. Toon Boom Harmony is taught to the students to be able to deliver two-dimensional animation, and Autodesk Maya is taught to create three-dimensional animation. The Digital Arts and Media classes teach students how to master Photoshop, Illustrator, and Flash software, and many of the students are able to seek employment teaching these skills to others before or after graduation. The Digital Art and Animation course also split an iconic set of historical images and timelines in their content to help prepare SACMAA students for success in AP Art History by junior or senior year.</p>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Student Work Samples</li> </ul>
<p><b>Visual and Performing Arts</b> Students regularly use technology in VAPA classes. Students are taught how to determine valid online resources for research and use online resources to complete research projects and PowerPoints. Each classroom has a visual presenter, an LCD projector, a projector</p>	<ul style="list-style-type: none"> <li>• Department Meeting Minutes</li> <li>• Lesson Plans</li> </ul>

<p>screen, speakers, Wi-Fi, a mounted TV with a VCR or VCR/ DVD player, and access to a Chromebook cart or computer lab. All of the technology is used to incorporate guided practice, demonstrations of media use and techniques, note-taking and writing strategies, as well as to teach art history, art criticism and analysis, art production, and to engage students in career and technologies in the VAPA industries. Video streaming, PowerPoint, slideshows, live feed demonstrations, the GAFE suite of applications, Google Classroom, and School Loop are all used for teaching and communicating with students, their parents and staff, as well as assisting to keep students current in use of technology and managing their goals and success, or grade in the coursework. The photography classes learn to use DSLR, telephoto lenses, lighting, composition, and current digital aspects of the media, as well as traditional challenges in subject matter that connect students to the same challenges, critical thinking and creative problem-solving that real-world, professional photographers in the field would manage. Theater arts students learn to use and implement current stage lighting and auditory technology.</p>	
<p><b>Physical Education</b> Students use technology to assist skill improvement by making videos of one another in order to reflect on skills attained and still needed. For swimming, they completed “before and after” videos to assess areas of need, to adapt the new learning, and to discover how well they applied their findings to the new skills. They also use Chromebooks and Google Classroom for collaborative projects.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student Work Samples</li> </ul>
<p><b>Special Education</b> Students have demonstrated and acquired 21st century skills through the use of technology tools such as Google Docs, Google Slides, email, learning applications, and Google Classroom student features. Students have developed appropriate skills for navigating through web-based features that allow access to deeper research opportunities. With the use of headphones, students are able to gain access to supplemental curriculum that reinforces previously taught content. Technology allows these students to access multiple learning modalities that enhance their abilities to demonstrate mastery.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student Work Samples</li> </ul>

**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p><b>English Language Arts</b> Novels and articles related to the Pathway themes are incorporated into the curriculum whenever possible. AP English Language and AP English Literature teachers can choose their own novels and plays to match individual courses. Pearson has trade novels built in to their online platform.</p>	<ul style="list-style-type: none"> <li>• Supplemental Materials</li> </ul>
<p><b>Math</b> Students use a variety of resources beyond the textbook including, but not limited to, Khan Academy, Agile Minds, BigIdeas.com, ConnectEd.com, Kuta Software, YouTube, WolframAlpha, Photomath, and ALEKS. The department has introduced HP Primes, which is a fast, high-powered, multi-function computer algebra system. These touch screen calculators allow students to analyze data and graphs in powerful ways that lead to a deeper understanding of the rate of change, standard deviation, Riemann sums, and much more. Every math class uses the TI-30XS calculators. These fully functional scientific calculators provide many extra layers of support. Students can create data tables by setting a common difference for the independent variable, or by selecting the independent variables themselves. These tables are used to aid algebra classes in graphing. The calculator also converts fractions into decimals, decimals into fractions, and can display radian measures as multiples of pi.</p>	<ul style="list-style-type: none"> <li>• BigIdeas.com</li> <li>• ConnectEd.com</li> <li>• Khan Academy</li> <li>• ALEKS</li> <li>• Google Classroom</li> <li>• HP Primes</li> <li>• TI-30XS</li> </ul>
<p><b>History/Social Science</b></p>	

Teachers employ a collection of primary source documents that students use to interpret, analyze, and use as evidence in their arguments. Students are also taught to use reliable online resources for research for projects or current events.	<ul style="list-style-type: none"> <li>• Primary Source Documents</li> </ul>
<b>Science</b> Lab activities and research are the basis for science classes. During lab activities, students work cooperatively in small groups to come up with a testable hypothesis, create a functional procedure to conduct their lab, and devise a method to collect and analyze data. Students can use magazines, newspapers, books, the Internet, and interviews with experts to come up with a hypothesis. The goal is for students to interpret, analyze, and use data as evidence in their laboratory research projects. In Anatomy and Physiology, a medical dummy called “Mortie” is used to support learning.	<ul style="list-style-type: none"> <li>• Student Work Samples</li> <li>• “Mortie”</li> </ul>
<b>World Languages</b> Students use online resources to expose them to French/Spanish culture, people, and countries around the world like YouTube videos of French/Spanish people or French/Spanish-speaking countries. Google Maps is used to explore the streets of Paris or Spanish-speaking cities. Online news sources are used to read current news articles and to write summaries and express opinions. Internet searches are used for French/Spanish restaurant menus and housing options in French/Spanish-speaking countries. Students also use technology, workbooks, music, worksheets and games to reinforce concepts.	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Music</li> <li>• Skits, Essays, Posters, Travel Brochures, Menus</li> </ul>
<b>Career Technical Education</b> Online resources are used regularly to allow students to access images to previously studied art work, and to create digital art history notebooks of studied works and analogous works, with decorations to their backgrounds using a variety of digital tools, and applying text to the project. PLTW courses regularly bring in real world examples of engineering projects. Field trips are also an integral component of CTE classes in order to expose students to careers in specific CTE fields.	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>
<b>Visual and Performing Arts</b> Performing arts classes take field trips to venues related to their classes. Band, Color Guards, and Cheer Squad have routinely excelled in tournaments and have earned high ratings in several festivals. The choral groups maintain a rigorous schedule participating in competitions. Art shows and exhibitions are an excellent way for Cabrillo students to build confidence, gain exposure, and represent Cabrillo.	<ul style="list-style-type: none"> <li>• Competitions</li> <li>• Field Trips</li> <li>• Concerts</li> <li>• Theatre Productions</li> </ul>
<b>Physical Education</b> As there is not a textbook for Physical Education, students use the following resources: magazines, newspapers, books, the Internet, and observations. These resources allow student to reinforce their learning.	<ul style="list-style-type: none"> <li>• Lesson Plans</li> </ul>
<b>Special Education</b> Imago (formerly known as Career Pillar) is an online program that is used to connect to career Pathways and assists teachers in supporting student transition. Mobility training is used in the MS classes. The school-to-work program is used in addition to the regular curriculum. For students who qualify, assisted technology in reading and writing is available. Students also can qualify for adaptive PE.	<ul style="list-style-type: none"> <li>• Imago</li> </ul>

## Real World Experiences

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Students are provided many opportunities in classes to experience real-world scenarios on a daily basis. Teachers make content relevant to students’ lives so that they may apply it in real	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>

world contexts, such as travel, restaurants, conversations, and possible jobs. While the majority of courses include real world experiences through the Pathways, a few departments include lessons and activities within their classes that are not Pathway specific, but address the goals overall.

Teachers imbed real-life examples into their daily lessons, finding problems related to Pathway industries. Students create projects that reflect standards-based instruction and are infused with CTE anchor and core standards, as well as career-ready practices. These career-ready practices include the “soft skills” of interpersonal communication, business-ready wardrobe, etc. Presentation skills are based on public speaking standards. Students experience a variety of WBL activities including speakers, field trips, mock interviews, and/or internships. Students participate in Pathway-aligned field trips that connect to academic and career sectors. Last year, Cabrillo surpassed 75% of juniors and seniors participating in at least two WBL activities. All students will have participated in lessons linked to potential careers within their academic classes.

The Math Department goes through the textbooks to find problems related to Pathway industries. Cross-curricular projects and WBL allow students to use math in real world contexts. In geometry, students are given a certain amount of string and told to make different triangles by wrapping the string around stakes that can be moved. They have to correctly use the formulas they know about triangles to complete the project. In another geometry assignment, students are split into groups and told they have to cross an imaginary volcano. They must calculate the exact length of the bridge they must build or else they will fall into the volcano. This is all the information the students are given. If they measure the circumference and use it to calculate the diameter, they will survive. This type of lesson is done in classes at least three times each semester. Some Algebra 2 teachers use a common project that models how car values depreciate (real life application). Shared problems are available for and from Math teachers district-wide.

The analytical and critical thinking skills that students gain from science classes prepare them for higher education as well as the workforce. Students in science are exposed to a plethora of problems ranging from the everyday phenomena to more obscure ideas. Students learn to problem solve, think outside the box, work together, and collaborate. Students also go on field trips to do lab work with real scientists.

All Performing Arts students have the opportunity to participate in career-based enrichment activities that will have an early impact in influencing, engaging, and directing students in the field of the arts. Students are given opportunities to go on field trips, listen to guest speakers, participate in competitions, and perform in a wide array of venues. Classes provide a forum for students to increase knowledge, experience, and culture through art history. Competitions and performances within the arts create experiences for students to gain confidence through exposure, while enhancing a skill that they will carry with them for the rest of their lives. Through these experiences, many students choose to further their careers in college and/or in the professional arena.

PE classes are designed to focus on leading a healthy lifestyle. Students are taught to make good decisions about health and fitness. Job skills students garner include cooperation, teamwork, effective communication, and step-by-step processes to learn skills or to develop fitness.

Every student in Special Education has an ITP before they turn sixteen, which is designed specifically for that student’s possible career path and educational journey post-high school. In the classroom, sophomores, juniors, and seniors all give career presentations and write a research paper about a specific career that includes current research and data. Students gain access to skills such as civic leadership, personal leadership, career oriented training, critical thinking and reflection, and creativity. The vision of the department is for all students to be provided with the support, skills, and services they need to be successful in the future that they choose. One way in which Cabrillo’s Special Education Department works toward supporting this vision is by working inclusively with all content areas to support and represent students of all abilities. The staff and students work closely on building life and work skills. One example is the Cabrillo Couriers lunch delivery service. The students learn to interact

- WBL Data
- Event Flyers
- Field Trips
- Job Shadows

<p>and communicate with staff members who choose to order lunch through them, and they handle all aspects of the ordering, making change, and deliveries under the supervision of their Special Education teacher.</p>	
<p><b>AGL</b>  Students have access to internship opportunities through AGL and Port of Long Beach (POLB) partnerships. In 2017-2018, 97% of AGL students participated in one or more WBL experience. WBL experiences are tied to grade level themes: Career Awareness (9th), Career Exploration (10th), Specific Job Skills (11th), and Career-Ready Practices (12th). Other real world experiences include: guest speakers and field trips (Joint Command Center, harbor tour, Union Pacific, California Cartage, etc.). Ninth grade students take a ship tour of the harbor and POLB and participate in a photo scavenger hunt activity, noting the important geographical items that help the Port to function. They also listen to a participation from Port representatives regarding operations and how the supply-chain works. Students also participate in a Women in Trade event and regional and international conferences (TPM, IANA). Students complete practical projects and end-of-semester projects judged by business professionals. AGL students also participate in dress for success days, and offer hands on workshops and presentations that include resume development and interview preparation. Students complete 4 career modules in which they learn about specific jobs in the Logistics field and the post-secondary options for attaining jobs in the field. Students also complete a mock interview with members of the AGL Advisory board. AGL’s partnership with the Port led to 10 paid internships for students in 2016-2017 and 15 paid internships in 2017-2018.</p>	<ul style="list-style-type: none"> <li>• WBL Data</li> </ul>
<p><b>CAL-J</b>  CAL-J students participate in mentorship programs in addition to themed classes. Students participate in the schoolwide Mock Election, which is organized and hosted by upperclassmen. Students who sign up work throughout the year to plan and then participate in the regional Mock Trial competitions through the Constitutional Rights Foundation. Students are assigned to be the defense or prosecutors and then develop their case. Students compete against other schools in the region.</p> <p>For Law Week, CAL-J students attend modules consisting of guest speakers in the legal field and focus on a specific amendment for the theme of the day. Each speaker explains their perspective on the amendment based on their specific job such as police officer, lawyer, judge, etc. Student are presented with the material weeks prior and then are prepared to engage the industry partners throughout the day. In the afternoon, the junior and senior students attend mentoring workshops with various mentors from the CAL-J advisory board.</p> <p>The Teen Court Diversion Program is a partnership with LA Superior Court. Students participate in actual misdemeanor juvenile court cases as the clerk, jury, and bailiffs. An actual Judge guides the audience through the process and they render a verdict for the defendant. Teen Court is held once a month and is open to all students at Cabrillo.</p> <p>In partnership with the Long Beach City Clerk’s office, CAL-J hosts a schoolwide mock election. The City provides actual voting booths and the CAL-J Ambassadors work the event as poll workers. Each year the students select ballot measures from actual elections and/or create their own measures as part of a simulation.</p>	<ul style="list-style-type: none"> <li>• Teen Court and Mock Trial Sign-In Sheets</li> <li>• WBL Data</li> <li>• Law Week Agendas</li> <li>• Photos and Articles from the Mock Election</li> </ul>
<p><b>CED</b>  In the spring, using Cabrillo’s funding from being a California Democracy School, CED hosted a Water Sustainability Summit that focused on how to clean Long Beach’s water supply. In their U.S. Government and Economics class, students presented their solutions on how to clean water by developing a working prototype. Professional engineers came in to mentor and judge these presentations. CED promotes and organizes the FIRST Robotics, Green Power USA (electric car), Solar Boat, and Vex Robotics teams, which participate in competitions. CED students can also earn Air Force Virtual Reality Internships.</p>	<ul style="list-style-type: none"> <li>• WBL Data</li> </ul>
<p><b>CHOC</b>  CHOC students have the opportunity to hear guest speakers from non-traditional health care professionals like ophthalmologists, chiropractors, and health department workers, either in person or through online conferencing programs. Students utilize career journals. Students</p>	<ul style="list-style-type: none"> <li>• WBL Data</li> <li>• Event Flyers</li> </ul>

<p>have participated in job shadows at the Aquarium of the Pacific to support those that may be interested in a veterinary career.</p>	<ul style="list-style-type: none"> <li>• Career Journals</li> </ul>
<p><b>SACMAA</b>  SACMAA has a monthly presentation called SPA Speaker series. Over the past two years, this has included presentation by photographers, art directors, animators, digital artists, storyboard artists, and filmmakers. In Web Design, students engaged in projects that are cross-cultural, as students from Long Beach work collaboratively and remotely with students from various parts of the United States, as well as Namibia, Kenya, and Finland. Animation students work collaboratively in groups to create animated short films. These projects simulate real-world jobs and collaborative roles in the Arts, Media &amp; Entertainment industry and gives students a preview of their potential future career. SACMAA animation students tour the CSUF animation department to learn about post-secondary options in animation and graphics.</p>	<ul style="list-style-type: none"> <li>• Event Flyers</li> <li>• WBL Data</li> </ul>

## **ACS WASC Category C: Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs**

### **Summary**

Cabrillo students are involved in a wide range of challenging, relevant learning experiences as defined in the 6 LBUSD Understandings. Department walkthroughs and collaboration between Cabrillo teachers, as well as with other District teachers and Curriculum Leaders, allows for an exchange of instructional strategies that enhance learning and achievement of the standards. Teachers use Learning Targets so that students understand the expected performance levels for each class. Instruction is vertically aligned to prepare students for the most rigorous classes. Development and growth of the Pathways has provided rich opportunities for interdisciplinary and Work-Based Learning experiences, preparing students for a variety of post-secondary options.

Many classrooms participate in collaborative conversations, AVID WICOR strategies, problem solving activities, and Work-Based Learning activities. Students are provided many opportunities to participate in field trips, internships, and on campus activities such as Teen Court, Mock Trial, speakers forums, competition teams, and summits. The increased use of technology throughout Cabrillo has provided opportunities for students to receive more individualized support with programs such as Khan Academy and Google Classroom, as well as creating opportunities to design and present real-world projects such as PowerPoint, animations, and movies. There is a concern about how to improve instruction for English learners and RSP students to enhance their understanding of content.

### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

- Interdisciplinary projects
- Variety of Work-Based Learning experiences
- AGL connections to Port of Long Beach

### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

- Understanding and implementation of the 6 LBUSD Understandings
- Provide more opportunities for students to see the link between academic content and careers through single-subject integration
- Increased funding for field trips
- Support English Learners and RSP students through additional instructional strategies

## Category D: Standards-based Student Learning: Assessment and Accountability

### D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

#### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
<p>Cabrillo uses state, national, and local assessments to collect student performance data. Assessment data is available to stakeholders through various sources.</p> <p><b>SARC</b> The School Accountability Report Card (SARC) is published yearly by the District to provide information to the public. The SARC contains the following:</p> <ul style="list-style-type: none"> <li>• Demographic data</li> <li>• School safety and climate for learning information</li> <li>• Academic data</li> <li>• School completion rates</li> <li>• Class sizes</li> <li>• Teacher and staff information</li> <li>• Curriculum and instruction descriptions</li> <li>• Postsecondary preparation information</li> <li>• Fiscal and expenditure date</li> </ul> <p><b>EdData</b> This website at <a href="http://cde.ca.gov">cde.ca.gov</a>, provides a wide variety of information about Cabrillo's academic results and school demographics over time. The information is used to by the school to evaluate schoolwide progress and comparisons to other state and District schools.</p> <p><b>LROIX</b> Teachers access assessment data from LROIX, the District's data site. LROIX disaggregates data using a variety filters, including, but not limited to, ethnicity, homelessness, students with IEPs, etc. It can build reports based on other measures including Advanced Placement, Jerry Johns reading test, benchmarks, discipline, attendance, fitness, GPA, SBAC, and Work-Based Learning. LBUSD provides multiple LROIX professional development opportunities throughout the year. Departments and teachers use data from LROIX to monitor student achievement.</p> <p><b>School Loop</b> School Loop is the online tool used to input grades, post assignments, and communicate with students and parents. It is also the web-based platform that supports the school website. All general information that stakeholders need regarding Cabrillo can be accessed through the School Loop page.</p> <p><b>Synergy</b> Synergy is an online education database used for student grades, attendance, test scores, records, etc. Teachers can use Synergy to take daily online attendance, develop and administer online assessments, which provide detailed item analyses, and to be notified</p>	<ul style="list-style-type: none"> <li>• LROIX</li> <li>• SBAC Administration</li> <li>• SBAC Interim Assessments</li> <li>• PSAT/SAT Administration</li> </ul>

<p>about at-risk students and students with IEPs and 504 plans. It is also used for scheduling students, inputting discipline incidents, and support services.</p> <p><b>Assessments</b></p> <p><b>SBAC</b> Eleventh grade students take the Smarter Balanced Assessment Consortium (SBAC) test every spring. The tests are administered in their History and English classes.</p> <p>SBAC Interim Assessments are administered to every 11th grader in their math and English class. The interim assessments help students become more familiar with the online assessment platform while also providing data. Teachers review the data to track progress and plan interventions for students in targeted testing areas.</p> <p><b>PSAT/SAT</b> The SAT and PSAT is administered to all students multiple times throughout their four years. The test is given annually on a regular school day; participation rates have increased due to this. Students receive their scores as soon as the College Board makes them available. PSAT scores are used by Counselors to guide students towards taking rigorous courses.</p> <p><b>Course Assessments</b> Effective assessment processes occur daily at Cabrillo. Teachers use a variety of standards-based formative and summative assessment techniques with the common goal of measuring student progress toward meeting the Learning Targets. Departments review the scope and sequence and standards for each course. Course outlines and curriculum maps are created with an emphasis on consistent and effective assessment.</p>	
---	--

**Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Grading policies are discussed in staff, department, and Pathway meetings. Professional development has been provided by the District on “Scaled Grading” and the research by Thomas Guskey, however grading policies cannot be mandated by the Administration or Curriculum Leaders due to the Education Code. Scaled grading is a 1-5 point system which replaces percentage, plus/minus, or bell curve grading. For teachers still using the percentage grading system, the ILT recommends that the Department Chairs and Pathway Leads urge teachers to consider an alternative to zeros, which impacts any grade below 60%. The scaled grading setting of School Loop has been implemented by 78% of teachers this fall based on a self-reporting survey.</p>	<ul style="list-style-type: none"> <li>• Grading Practices Subcommittee</li> <li>• Scaled Grading PD</li> <li>• School Loop</li> <li>• Zero Effect PD</li> </ul>

**Monitoring of Student Growth**

**D1.3. Indicator:** The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Teachers use School Loop to post assignments, grades, monitor student progress, and communicate with students and parents regarding current progress. School Loop color codes the gradebook to highlight all students in danger of failing. The system sends out emails to alert teachers and parents to trends in a student’s grade.</p>	<ul style="list-style-type: none"> <li>• School Loop</li> <li>• Meeting Minutes</li> </ul>

<p>Departments and Pathways review School Loop and LROIX data during scheduled meetings. Teams set goals based on trends and share helpful information about individual student needs allowing them to provide students at risk with appropriate support. Teachers will often communicate informally about a specific student's progress, or lack of, to provide a targeted intervention.</p>	
<p>Synergy flags students who are off-track for A-G and graduation requirements. Assessment data is shared with the ILT, and then the entire faculty. D and F rates, SBAC scores, and AP scores are used to analyze the effectiveness of programs and practices.</p>	

**Assessment of Program Areas**

**D1.4. Indicator:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** *Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Administration conducts weekly walkthroughs of classes to determine the level of implementation of the 6 LBUSD Understandings. A Google Form is utilized to be able to aggregate and analyze the data quickly. During bi-monthly Administrator meetings, the data is discussed to determine areas of celebration and concern. This data is also shared with District staff at quarterly data meetings and with the ILT to assist in planning professional development. Additionally, Administration reviews quarterly grade reports and discusses grade discrepancies as needed with individual teachers they supervise. These quarterly grade reports are also shared with the ILT and the Department Chairs are asked to discuss with their teachers. Individual teachers' names are not shared within the departments; however, the data is broken down into course-alike areas to discuss overall success and concerns in order to provide more student support.</p> <p>Beginning during the 2017-2018 school year, the Superintendent instituted quarterly data meetings for each high school. During these meetings, the Cabrillo Leadership Team is able to present data related to implementation of the Understandings, as well as, progress monitoring of the schoolwide goals. The structure of these meetings has changed over the past couple of years. For the 2018-2019 meetings, members of the Leadership Team served as the lead for a particular goal area and presented data and supporting evidence to support actions taken to reach the goal. The LBUSD Understandings were infused into the presentation.</p> <p>The AVID Site team addresses the grades and progress of the AVID students quarterly through the AVID Site Team to determine how the students are progressing and what extra support may be needed to ensure all students stay credit current and are on track to complete A-G requirements. The AVID Coordinator also meets with all the 9th-11th grade AVID students in the spring to discuss their schedules for the following year and what credit recovery options they may have. All AVID students are required to take at least one AP course during their 4 years, but the Coordinator pushes for the students to begin taking rigorous courses as early as possible. Students are made aware of this requirement and are offered the support they need to be successful. The program has been successful; 100% of the 2017-2018 graduating seniors in the AVID elective left with post high-school plans with one student joining the military and the remaining graduates attending two-year and four-year colleges and universities.</p> <p>The AP Coordinators assess the effectiveness of the AP program by monitoring student grades and performance on the AP exams. They also refer to the AP potential data, teacher and student requests for additional courses. AP courses are opened or closed based on student interest, once students have been recruited and courses promoted. The Coordinators work with the Master Schedule team to ensure availability of courses and filling</p>	<ul style="list-style-type: none"> <li>• Disaggregated Student Data</li> <li>• Quarterly Data Meetings</li> </ul>

of sections. The AP Coordinators also check student progress in courses continuously and meet with students of concern to address their needs and assist in their progress.

The Pathways evaluate the effectiveness of their programs by self-assessing where they are in terms of meeting Pathway certification criteria. This is part of an overall continuous improvement cycle to ensure that students graduate from Cabrillo being college and career-ready.

**Schoolwide Modifications Based on Assessment Results**

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>There are multiple examples of Cabrillo modifying or creating courses after a review of data. The 2017-2018 SBAC data showed that scores have been in decline. This year, teachers are encouraged to dedicate some class time to help students become familiar with the online SBAC testing platform. The Math department will be utilized the SBAC Practice tests leading up to the SBAC in order for students to gain this valuable experience.</p> <p>Intensified Algebra was introduced into the curriculum after the data showed a high percentage of students failing Algebra 1 the first time. The class uses the Agile Minds platform to introduce concepts in ways that are both meaningful and memorable. The course is a double block class, meaning the students will have math everyday as opposed to every other day on the block schedule. Since it was introduced, the percentage of students passing Algebra the first time has improved. LCFF have been utilized over the last two years to support an increase in the number of Intensified Algebra sections.</p> <p>Independent Study classes permit students to make up previous classes in which they earned a D or F. Students are able to take up to 10 credits a semester. Last year, students recovered over 1,000 credits. Due to this data, the program has been continued. WRAP has continued to assist with Independent Study through funding two additional Independent Study classes during the 2018-2019 school year.</p> <p>The Leadership and Counseling Teams also determined that remediation courses for Algebra 2, Chemistry, and Biology could be offered to seniors in the second semester as a way to recoup their A-G eligibility and increase Cabrillo's A-G pass rates. These courses called "Just in Time" classes are offered based on need and teacher availability, like during an open period or on Saturdays. LCFF funding was utilized to fund these second semester courses.</p> <p>As a result of the D/F data, scaled grading was introduced to faculty at the start of the 2018-2019 school year. It was recommended as a way to more accurately monitor the growth of students.</p> <p>One way Cabrillo has changed a school program in response to assessment results is the AP program. Multiple AP courses are offered at Cabrillo. This data is reviewed by the faculty and the Administrators at the ILT meetings and the AP Vertical Team meetings. Best practices are shared to increase the number of students who enroll in AP courses, the number of students who take the culminating AP exam, and finally the number of students who pass successfully with a 3 or higher. The AP Coordinators work to assess the needs of the AP teachers in how to better support them and assessing the needs of the students. They work with the District AP Coordinator to determine what professional development the AP teachers may need beyond the training offered at the AP Summer Institute, which focuses on the content they teach. For 2018-2019, the AP Coordinators are planning to provide professional development in literacy strategies and the use of technology in the</p>	<ul style="list-style-type: none"> <li>• Increased AP Course Offerings</li> <li>• Meeting Minutes</li> <li>• Growth Mindset Surveys</li> <li>• CORE Survey</li> <li>• AP Potential data</li> <li>• Urban Math Collaborative</li> </ul>

classroom. The AP Coordinators also look at the exam pass rates to see what other support they may provide to the AP teachers and students. They have provided tutoring funding to teachers to offer tutorials after school and on Saturdays.

In response to the results from the 2017 CORE Survey is the faculty-wide book study on growth mindset. Throughout the 2017-2018 school year, teachers engaged in a collective book study, reading *The Growth Mindset Coach* (Brock & Hundley, 2016), while the Vice Principal facilitated monthly CPFM professional development sessions focused on the research, philosophy, and strategies related to growth mindset. Student and teacher surveys were conducted three times over the course of the year, posters listing growth mindset “talk”/statements were posted in classrooms and offices, and teachers implemented multiple classroom lessons that highlighted major themes of the book. Results from the 2018 CORE survey indicated an 11% growth from the previous year, specifically in growth mindset.

#### **WRAP Program**

The WRAP Program is funded by a 21st Century High School After School Safety and Enrichment Teens program (ASSETs) given to the District. The purpose of the program is to help youth improve academically and provide them with a safe place to be after school, participating in fun and enriching activities. The current WRAP program is structured to provide students with tutoring, Khan Academy SAT preparation, career guidance, and social activities.

#### **AVID**

The AVID Site Team meets monthly to discuss implementing AVID WICOR strategies within the elective classes and across campus. In 2017-2018, the AVID Coordinator presented on WICOR and Inquiry strategies during CPFM. This was prompted by the schoolwide need to focus on Literacy. The AVID Site team chose to revisit the WICOR strategies schoolwide after reviewing areas of growth on the AVID Coaching and Certification Instrument. The recommendations were added to the AVID Site Plan and the AVID Site Team has continued to support the staff in WICOR strategies.

#### **Saturday School**

Several issues prompted the establishment of Saturday School; the loss of ADA due to low attendance issues, high D/F rates, and low A-G completion rate. Cabrillo has restructured Saturday School classes to focus on tutorials, test/retest, and credit recovery. Saturday School is popular with many of the students. The average number of students attending Saturday School has increased from 285 during 1st semester to 442 during 3rd quarter resulting in 32,000 additional hours of support 1st semester, and 18,000 hours during the 3rd quarter of 2017-18. At the start of second semester, Cabrillo added:

- 3 Ethnic Studies classes
- SAT preparation course
- AP tutorials
- Credit recovery classes for Geometry and Biology
- Algebra II Test/Retest

#### **Urban Math Collaborative**

The Urban Math Collaborative is a program for African American and Latino male students. The purpose of the program is to assist students throughout their high school career to become active, effective, involved, and competitive students. The program’s efforts are directed towards increasing A-G completion rates and the college-going rates for African American and Latino male students, as well as closing the achievement gap. Participants receive support in academics, college-readiness, college exploration, leadership development, mentorship, scholarship opportunities, and cultural awareness.

**D1.6. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D1.6. Prompt:** Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
<p>In addition to individual departments reviewing assessment data, there are multiple opportunities throughout the year when the entire staff meets and reflects on best practices. For example, at the beginning of the year faculty meeting, overall school goals, targets and the incorporated philosophy are shared with the entire staff. Major changes in policy and procedure are introduced. During Conference Period Faculty Meetings, faculty members reflect on teaching strategies and are led through trainings on new ideas and technologies to incorporate into lessons right away.</p> <p>IEP meetings give teachers, Counselors, parents, and students an opportunity to reflect together on the progress of a student. Positive changes and accompanying strategies are shared among the faculty.</p> <p>Pathway meetings are also a time to collaborate regarding instruction review and evaluation. In addition to delivering high quality instruction in a given discipline, A-G course teachers are in the process of implementing Pathway themes across core classes. For example, instruction review led the Math Department to search through the course textbooks to find real-world problems linked to industry sectors. The resulting Google sheet has been shared with the Math Department, District Math Coach, and District Math Curriculum Leader.</p> <p>Self-assessment has led the Math Department to experiment with implementing a five point grading scale in select courses. This is based on Thomas Guskey’s research. The goal is to create more consistent and uniform grading that more accurately demonstrates student growth. Some faculty members are currently participating in a special task force to study the current research and literature on grading practices.</p> <p>Lower SBAC and SAT scores have indicated a need for writing to happen across all disciplines. Last year, the AVID Site team and English Department Chairs presented professional development to encourage the use of WICOR strategies in the classroom. This year, the AVID Coordinator is working with the EL Coordinator to present WICOR strategies focusing on Inquiry and Thinking Maps during CPM, with a lens on EL student support. The EL Coordinator has also been working with teachers to provide EL strategies in support of their students and with strategies to modify their curriculum.</p>	<ul style="list-style-type: none"> <li>• Meeting Minutes</li> <li>• IEP Meetings</li> <li>• CPM Agendas</li> <li>• AVID Site Team Minutes</li> </ul>

**D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

**Appropriate Assessment Strategies**

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

**D2.1. Prompt:** Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
<p>District Curriculum Leaders from each content area are involved in the writing of the End-of-Course exams and provide supplementary material based on Common Core Standards. In certain cases (English, Intensified Algebra) the textbook or program provides all formal assessments. These common assessments are easy to compare to data from like courses around the District.</p> <p>The ILT analyzes school-wide and content data to determine areas of success and critical needs, and revises the schoolwide action plan to target those needs, including evaluating the</p>	<ul style="list-style-type: none"> <li>• SARC</li> <li>• LROIX</li> <li>• Synergy</li> </ul>

<p>bell schedule, master schedule, staffing, professional development, and interventions to support student achievement.</p> <p>The Cabrillo Counseling Staff has a four-year plan for meeting with students and parents to monitor students' progress towards meeting the graduation requirements.</p>	
<p><b>English Language Arts</b></p> <p>Teachers conduct consistent, daily formative assessments such as class discussions, quizzes, and the use of computer based programs like Shmoop, Khan Academy, and questions and forms posted on Google Classroom. The data from these formative assessments are immediately available for students so they can self-reflect. Teachers get complete reports from these programs, including how much time students spend on certain exercises. Other assessments include unit exams, timed writings, process papers, seminars/debates, end-of-course exams, student-led discussions, classroom polls like Socrative, and mock trials. Exit tickets are another way for students to self-assess while giving information to the teachers about student understanding of the lesson. A common exit ticket is for students to identify something they learned from lesson, something they found interesting, and something they still have questions about. As the teacher reviews the exit tickets, they can plan to review or reteach a concept as needed.</p>	<ul style="list-style-type: none"> <li>• Shmoop</li> <li>• Khan Academy</li> <li>• Google Classroom</li> </ul>
<p><b>Math</b></p> <p>Many teachers use Kahoot to formatively assess students. Kahoot is an online platform for teachers to create multiple choice quiz games in which students compete for first place. Kahoot is projected on the front board and students answer using their Chromebooks. After each question, a graph shows how many students answered correctly. This provides data for the teacher about the mastery level for each concept. The data can be downloaded so teachers can track each individual student's mastery. Plickers is another multiple choice assessment system that uses technology. A multiple choice question is projected on the board and students choose an answer. The correct answer is revealed so that students can self-assess if they were correct. A graph shows how many students in the class answered correctly. This allows for further reflection for the students and teacher as to the mastery level of the concepts. Students' individual answers can be kept hidden until the teacher wishes to review a particular student. Multiple types of formative assessments are suggested in the District's unit guides. Strategies are taken from a variety of places such as the Mathematics Assessment Project. The department uses various systems for administering summative assessments including the Lexmark scanner, Synergy Online Assessments, and Google Apps For Education. Websites and apps easily collect and store data so they can be accessed at any time. The District provides unit tests and end of course exams that are offered for most math courses.</p>	<ul style="list-style-type: none"> <li>• Kahoot</li> <li>• Plickers</li> <li>• Google Forms</li> <li>• Mathematics Assessment Project</li> </ul>
<p><b>History/Social Science</b></p> <p>Teachers implement daily formative assessments. The consistency and frequency of these activities allow students to self-assess their mastery of the standards. Daily warm-ups help teachers and students assess writing skills. History teachers have implemented Khan Academy so students are assigned exercises and videos which help them learn, review, and test their knowledge; detailed data is available to the teachers. The data includes how many times a student attempted an exercise, how many videos they viewed, and how much total time they have spent on the site working. Projects include student-created video or audio clips, group posters, jigsaw groups, and group research papers. Student self-assessments include Kahoot, whiteboard activities, and thumbs up/thumbs down, philosophical chairs, and Plickers. The department also uses experiential data, such as the Red Scare project in which a few selected students are secretly given a designation of Communist spy and instructed to thwart their fellow classmates in a game. After the game concludes, the students reflect on the experience, connecting it to the historical Red Scare. Their reflections provide useful data showing student growth.</p>	<ul style="list-style-type: none"> <li>• Khan Academy</li> <li>• Student Work Samples</li> </ul>
<p><b>Science</b></p> <p>Students collaborate to create procedures for assigned lab activities including the calculations required for completion and analyses. If a group is unprepared or unsure about the methods or calculations, they are encouraged to review warm-up problems from textbooks or websites. These problems are often modified to support or a scaffold the lab</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>

<p>work. Students are assessed on the preparation in addition to the outcome. Students are given the opportunity to amend or complete the assignments outside of class time. For summative assessments such as tests and quizzes, teachers review work for correct thought and procedure, not just accuracy. Another assessment strategy utilized is Google Forms. One of the best features is automatic grading. This is useful in giving immediate feedback to students and teachers. Teachers also use Khan Academy and the students use tracking feature to monitor attempts and their achievement for each individual topic. In this strategy, the students work on problem sets, watch videos, and complete section reviews. The students are also assigned both individual and group problem sets. The group assignments encourage collaboration and peer teaching. Teachers also check for understanding using strategies like thumbs up or down, choral response, and philosophical chairs. Students self-assess using flashcards, Khan Academy, exit tickets, Kahoot, and self-graded quizzes.</p>	
<p><b>World Languages</b> Teachers conduct assessments in reading, listening, speaking, and writing skills. Daily assessments include the use of whiteboards, thumbs up/thumbs down, and choral response. Student opportunities for self-assessment include flashcards, Duolingo, and Kahoot. Google Forms are used for quizzes and tests. Tests are multiple choice and student-generated response. Students generate writing from short phrases to full essays. Students also create Google Slide decks, videos, and audio clips, which are shared on Google Classroom.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>
<p><b>Career Technical Education</b> Project Lead The Way (PLTW) courses in the CED Pathway have a set curriculum with online assessments. PLTW courses also use formative assessments by providing design briefs in which students must research, design and develop solutions and testing protocols for their solutions. Various activities are employed to show each growth step toward the Learning Targets.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>
<p><b>Visual and Performing Arts</b> Students are assessed on mastery of content using Google Forms and Khan Academy. When students are graded on the art they create, rubrics are shared ahead of time so the students will understand how they will be graded. The rubrics are standards-aligned so that students grow as artists through each painting they create, scene they perform, and note they play/sing.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>
<p><b>Physical Education</b> Teachers collect informal data with thumbs up/thumbs down or fingers from 1-5 to communicate understanding. Teachers also use whiteboards to quickly scan student responses. Students also must pass quizzes and tests, both multiple choice and student-generated response. Teachers assess students by observing their participation, effort, and form in activities. Each student must pass the state-mandated Physical Fitness Test (PFT). The exam consists of six parts. A student must meet five of the six standards; 11th and 12th graders that don't pass the test are required to be in a PE fitness class. If a graduating senior has not passed the PFT, a waiver must be approved by the School Board.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> <li>• PFT Results</li> </ul>
<p><b>Special Education</b> Students are assessed when they use programs like Shmoop, Khan Academy, Plickers and Quizlet. Whiteboards, thumbs up/thumbs down, and group posters are other assessment strategies. Students take various vocational interest surveys like COINS, Career Pillars, California Career Zone, Careers for Me, and Careers for Me SN.</p>	<ul style="list-style-type: none"> <li>• Student Work Samples</li> </ul>

## Demonstration of Student Achievement

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.

Findings	Supporting Evidence
<p>Learning Targets were introduced at the beginning of the 2017-2018 school year. Data shows student performance improves when teachers and students take a moment at the beginning of a lesson to reflect upon the target the students are supposed to reach. Administration and department classroom walkthrough data shows that over 90% of teachers display Learning Targets in class. Learning Targets help teachers and students monitor student growth by clarifying what goals the students should strive for. By writing Learning Targets and reflecting on lessons, teachers are constantly monitoring the growth of their students.</p> <p>Collaborative Conversation/Equity and Access are another outcome of curriculum assessment. The data presented shows that student performance improves when they feel socially and emotionally connected to the class and feel free to share their ideas about the concepts. This led to the Administration sending teachers through a six-day training program centered on classroom culture and organizing collaborative conversations through providing equity for all students to participate.</p> <p>Student participation in Mock Trial has been an essential part of the CAL-J Pathway. Students demonstrate their understanding of the legal system and cognitive biases through a rehearsed, simulated trial. Assessing the students individually and the event as a whole creates dialogue among teachers to share best practices. Throughout the course, the Mock Trial teacher uses a variety of formative and summative assessments. The assessments are based on both the content standards of the course, the skills/content asked for by the Constitutional Rights Foundation, and the CAL-J student learning outcomes of the 12th grade (focused on communication/collaboration, ethical decision-making, and critical thinking), all which are aligned with the industry. The teacher uses quizzes, either through the Google Classroom or Kahoot, graphic organizers for witness and charges analysis, small and large group discussions, written opening/closing statements, and direct/cross examination questions. The culminating activity is performance-based (demonstration of skills) and is evaluated by the teacher as well as three legal professionals during a Mock Trial Competition. The teacher's instruction is guided by the requirements of the competition and by the feedback given by the attorney coaches (legal professionals who help the students). Some assignments include: creating a timeline of the case (including 8 witnesses and a variety of evidence), quizzes on the facts of the case and witnesses, graphic organizer analyzing the charges of the case and how each witness can prove or disprove the charges, and eventually leads to picking student roles (attorney/witness), followed by practice in the Cabrillo Courtroom and ending with traveling to Los Angeles to compete in a mock trial competition. The teacher's instruction is further guided by feedback from legal professionals. Two professionals visit twice per week to work with students. A judge and public defender help analyze student work to get feedback. The entire process is collaborative in nature and expects the teacher, legal professionals, and students to communicate and collaborate during all stages.</p>	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Equity &amp; Access Training</li> <li>• Mock Trial</li> </ul>

## Teacher and Student Feedback

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p>There is an emphasis on the use of Learning Targets to increase student understanding of expected outcomes. In addition to posting the Learning Target, the focus is to continue referring to it through the lesson. All feedback refers back to the specific Learning Target.</p> <p>Special training on the writing process was presented during a conference period faculty meeting. The training focused on providing feedback for each draft leading the student toward mastery. Administrator observations found that this writing process was not widely utilized in classrooms outside of English Language Arts.</p> <p>Google Forms and programs like Khan Academy are tools used by teachers to provide feedback to students individually in ways that would be impossible without the programs. By setting automatic responses in Google Forms based on specific answers, teachers can provide support for students who make predictable errors. Khan Academy provides instant scoring and hints for missed problems. During a Khan Academy practice session, all students are getting feedback from the program while the teacher is able to select students who will receive individualized attention from the teacher.</p> <p>Teachers publish all grades on School Loop. Google Classroom is integrated with School Loop, so teachers can publish grades on assignments using Google, then import grades into School Loop. This gives teachers and students multiple opportunities to communicate about grades.</p>	<ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• CPFM Agendas</li> <li>• Google Forms</li> <li>• Khan Academy</li> <li>• School Loop</li> <li>• Google Classroom</li> </ul>

## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs**

### **Summary**

Cabrillo has multiple sources to collect, analyze and report performance data in order to evaluate the effectiveness of programs and instruction, and allocate resources and funding to best support student learning. Academic, graduation, A-G, attendance and other pertinent data is published by the District in the public SARC report. Schoolwide data is also available on the California Department of Education website, and EdData. The Leadership Team analyzes data available on the District Synergy system, LROIX, and School Loop including attendance, discipline, graduation rates and test results from the PSAT, which all students are given, and the SBAC, given to 11th graders, and grades by course, grade, and Pathway, then presents this information to the staff, SSC, and appropriate stakeholder groups. The availability of this data to departments and Pathways has led to adjustments in curriculum and instruction to better support EL, struggling, and high achieving students. LCFF funding has been used to increase the availability of technology, increase the availability of tutoring or credit recovery programs, such as Saturday School and AP tutoring, and support classes such as Agile Minds. Analysis of the availability of classes and opportunities to complete graduation requirements and participate in Pathways activities led to a change from a traditional bell schedule to a block schedule to give students an additional period.

Teachers use a variety of assessments in their classes. The increased availability of Chromebooks has allowed the use of programs such as Google Forms and Khan Academy to provide students with immediate feedback and allow teachers to monitor student progress and adjust instruction as needed. Pathways projects provide alternative ways for students to demonstrate proficiency. Teacher access to data through LROIX and School Loop helps teachers, departments, and Pathways identify groups or individual students in need of interventions. The staff identified the need for a more rigorous system of reviewing data and adjusting instruction to address the needs discovered in the data is needed. The staff also identified the concerns regarding the variety of grading systems employed by different teachers and departments as well as the need to increase collaboration between course alike teachers to ensure that students are receiving similar assessments for the same course regardless of the instructor.

### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- Incorporating technology, such as Google Forms and Khan Academy, to increase the amount of assessment data to review
- Applying different types of assessments to give students multiple opportunities to demonstrate mastery of the standards
- Assessment data is available to teachers and Administrators through School Loop and LROIX and is discussed during department and staff meetings

### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- A more rigorous system of reviewing data and adjusting instruction to address the needs discovered in the data is needed
- More collaboration is needed between course alike teachers to ensure that students are receiving similar assessments for the same course regardless of the instructor
- More collaboration is needed among the entire faculty to implement grading practices such as scaled grading

## Category E: School Culture and Support for Student Personal and Academic Growth

### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

#### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>Cabrillo High School implements a wide variety of techniques to connect to the diverse groups of stakeholders. Cabrillo families have differing levels of knowledge, access to technology, and languages; as a result, the school utilizes multiple means to communicate and engage parents in the learning process and school community. Initial outreach begins while students are still in feeder elementary and middle schools. Parents and students are invited to visit the campus or attend Open House, the Parent Resource Center, PTO meetings, sports events, Parent Community Building Circles, or other community activities.</p> <p><b>Parents &amp; Families</b>                      The school utilizes multiple modes of communication in order to ensure parents and families are aware of how their student is performing, school events, and how they can get involved. The modes used include: School Loop page, School Loop email messages, School Messenger, personal phone calls from teachers and staff, printed documents sent home with students, the Parent Resource Center, the electronic marquee on Santa Fe Avenue, and the Remind app. Parents have also been notified about the new School Messenger app available for them to download.</p> <p>The School Loop Web page, <a href="https://lbcabrillo.schoolloop.com">https://lbcabrillo.schoolloop.com</a>, contains the upcoming calendar of events, Pathway information, academic events and deadlines, and pictures of events and activities. The web page is the primary form of communication for campus activities and events. The District updated all school webpages during the summer of 2018 thereby causing many elements to malfunction. The school webmaster is currently in the process of updating all pages associated with the Cabrillo website.</p> <p>Each student, parent, and staff member has access to an individual School Loop account, which is essential for communication between all stakeholders. Within School Loop, teachers can post the details of assignments and update grades. This is the official grading platform used by the District. School Loop also has a calendar for monitoring upcoming assignments and deadlines. Additionally, School Loop allows the teacher to send emails to all students, certain classes, or individual students. Students are able to submit assignments online. Parents and guardians can access and monitor their student's progress, check for missing assignments, review attendance, and send messages to the teacher.</p> <p>The automated phone system, School Messenger, is used for a variety of reasons including, when a student is absent or tardy, having academic difficulty (multiple Ds and Fs), and for positive feedback. The automated system is also used for major announcements such as upcoming events, SAT, SBAC testing, parent meetings, or district-wide communication. All automated messages are able to be read in multiple languages.</p> <p>Personal calls are made by individual teachers, Counselors, Deans, Community Liaisons, or Administration. Many of the personal calls are made during the school day and if parents or guardians are not home, a message is left. Community Liaisons are available to assist with bilingual phone calls.</p>	<ul style="list-style-type: none"> <li>• School CHOICE Fair</li> <li>• Safe &amp; Civil Committee</li> <li>• Cabrillo Blood Drive</li> <li>• Back to School Night and Open House</li> <li>• Sports Events</li> <li>• Bags from Jags Annual Event</li> <li>• School Loop</li> <li>• ParentVUE</li> <li>• School Messenger</li> <li>• Registration Packet</li> <li>• Reminder Cards</li> <li>• Report Cards</li> <li>• Academic Contracts</li> <li>• Parent Resource Center</li> <li>• Cabrillo Facebook</li> <li>• Remind App</li> <li>• LBUSD Twitter</li> <li>• Marquee</li> <li>• Translated Materials</li> <li>• Meeting Minutes and Agendas: SSC, ELAC, Advisory Board, PTO</li> <li>• Cabrillo Parent Institute Flyers</li> <li>• ESL Classes</li> <li>• Parent Community Building Circles</li> <li>• VIPS Application</li> <li>• Sign-In sheets</li> <li>• Workshop Evaluations</li> </ul>

Printed materials or mailers are an excellent way to transmit information to the parents. Some of the documents that are sent home include event flyers, permission slips for field trips and activities off-campus, official letters, and documents from the school or the District office. Report cards and student academic tracking sheets/contracts are also sent home with the students. Documents are printed in both English and Spanish.

Some important documents are mailed directly to the family home, including report cards, the application for free or reduced lunches, and student's SBAC scores. Communication regarding district-wide issues is sent to parents by email directly from the Superintendent. During random searches, students are given a paper flyer to give to parents explaining that the random search occurred.

Another effective form of communication is the information that comes from the Parent Resource Center. The Parent Involvement Specialist has developed the trust and respect of the parents. She plans workshops and activities and invites all parents via School Messenger. Parents call or email responses back confirming their participation. The communication is in English and Spanish.

Announcements and information are posted on the bulletin boards at the main entrance and in the foyer of each office. The electronic marquee at the front of the school communicates upcoming events and critical notices for parents and the community. This system is updated by the main office.

Social media is becoming a more popular method of connecting with students, parents, and the community. Multiple clubs, teams, departments, Pathways, and the ASB are beginning to utilize social media as an effective vehicle for both providing information and for celebrating student accomplishments. The use of the Cabrillo Jaguar Facebook page, where pictures, announcements, and notes are posted, has been successful in increasing outreach to the Cabrillo and Westside community. Instagram is used by different groups on campus to communicate and share information. For example, the SCCAC USC Advisors have a page to promote college going information and promote the hashtag #CollegeBoundJags. The ASB has an Instagram account and the Activities Director is also setting up a database of all the school-related accounts to ensure consistent messaging is being relayed to all stakeholders. Additionally, many teachers and staff members highlight events and academic programs on Twitter, and also participate in the district-wide "#proudtobeLBUSD" Twitter chat. These methods attract and keep feeder school families informed of the academic, communal, and exciting experiences awaiting their student if they choose to attend Cabrillo.

In a parent focus group, participants overwhelmingly agreed that Cabrillo communicates actively and effectively with families via text, School Loop, School Messenger, and email. Students, on the other hand, reported that they communicate with their teachers electronically via apps like Remind or Facebook Messenger. They also email their teachers when they need to discuss assignments.

#### **Bilingual Staff**

There are currently 7 bilingual office personnel, including 5 Spanish speaking clerks and 2 community liaisons who are available to help parents and translate conferences, phone calls, and materials as needed. Translation services are also provided during parent workshops and PTO, SSC, and general parent meetings. Given that a large portion of Cabrillo parents are Spanish-speaking, parents are grateful that translation is always available and provided during meetings, and with materials that are sent home.

The Counseling Team includes 1 Vietnamese, 1 Khmer, and 4 Spanish bilingual Counselors. The Parent Involvement Specialist is bilingual and provides a wide variety of communications, classes, and outreach to parents. There is also 1 bilingual CSO. There are also a significant number of teachers that are Spanish bilingual speakers.

#### **Parent Advisory Committees**

The Cabrillo staff feels it is essential to have parents involved as partners in the learning process. They are strongly encouraged to participate in a variety of advisory committees and organizations on campus.

### SSC

Parent representatives on the School Site Council are elected by the parents each year during Back to School Night. Phone calls, web notices, and flyers announce the positions available in order to open access to any parent interested in serving on the SSC.

### ELAC

ELAC is open to any parent of a student classified as an English learner. ELAC parents learn about the school programs, review performance data, and make recommendations to the SSC regarding use of funding.

### Pathways Advisory Boards

Each Pathway has an advisory board of professionals, community members, and parents. The objective is to support the Pathway's learning objectives, activities, and job information. Advisory board members have helped with recruiting guest speakers, presenting at workshops/demonstrations, providing input on the development of student outcomes, lessons, and Pathway expectations, organizing internships, and serving as mentors.

### Booster Clubs

Several sports teams and performance groups have parent and community booster clubs to support student activities through fundraising and outreach to other parents and community members. Pathways are beginning to form Academic Booster clubs. AGL has the most clearly formed group.

### PTO

The PTO now has a strong group of leaders who are focused on reaching out to parents and the community and bringing relevant speakers to Cabrillo, such as the Mayor of Long Beach. The PTO, while still growing, is seeking to support Cabrillo by staffing, decorating and soliciting donations for the Sadie Hawkins dance. They are also developing a Santa Fe Safety Squad, which would assist with school dismissal around Cabrillo and other sites off of Santa Fe Ave. In the spring, they will support ASB in promoting and staffing a planned Westside community block party in conjunction with Open House.

### Parent Education

The Parent Resource Center provides a variety of workshops for parents. Although several classes are scheduled each year, parents have suggested specific classes that would help them individually and as a family. Some of the offerings for parents are Mental Health workshops, ESL classes, Computer classes, and the Cabrillo Parent Institute, which is a series of workshops to help parents navigate the high school system to support their students. Those parents that have participated in parent workshops find them to be incredibly valuable and educational. Parents appreciate learning how to best support their students.

### VIPS

Volunteers in Public Schools (VIPS) are parent and community volunteers that are always welcome and needed to help support student activities and teachers on campus. All VIPS must fill out an application which includes fingerprints, TB clearance, and a security check by the District office. Once approved, they are assigned a VIPS ID badge to wear while on campus. There are about 50 certified VIPS currently at Cabrillo. Teachers and staff often ask for VIPS support through the Parent Resource Center. Some of the activities they help with include making copies of lesson materials for teachers, staffing the Parent Resource Center, and attending field trips as support chaperones.

### College and Career Center

The College Career Center provides classes for parents and students regarding college options, filling out college applications, the FAFSA/Dream Act applications, and college scholarships and grants. Parents are invited and offered transportation to the district-wide College and Career Exploration Night at CSULB. Senior Parent Financial Aid Night provides information about timelines and how to apply for college and financial aid, and other post-

secondary options. Other workshops include Cash 4 College, College Greenlight, and NuVision Essay Challenge Scholarship workshop. Parents and students have been invited to panel discussions of former Cabrillo students (and their parents), who are now attending college, discussing how they navigated the transition to college. Parents have also been invited on special field trips to college campuses where they had their own parent tour. These parent field trips have received positive feedback and Cabrillo hopes to offer more in the future.

## Use of Community Resources

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members' expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p><b>Business &amp; Industry</b></p> <p>The business and professional community is mainly connected through the Linked Learning Career Pathways, through individual partnerships, and various advisory boards. Each of the Pathways run specialized events to bring members of the business community on campus to engage students through WBL activities. These advisory boards, comprised of industry professionals and post-secondary representatives, plan out opportunities for students such as guest speakers, job shadows, workplace tours, and internships. Furthermore, the advisory boards provide relevant feedback on curriculum, interdisciplinary projects, and Pathway student outcomes. Each advisory board annually reviews the Pathway student outcomes that are thematically aligned to the Pathway, but also to the LBUSD Graduate Profile. CED, CAL-J, and AGL all have robust advisory boards that support students and their programs.</p> <p>Over the last several years, relationships with industry partners have increased in size and scope and have led to expanded opportunities for students and increased engagement. The level of student participation in WBL and experiential learning opportunities has grown tremendously due to industry support. As of the 2017-2018 school year, over 85% of all students across each Pathway participated in at least 2 WBL experiences ranging from:</p> <ul style="list-style-type: none"> <li>• Guest speakers or guest instructors in CTE classes</li> <li>• Workplace tours</li> <li>• Mentorship events</li> <li>• Simulations with industry partners</li> <li>• Internships</li> <li>• Project feedback and mentorship from industry partners on student work</li> </ul> <p>These experiences have aided in developing a greater sense of Pathway identity for students and has helped to increase participation in Pathway events. There are pre and post surveys for some of the WBL learning events; these provide valuable feedback on the experiences. Furthermore, business and industry partnerships have increased the quality of student projects in that industry partners have provided feedback and support. Integrated projects include project-based learning and they are usually culminate with performance-based assessments, so students don't get graded on a traditional test.</p> <p><b>Examples of Industry Engagement and Support through Work-Based Learning:</b></p> <p>AGL hosts a career workshop and industry mixer for students that includes at least 25 industry professionals who come to campus to support students. The event has a series of modules in which students learn about each portion of the supply-chain, participate in mock interviews, and attend a lunch where they have the opportunity to engage actual professionals in the logistics field.</p> <p>CED runs an annual Women in STEAM event where female professionals in the STEAM fields have lunch with the female engineering students and discuss their experiences and</p>	<ul style="list-style-type: none"> <li>• Pathways Calendars</li> <li>• Event Photos</li> <li>• Post Event Feedback</li> <li>• Feedback from Professionals</li> <li>• Media Articles</li> <li>• WBL Data</li> </ul>

steps taken for post-secondary education. This event also includes empowerment modules in which the students go over topics such as professional dress, making a first impression, and how to be successful in male dominated career fields. There is also a keynote speaker each year and over 25 various industry professionals involved.

CAL-J operates the Teen Court Diversion Program where active judges oversee an extension of the California Superior Court system for alternative sentences for juvenile offenders. Cabrillo students act as clerks, bailiffs, and the jury for these monthly sessions. Also, the judges mentor students through each trial process and guide them through this real working court.

SACMAA hosts the SACMAA Professional Speaker series each month. Various industry professionals in the digital arts fields come to campus and share their stories of how they became successful in their careers. This has included writers from The Simpsons and Futurama, high-fashion photographers, and Emmy award-winning producers.

**Community Involvement**

Cabrillo strives to connect with the greater community through various events and projects yearly. Students are also encouraged through their Pathways and some clubs to complete individual community service hours to assist with résumé building and college applications.

Opportunities for community involvement include:

- Veterans Day Parade, Long Beach Daisy Lane and Belmont Shore Christmas Parades, Martin Luther King, Jr. Parade, and Long Beach Pride Parade
- Various beach clean-ups with the Surfrider Foundation
- Tree plantings with the Port of Long Beach
- Park and Los Angeles River cleanups
- Blood drives sponsored by ASB
- Holiday toy and food drives

**E2. School Environment Criterion**

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement.

**Safe, Clean, and Orderly Environment**

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p><b>Safety</b> Emergency procedures are posted in an accessible spot in all classrooms and each room is equipped with an Earthquake Emergency Kit. Cabrillo has a school safety plan which covers emergencies that may occur. The safety plan is reviewed and revised as needed each year. The school safety plan is currently undergoing revision due to loss of personnel.</p> <p><b>Daily Safety Operations</b> At the beginning of each school day, CSOs are at entrance points checking IDs as students and staff enter in the morning. Once school begins, all students, staff, and visitors enter through one door and visitors must sign in with proper ID in order to enter the campus. When there have been tips concerning possible safety issues through social media or from police reports, the gate access is limited, and random searches of backpacks occur.</p> <p>All classrooms are equipped with a telephone to allow immediate contact with the office. A number can be dialed that will ring on all office phones in the event of an emergency. There</p>	<ul style="list-style-type: none"> <li>• Visitor Sign-In Sheets</li> <li>• 2018-2019 Cabrillo Discipline SOP</li> <li>• Electronic Referrals</li> <li>• Electronic Behavior Log</li> </ul>

are currently 67 security cameras located around the campus, which allows for additional coverage of daily activities and events.

A CSO and/or staff member is assigned to supervise each of the major quad areas, particularly during nutrition, lunch, and dismissal. All the CSOs, Deans, Administrators and other support staff are equipped with two-way radios which allow for communication and coordination of supervision and other school activities and events.

Golf carts allow CSOs, Deans, and Administrators to quickly get around campus. The security team also patrols the school grounds and surrounding area during student dismissal. In focus groups, approximately  $\frac{1}{3}$  of parents said that they would like to see more campus security officers on and around campus. Unfortunately, with lower enrollment, the amount of CSO's has decreased, but the physical size of the campus has not. Therefore, supervision continues to be adjusted to compensate.

Cabrillo has a Long Beach Police Department School Resource Officer on campus Tuesday through Friday each week; she assists with supervision at dismissal. There is also a Probation Officer on campus daily.

LBUSD School Safety team and the Long Beach Police Department provide safe passage supervision along the Santa Fe corridor and in the local community after school.

In the event of a suspected or response to an actual critical event, staff from the District office are assigned to increase supervision on campus.

#### **Emergency Preparedness**

- **Fire:** The entire school is required to participate in 1 fire drill per semester; the first drill requires clearance from Long Beach Fire Department. Each class has a specific spot to line up outside the buildings. Teachers take roll to confirm all students are present.
- **Earthquake:** The entire school is required to participate in 1 earthquake drill per semester. For the last 2 years, Cabrillo has had a Level 1 (drop, cover, and hold) participation in the "Great California Shakeout" earthquake drill. In 2016-2017, Cabrillo did a Level 3 drill. This entailed dropping, covering, and holding and then exiting to the athletic fields while assigned teams of staff practice searched and rescued. Office staff removed files to the field and practiced attendance collection, family notification and reunion procedures, and emergency procedures that might be necessary in the event of a real earthquake or need for evacuation.
- **Lockdown:** The entire school is required to participate in 1 lockdown drill each year so that everyone knows what to do in the event of an intruder on campus, police activity in the surrounding neighborhood, or in response for a need to address active shooter situations. The staff was trained on how to react to an active shooter situation in the spring of 2018 by the District School Safety office.
- **Shelter-in-Place:** The entire school is required to participate in a shelter-in-place drill once each year.

#### **Behavior Expectations and Discipline Procedures**

In previous years, students attended an assembly presentation during pre-registration that reviewed behavior expectations, including attendance and tardy policies, dress code, personal conduct, social media, and social interaction expectations. This included a video with sketches produced by students and teachers from the SACMAA Pathway. In 2018-2019, the behavior expectations were moved to the individual Pathway assemblies and the pre-registration assembly was used to focus on schoolwide celebrations and introduce a new marketing video highlighting Cabrillo High School.

The discipline process and documents, including an electronic referral, are posted on the school's website. District-wide behavior expectations and guidelines are also posted on the school website. All teachers have access to the 2018-2019 Cabrillo Discipline Standard Operating Procedures, which was shared through the Google drive.

#### **Cleanliness**

The Cabrillo campus is well-maintained and clean. Any graffiti is cleaned as soon as

reported. Restrooms are patrolled throughout the day by CSOs and custodial staff, and any issues are reported to the appropriate staff member to resolve as quickly as possible. Keeping a clean campus has been a focus for many years. Many trash cans are placed around the campus; students are given friendly reminders to place litter in the cans, and trash is collected immediately after breakfast, nutrition, and lunch. The campus is a beautiful setting, with an open design. Classrooms are spacious and have air conditioning and comfortable desks. Teachers are provided with a middle room between classrooms; this is shared with their neighbor teachers, as a separate workspace, for storage, etc. This allows more space in the classroom for educational materials and comfortability in desk arrangement. Visitors familiar with other campuses are impressed by the cleanliness of the campus.

The Vice Principal coordinates with the Plant Manager and Grounds Supervisor to maintain the physical facilities. They meet weekly to respond to facilities requests and reservations, discuss campus-wide needs, and evaluate the effectiveness of the current facilities plan. Additional staff members may also attend these meetings to discuss specific facility needs.

**Maintenance**

Throughout the year, representatives from the District Physical Plant operations inspects each of the rooms. If there are areas that need repairs, they are fixed within 10 days. These repairs could include, burnt out lights, stained ceiling tiles, tears in the carpeting or broken locks. Each year, the maintenance truck is assigned to campus to paint and make any more complicated repairs.

**High Expectations/Concern for Students**

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>The Cabrillo staff has strived to create a welcoming, caring environment that provides students with individualized support and holds high expectations for all. The school is organized into Pathways in order to ensure that each student is well-known by teachers, staff, and other students, and that their individual needs are met. Each Pathway has developed a personalized support plan for their students that includes intervention support and post-secondary planning. Each Pathway has a leadership team comprised of the assigned Pathway Administrator, Counselor, and Pathway Lead teacher who oversee the Pathway’s personalized support plans for their students. They are also directly supported by the Pathways Coordinator, who coordinates activities for all the Pathways. This team works with their Pathway teacher teams at least monthly to analyze student performance data, set up any needed interventions, and plan activities to ensure all students are connected to their program and meeting their individual educational goals.</p> <p>The WRAP program provides tutoring, credit recovery, and a fun safe environment for students to connect with each other before and after school. It provides an opportunity for students who have unscheduled periods to attend WRAP so they can maintain an academic focus and stay on a regular daily schedule each week.</p> <p>Saturday School is an additional opportunity for students to receive individualized tutoring from their teachers, take make-up exams, get test preparation support, and to make up work for classes.</p> <p>After-school tutoring happens Mondays through Wednesdays in the library. Math teachers and the librarian provide support to students who need assistance with assignments and studying.</p>	<ul style="list-style-type: none"> <li>• Pathways Meetings Agendas and Minutes</li> <li>• WRAP Calendar and Sign-In Sheets</li> <li>• Saturday School Sign-In Sheets</li> <li>• Tutoring Sign-In Sheets</li> <li>• AP Tutoring Calendar and Sign-In Sheets</li> <li>• Pride Points</li> <li>• Restorative Justice Calendar</li> <li>• Faire Materials</li> <li>• Honor Roll and Student of the Month Participant Lists</li> </ul>

<p>AP teachers host tutorials after school and on Saturdays to provide students with extra support for better understanding of the content and AP exam preparation.</p> <p>Students in focus groups acknowledged the amount of support their teachers offer, from tutoring during lunch, after school, and on Saturdays to one on one conferencing. They also reported to different resources available to them to seek other assistance, like Khan Academy and notes posted in their Google classrooms.</p> <p>One incentive for students to attend tutoring and build upon their social, emotional, and academic success is by earning Pride Points. Pride Point cards are a Safe &amp; Civil incentive program that rewards students who demonstrate the traits of the SLOs.</p> <p>An additional schoolwide program that supports a positive social climate on campus, and thus an environment of academic excellence is the Restorative Justice program. Teachers and students engage in community building activities that foster positive relationships and build the type of rapport where trust and fidelity can thrive. The RJ program provides: community building circles, restorative dialogues for conflict resolution, team-building activities, and creative opportunities such as Paint Nite. The RJ Program has also started a “Level Up Challenge” this year which encourages adults and students to develop and work on achieving long and short term goals.</p> <p>Every spring, Cabrillo hosts an Intercultural Faire for students and staff. Different student groups set up booths and sell food and drinks that are representative of the wide variety of cultures on Cabrillo’s campus. There are also performances on the rally stage that celebrate different cultures.</p> <p>Student of the Month luncheons occur 6 times a year. These lunch time celebrations recognize students in 3 categories by Pathways (Most Improved, Standout Student, Outstanding Student, Outstanding Achievement, and Outstanding Effort). Two Pathways participate on a rotating basis each month and teachers nominate students. At the event, students receive a certificate, shake the Principal’s hand, get their picture taken, and eat lunch with the teacher who nominated them. Honor Roll assemblies (for students who earned a 3.0 or higher) happen every semester. These events promote a positive learning environment and high expectations for all students.</p>	
---	--

**Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
	<ul style="list-style-type: none"> <li>• CORE Survey Data</li> <li>• Meeting Minutes and Agendas: SDM, SSC, Safe &amp; Civil</li> </ul>

Administrators, teachers, and other staff members communicate and collaborate on a regular basis to discuss ways to improve relationships on campus through Conference Period Faculty Meetings, Safe and Civil Committee, Counselor meetings, etc. In these meetings, participants are encouraged to express their views and ideas freely. Those ideas are discussed in depth and included in schoolwide planning if deemed appropriate and sustainable. For instance, schoolwide policies are vetted through the SDM Committee, which is comprised of teachers, staff members, and Administrators. For issues concerning financial matters that affect schoolwide policies, proposals are brought before the SSC. In both settings, the SPSA and LCAP are discussed and applied to the decisions that are made for schoolwide implementation. The Safe & Civil Committee meets regularly to discuss ways to inform teachers on practices that promote positive behavior and relationship building on campus. The committee conducts PD trainings and participates in District trainings to ensure that the District directives for Safe & Civil practices are upheld on campus. The end result is a campus with open communication among stakeholders and a relationship-centered environment that keeps successful systems in place.

### E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student’s academic and personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Cabrillo offers all students a wide range of support systems through the Pathways model, alongside general programs and interventions through the school site overall. Through the Pathways structure, staff teams are better able to identify specific student’s abilities, needs, and interests, and help guide or place them into the appropriate class, program, or activity.</p> <p><b>Personalized Student Support</b> Each Pathway provides their students with individualized academic and emotional support. Each program has an assigned Counselor and Administrator that works with the teaching team and students to help students become connected to various adults on campus. This year, Cabrillo added 2 Counselors who specifically work with at-risk students (students with a GPA lower than 2.0). The teams meet monthly to analyze data, and then provide appropriate interventions for their students. Counselors meet with each student at a minimum of once yearly to review their 4-year plans, classes needed for successful graduation, and any support the student might need. This includes developing post-secondary plans by grade-level, offering tutoring, and/or referring students to other schoolwide supports. The Pathway/team structure has allowed students to feel more comfortable connecting with their Counselor and teachers regarding any academic or personal concerns, and for staff to identify and reach out to students who may need personal attention. In focus groups, parents agreed that Cabrillo’s Counselors are a valuable resource in supporting students’ academic and personal success. Students may also meet with or be referred to the Psychologist or Nurse. Counselors and the Psychologist may submit referrals for school-based mental health services.</p> <p>Every student in the focus groups acknowledged that they have at least one adult on campus that they can go to for support.</p> <p><b>Suicide Assessment Protocol</b> California Education Code (EC) Section 215, added by AB 2246, requires the Local Educational Agency (LEA) that serves pupil in grades 7 through 12 to adopt a pupil suicide prevention policy that specifically addresses the needs of high risk groups. Cabrillo’s faculty</p>	<ul style="list-style-type: none"> <li>• Suicide Assessment Protocol</li> <li>• Suicide Assessment Form</li> <li>• Four-Year Plans</li> </ul>

<p>and staff are made aware of the steps that need to be taken when a student is experiencing a crisis.</p> <p><b>Schoolwide Supports</b>  Cabrillo offers multiple supports for students who are struggling and in need of extra help. The Counselors work with the ILT to analyze student performance data, and to develop intervention plans when needed. Cabrillo offers independent study and credit recovery as an extra class, and through Saturday school interventions. Furthermore, the site utilizes the WRAP program that offers students time after school to work on missed assignments, credit recovery, or to improve their grade in classes they are struggling in. School Loop, Synergy, and LROIX are used to identify students who need additional support.</p> <p>Cabrillo also has multiple support positions that oversee programs to support both struggling students and high achievers. These individuals and/or programs provide students with support such as tutoring, social emotional support, and also post-secondary planning. Individuals who offer student support include the EL Coordinator, AP Coordinators, AVID Coordinator, Pathways Coordinator, College and Career Center Specialist, USC College Advisors, and Career Developer.</p> <p>Special Education students receive support primarily from their Case Manager. They are also supported by their individual teachers and instructional aides. The Career Transition Specialist assists MM and RSP students by placing them in community businesses for work experience learning.</p>	
--	--

**Support and Intervention Strategies Used for Student Growth/Development**

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>The Counseling Department continually provides support for students for social-emotional and academic interventions. The Counselors meets with each student annually, and at any other time as needed or requested, to discuss their 4-year plan, register for classes for the following year in order to stay on track for graduation and meet A-G requirements, and provide one-on-one social-emotional support. The goal is for all students to have as many options as possible when entering the post-secondary environment. Counselors also provide an essential communication link to parents and families.</p> <p>Student achievement, whether academic, behavioral, or to meet a personal goal, is celebrated through Honor Roll assemblies and Student of the Month luncheons, or by personal phone calls or notes home. These celebrate student achievement and create an atmosphere that honors hard work and academic success.</p> <p>Students are identified as needing academic interventions by their teachers (via a Counselor Intervention Form) and by data available on School Loop, Synergy, and LROIX. After interventions have been implemented, if a student still isn't successful and is excessively credit-deficient, their Counselor will meet with the student and their parent and may refer the student to one of the district's alternative education high schools. In many cases, after the student has recovered enough credits to be eligible for graduation, the student will return to Cabrillo.</p>	<ul style="list-style-type: none"> <li>• Counselor Intervention Form</li> <li>• Four-Year Plans</li> <li>• Honor Roll Assemblies and Student of the Month Luncheon Invitations</li> </ul>

**Support Services – Multi-Tiered Interventions and Student Learning**

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards,

e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
<p>Departments meet monthly based on their content area to analyze student performance data, share best practices, develop SSI lessons, and calibrate grading. Discussions also focus on strategies to meet the needs of students with differing learning needs such as English Learners, Special Education, and AP students.</p> <p>Pathway Teams meet monthly to discuss OPTIC action planning progress and evidence collection, analyze student performance data by Pathway, and to share best practices in regards to SSI. Additionally, Pathway teams identify programmatic changes that may be necessary based upon student needs. This sometimes results in the course sequence being modified and/or new courses being offered. Furthermore, grade-level Pathway teams meet throughout the year to develop thematic interdisciplinary projects.</p> <p>SSC analyzes school performance data to evaluate the effectiveness of programs and activities funded by federal and state programs. Stakeholders provide input and recommendations regarding how funding could best be used to meet the needs of students, particularly at-risk students. Funding has been utilized to fund literacy and math interventions to support struggling students.</p> <p>The Safe &amp; Civil team meets monthly to develop plans for implementing schoolwide trainings and initiatives focused on increasing a positive school culture. For example, this year's team will be delivering PD focused on providing students with frequent non-contingent attention in an effort to build relationships.</p> <p>The ILT meets monthly to collaborate regarding schoolwide initiatives and projects. This includes examining student performance data, identifying and prioritizing needs, and reviewing and revising action plans. The ILT makes recommendations to the SSC on how funds should be utilized to support students identified needs.</p>	<ul style="list-style-type: none"> <li>• Meeting Agendas &amp; Minutes</li> </ul>

### Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
	<ul style="list-style-type: none"> <li>• Course Request Sheets</li> <li>• Master Schedule Board</li> <li>• Master Schedule Calendar</li> </ul>

The yearly construction of the master schedule is a long and detailed process to assign each student to the classes they need, and ensure gender and ethnic equity. Beginning in the winter, Pathways and course offerings are reviewed. Counselors meet with each student to review graduation requirements and courses needed for the following year. Students are also informed of class options through their Pathways and AP recruitment activities, which involve an informational assembly for students. Students are invited based, not only on data, but teacher recommendations and personal interest. AP teachers also host informational sessions. With an open access policy for AP courses, all students are encouraged to take the AP challenge. Once students select their classes, the Master Schedule Team uses the course selections to generate the number of classes and sections needed. Classes are arranged to allow students to access as many classes as possible. If conflicts arise where a student cannot access a course based on conflict with a tentative course placement, the team will revisit the placement to ensure that one student can access their requested courses. Once students are assigned to classes, additional revisions are made to balance demographic inequities whenever possible. This is a long and arduous process which includes input from the Leadership Team, ILT, and Counseling Team. Because the master schedule is student-centered, it may mean that teachers need to be flexible in the number of courses they teach or their daily schedule. The care taken to build the master schedule has proved its benefit by a smooth, efficient start of the school year on day one with minimal schedule adjustments necessary.

### Co-Curricular Activities

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Cabrillo offers multiple opportunities for students to become involved in curricular and co-curricular activities. This was acknowledged by all students in focus groups.</p> <p><b>Associated Student Body</b>            The ASB Student Council is the governing board elected by students. The ASB meets during 3rd period to organize student activities, manage the student budget and trust accounts, approve club activities and fundraisers, address any concerns of the student body, and plan activities that build school spirit. Events and programs planned by the ASB must meet one or more of the following goals:</p> <ul style="list-style-type: none"> <li>• Increase student involvement</li> <li>• Support academic achievement</li> <li>• Provide service to the school and community</li> <li>• Empower students</li> </ul> <p>Some of the events include fundraisers to support student activities, lunchtime rallies, schoolwide pep rallies, the Homecoming and Intercultural Faires, blood drives, school dances, and graduation. ASB also coordinates large events such as Homecoming, home football games, and all dances. This team manages a budget of approximately \$260,000, which is used to support student activities across campus.</p> <p>ASB holds weekly meetings to approve budgeted student accounts, trust accounts, fundraisers, and club charters. They are guided by the Activities Director who oversees all meetings and keeps the students up to date on all budget guidelines, Board policy, and Federal-States-Municipal laws in regards to how student funds can be utilized. Elections for ASB officers and commissioner positions take place at the end of each school year, and students are encouraged to apply and run. All ASB positions are currently filled, however the election process will significantly change for the 2019-2020 school year. Students will apply</p>	<ul style="list-style-type: none"> <li>• ASB Calendar, Agendas, Minutes</li> <li>• Student Ambassador Student Work Samples</li> <li>• COSA Meeting Minutes</li> <li>• Athletic Records</li> <li>• Performance Programs</li> </ul>

for ASB in February and will go through a rigorous blind interview process with an interview panel consisting of teachers, Administrators, industry partners, and parents. The students who are selected will then participate in a summer leadership program with other student leaders in LBUSD, facilitate the Freshman orientation camp (JAG Camp), and plan activities for the coming year. Cabinet elections will not be held until after Homecoming 2019. The elected cabinet for next year (President, Vice President, Treasurer, and Secretary) will shuffle positions amongst each other quarterly, similar to what a city council or school board does. Each cabinet member will be termed the “Executive Board” and will experience each position during the year.

### **Student Ambassadors**

Student Ambassadors are comprised of student representatives from each Pathway. The program is designed to train and develop student leaders in supporting and sustaining the LBUSD Linked Learning Initiative. Student Ambassadors serve the school by raising awareness of the various Pathways among businesses, other outside organizations, parents, prospective students, and within the school community. These students not only represent their Pathways, but in their Linked Learning Student Ambassadors class, also participate in a comprehensive leadership program that focuses on: (1) leadership training, soft-skill (21st century) development, and Linked Learning training; (2) Pathway internal marketing to increase buy-in from staff and students; (3) community and culture building to support the Safe & Civil initiative; (4) portfolio defense and Pathway Performance Task to show a mastery of the LBUSD Graduate Profile; and (5) raising awareness of LBUSD student excellence within the greater Long Beach community and various industry stakeholders.

The Student Ambassador program was created 3 years ago with the goal of building an academic leadership team consisting of students who represent each Linked Learning Pathway. While other high schools in LBUSD currently maintain Student Ambassadors, Cabrillo’s program has been a pilot course in coordination with the District’s High School Office. The goal is for this program to be standardized across the District, and Cabrillo is leading the charge. The program started as an after school club with 12 members in 2015-2016, and now has been an actual course that offers ‘G’ credit and currently has a student population of 42 leaders. There are 2 elected lead positions for each Pathway, and they coordinate with their fellow Ambassadors by Pathway. The Ambassador students have had the opportunity to host visitors from across the nation to learn about Cabrillo’s approach to Linked Learning. They have also had the opportunity to present on a global stage last year, at the International Urban Freight Conference held at the Long Beach Convention Center.

### **Council of Student Athletes**

The Council of Student Athletes (COSA) is a group of student athlete leaders who govern themselves. These athletic leaders are selected by their coaches due to their ability to lead both “on and off the field.” COSA is similar to ASB but specifically tailored towards promoting leadership for Cabrillo’s athletes. The group was formed during the 2017-2018 school year. Their first large event was the end-of-year Sports Awards Banquet, which was a huge success. As of the 2018-2019 school year, the program has expanded its role on campus. The council started as a volunteer club with about 20 members, but now has 2-4 representatives from each team from every sport offered at Cabrillo. COSA also has two roles as a leadership organization at Cabrillo. First, COSA oversees all athletic trust accounts and student money for athletics and is the first line of defense in protecting student funds. They act as the initial approval board for athletic funds that are from student trust/club accounts. The council meets weekly (during 7th period) to approve purchase orders for sports teams, which are then sent to ASB for final approval. In essence, COSA is the initial clearing house for student funds and purchase orders made by coaches for their teams. The students take an active role in learning about the budgets, legal requirements, and processes for how student funds may be utilized. They act as a subcommittee for the overall Student Council (ASB).

Secondly, COSA is developing activities and programs to build more student support for Cabrillo’s sports programs, and to create an atmosphere of sportsmanship and positive character amongst all athletes at Cabrillo. In the fall of 2018, 15 COSA leaders attended the first Moore League symposium, comprised of athletes from across LBUSD, with a focus on

sportsmanship, and with a task to bring back what they learned to Cabrillo. COSA is currently developing initiatives to support the overall League's goals of increasing positivity and character in all sports in the District.

### **Athletic Programs**

Cabrillo High School provides a plethora of competitive athletic programs in the Southern Section of California Interscholastic Federation (CIF). Cabrillo offers a total of 14 different sports, as well as a dance, drill, flag, and cheer teams that are available for both male and female participation. The mission of the Cabrillo High School Athletic Department is to provide a program that helps develop the whole person through education and competition, to expect a high level of discipline, sportsmanship, integrity, leadership, and social responsibility, to promote ethnic and cultural diversity within athletic programs, to ensure equal opportunity for all student-athletes, and to make the athletic program an enduring source of pride for the student population, student-athletes, staff, alumni, and community. The athletic program utilizes highly qualified coaches, dedicated support staff, and administrative personnel to help individuals become better students, athletes, and citizens, and to prepare student-athletes to make transitions to the next level of participation academically and athletically.

During the 2017-2018 school year, over one third of all students participated in at least one sport or team. Participants must meet minimum academic standards of a 2.0 GPA and pass at least 20 semester credits to be eligible to participate as a representative for Cabrillo High School. Athletes are expected to display positive sportsmanship and citizenship in the classroom, on campus, and while on the field/court. The code of conduct outlines the behaviors expected of the student-athletes, focusing on their responsibility as role models for all students on campus. All sports teams are required to conduct fundraisers for their respective programs to use for field trips, team "swag", tournaments or any other related activity to enhance the experience of being part of a team or program. For those athletes who wish to further their athletic endeavors at the collegiate level, Cabrillo provides them with small group and individual meetings with the Athletic Counselor to ensure they have the academic qualifications and requirements to pursue this passion in the NCAA, NAIA, or even at a community college. After each season, Cabrillo conducts an all-sports banquet to recognize the athletes for their accomplishments in academics and athletics, as well as a senior sports banquet to culminate the year. At that time, the annual winners of the Century Club athlete of the year (one senior boy and one senior girl who is attending a 4-year university) are announced; those students receive a \$1,000 scholarship to use towards their educational expenses. To qualify for this award, student-athletes must write an essay discussing how participating in sports has helped shaped their high school experience, earn at least a 2.5 GPA, have applied to a 4-year university, and provide an updated transcript from their Counselor.

In addition to competitive teams, the WRAP program also offers recreational sports tutorials and games for those less inclined to compete at the CIF or interscholastic level.

### **Performing Arts**

Students who are interested in the performing arts have many options for involvement. These include band, orchestra, steel drums, chorus, and drumline. Students in these classes play and/or perform at athletic and academic events on campus and represent Cabrillo in parades and competitions. Students in theater arts (or those who audition and earn a part) and stage crew, perform in "An Evening of One Acts" in the fall, the Black History show in the winter, and a play in the spring.

### **Jag Cup Competition**

At Cabrillo, there are four different Pathways. Throughout the year, these groups compete against one another in order to win the right to house the Jag Cup, an actual trophy that contains the engraved name of the Pathways that wins the competition yearly. The Jag Cup Competitions include, but are not limited to: attendance challenges, student and teacher competitions, and the Kindness Challenge. The winning Pathway earns the privilege to enter the stadium first at graduation. The year-long competition was instituted in 2010 as a way to increase Pathways affiliation and school pride.

**Urban Math Collaborative**

The Urban Math Collaborative is a program for African American and Latino male students. The purpose of the program is to assist students throughout their high school career to become active, effective, involved, and competitive students. The program's efforts are directed towards increasing A-G completion rates and the college-going rates for African American and Latino male students, along with closing the achievement gap. Participants receive support in academics, college-readiness, college exploration, leadership development, mentorship, scholarship opportunities, and cultural awareness.

**Female Leadership Academy**

The mission of the Female Leadership Academy is to empower young women, increase their graduation rates, and increase their entrance into institutions of higher learning and other viable post-secondary options. The program develops successful leaders by addressing the multi-faceted issues facing young women. Students in the program are empowered and better prepared for post-secondary options. Participation in academic workshops, counseling, motivational learning activities, and exposure to increased cultural experiences result in a stronger connection to Cabrillo and the development of educational and career paths.

**California Scholarship Federation (CSF)**

CSF is a nonprofit organization whose mission is to recognize and encourage academic achievement and community service among middle and high school students in California. Eligible Cabrillo students become members by submitting applications based on their report card grades. Membership is for one semester, and membership drives are held each semester within established periods dictated by the bylaws. CSF members meet every Monday during lunch to discuss a topic related to college and/or community service. Members participate in 10 service projects per year. They also participate in a multi-day college field trip introducing them to many of the college options available to them. Conferences are held annually, and student awards recognizing scholastic achievement and community service are presented.

**University Scholars (US)**

Initially, US was one of Cabrillo's Small Learning Communities; in 2017-2018, this program was redesigned and embedded within each Pathway at Cabrillo. Students accepted into this program not only complete their Pathway technical course of study, but also an increased series of AP and Honors courses, along with community service.

## **ACS WASC Category E: School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs**

### **Summary**

Cabrillo High School implements a wide variety of activities to connect to a diverse group of stakeholders. Cabrillo families have differing levels of knowledge, access to technology, and languages; as a result, the school utilizes multiple means to communicate and engage parents in the learning process and school community. Initial outreach begins while students are still in feeder elementary and middle schools. Parents and students are invited to visit the campus or attend Open House, the Parent Resource Center, PTO meetings, sports events, Parent Community Building Circles, or other community activities. LCFF funds are used to support the Parent Center activities, including a full time, bilingual supervisor who coordinates a wide variety of activities for parents, trainings on the academic systems and parenting, as well as acting as a liaison between parents and the staff or community resources. Parents can view student progress on School Loop, as well as communicate with teachers and Counselors. The business and professional community is mainly connected through the Linked Learning Career Pathways, through individual partnerships, and various advisory boards. Each of the Pathways run specialized events to bring members of the business community on campus to engage students through WBL activities. These advisory boards, comprised of industry professionals and post-secondary representatives, plan out opportunities for students such as guest speakers, job shadows, workplace tours, and internships. Furthermore, the advisory boards provide relevant feedback on curriculum, interdisciplinary projects, and Pathway student outcomes. Each advisory board annually reviews the Pathway student outcomes that are thematically aligned to the Pathway, but also to the LBUSD Graduate Profile. CED, CAL-J, and AGL all have robust advisory boards that support students and their programs. The staff has identified the need to increase the participation of parents, community members, and business leaders on advisory boards and campus activities.

The Cabrillo campus is a clean, and safe environment. The Plant Operation team maintain the interior and exterior plant. Supervision of the campus and entrance is provided by on campus security and staff who can communicate by radio to respond quickly to any situation. Emergency protocols are in place.

The Cabrillo staff has strived to create a welcoming, caring environment that provides students with individualized support and holds high expectations for all. The school is organized into Pathways in order to ensure that each student is well-known by teachers, staff, and other students, and that their individual needs are met. Each Pathway has developed a personalized support plan for their students that includes intervention support and post-secondary planning. Each Pathway has a leadership team comprised of the assigned Pathway Administrator, Pathway Counselor, and Pathway Lead teacher who oversee the Pathway's personalized support plans for their students. They are also directly supported by the Pathways Coordinator, who coordinates activities for all the Pathways. This team works with their Pathway teacher teams at least once monthly to analyze student performance data, set up any needed interventions, and plan activities to ensure all students are connected to their program and meeting their individual educational goals.

Cabrillo offers all students a wide range of support systems through the Pathways model, alongside general programs and interventions through the school site overall. Through the Pathways structure, staff teams are better able to identify specific student's abilities, needs, and interests, and help guide or place them into the appropriate class, program, or activity. Departments, Pathways, and leadership teams including Safe and Civil, SSC, and ILT meet monthly to review data and develop intervention plans appropriate for their mandate.

The Counseling Department continually provides support for students for social-emotional and academic interventions. The Counselors meets with each student annually, and at any other time as needed or requested, to discuss their 4-year plan, register for classes for the following year in order to stay on track for graduation and meet A-G requirements, and provide one-on-one social-emotional support. The goal is for all students to have as many options as possible when entering the post-secondary environment. Counselors also provide an essential communication link to parents and families. The student-centered master schedule is developed to provide each student with the classes needed to successfully complete their 4-year plan. Student academic and behavioral achievement is celebrated with Student of the Month Luncheons, Honor Roll and Pride Point incentives.

Cabrillo offers multiple co-curricular and leadership opportunities for students that provide them with the tools and experiences to develop as leaders, and to support their fellow students. The Student Council that represents the collective ASB manages the student budget and organizes student activities and clubs. The Student Ambassadors program raises awareness of the Pathways within the community and businesses. The Council of Student Athletes (COSA) oversees

athletic trust accounts and works to increase athletic involvement and sportsmanship. A wide variety of activities, clubs, and tutoring opportunities are available for students to further explore their interests.

### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- Many opportunities are available for students' involvement with a variety of interests
- Over the last 3 years, students at Cabrillo have developed a strong identification with their Pathway. Pathway activities connect with career programs through WBL, internships, and connections with industry professionals
- Students are getting increased support with the addition of two more Counselors
- Cabrillo is making strides in students' achievement as seen in items like test scores, attendance, completion, graduation rates, college admissions, and decreases in discipline issues
- The school has implemented multiple strategies to help with student's success, becoming more proactive than reactive
- The Administration works to address underlying root issues facing students

### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

- Increase student connection to campus and campus pride
- Continue the development of the Pathways, including more WBL activities at each grade level, and implementing/strengthening Advisory Boards for each Pathway
- Develop more interdisciplinary projects
- Increase connections with external organizations to support students and families

# Chapter IV



## *Summary from Analysis of Identified Major Student Learning Needs*

## Chapter IV

### *Summary from Analysis of Identified Major Student Learner Needs*

#### **Summary of Findings**

Throughout the twelve months of the self-study process, various stakeholder groups participated in a thorough analysis of data and review of the Focus Group findings and critical learner needs in order to assess the school program and its impact on student learning. After analyzing the school's data from Chapter II and progress on the action plan since the last self-study, the Instructional Leadership Team (ILT) identified a comprehensive list of overall strengths and growth areas are indicated below:

#### **Strengths**

- College and Career Center
- Parent Involvement (PTO, parent center)
- African American students: SAT Scores up
- Business industry partnerships increased
- AP participation up
- Student Ambassadors and ASB
- Student activities increased
- Student perceptions of the AP program are positive
- Attendance rates are up
- Attendance support (SART)
- Saturday School interventions
- High amount of credentialed teachers
- CAL-J certification
- USC college advisors
- Updated CED labs
- Increase in technology overall
- Khan Academy usage
- Counselor support increased
- Suspension rates are down and the supports for it
- Student CORE survey results were positive
- Decrease of discipline incidents and RJ support
- Google calendar and surveys of staff

#### **Growth Areas**

- High number of tardies
- High % of students near or below EBRW on PSAT/SAT (p.41/42)
- Low SBAC scores
- AP pass rates are low
- Chronic absenteeism rates are high
- EL's grades, Graduation and A-G completion are low
- High percentage of D's and F's in math courses
- Although it has increased, A-G completion rate is low overall compared to other LBUSD schools

Using demographic data, disaggregated achievement data, perception data, and analyses of student work, Focus Groups evaluated the school program and identified strength areas and areas for growth for each of the five criteria. The ILT then compared the lists from Chapter II and Chapter III to find the similarities. The schoolwide strengths and growth areas were prioritized and through a voting process. Once prioritized, the WASC Leadership team refined them. The revised schoolwide strength areas and growth areas are as follows:

## **Schoolwide Strength Areas**

1. There has been a dramatic increase in positive school spirit and pride at Cabrillo throughout the last several years. This has resulted in increased participation in student activities on campus and positive CORE survey results.
2. Communication between Cabrillo staff has increased with the use of various technological resources such as Google Calendar, Google Forms, Cabrillo Connections staff newsletter, email, etc.
3. Access and utilization of technology in the classroom has exploded throughout the Cabrillo campus. There is an average of 1:1 Chromebooks per student.
4. Career Pathways have grown to provide students with connections between academic content and careers, as well as, exposure to Work-Based Learning experiences.
5. Academic and social emotional support has increased through the expansion of intervention programs and increased counseling support.

## **Schoolwide Growth Areas**

1. Students are scoring lower than other comparable students across the district on SBAC, PSAT/SAT, AP, grades, graduation rates, and A-G completion, as indicated on the California Dashboard, and there is an achievement gap with English Learner, African American and Special Education students. Therefore, there is a need to increase the number of students who are college and career ready.
2. Although teachers have access to a variety of data, there is an inconsistency in the way data is used to drive curriculum and instruction. A more formalized data driven cycle of inquiry needs to be implemented.
3. Even though Cabrillo's image is improving, there is still a poor perception about Cabrillo within Long Beach. Cabrillo staff and students need to find more ways to create a positive perception of the school within the larger community.
4. Although parent involvement has increased, the number of active parents is low compared to the overall student population. There is a need to engage and communicate more effectively with parents and the community.

These four areas were used to write four schoolwide goals as the basis for the revised schoolwide action plan. The ILT and Focus Groups were given the four goals and asked to suggest action steps to reach these goals. All the feedback was summarized by the WASC Leadership Team and shared with the ILT and Focus Groups for revisions. The finalized action plan was then shared with the ILT team to ensure it represented all suggestions.

# Chapter V



## *Schoolwide Action Plan*

## Chapter V

### *Schoolwide Action Plan*

#### **Development of the Schoolwide Action Plan:**

The schoolwide action plan was developed through the efforts of our Focus Groups and Instructional Leadership Team. SLOs, student and school data, perception data, and the Critical Learner Needs were analyzed at the beginning of the year; the information was shared with all stakeholders. The examined data, state priorities, and district goals were utilized in order to create the four Cabrillo goals listed in the action plan. The Focus Groups and ILT then met to review and provide further input for the action plan, which included possible goals and objectives. This information was shared several times with Focus Group and the Leadership Team until the final action plan was developed.

#### **Means of Reporting Progress of Goals:**

The Administration will monitor the action plan goals through yearly analysis of data, teacher observations and conferences, and adjustments to the master schedule. The progress will be reported annually through ILT and department meetings, School Site Council, PTO, and parent communications. Progress will also be reported to the Long Beach Unified School District Board of Education by means of the Single Plan for Student Achievement, which is updated yearly.

**Cabrillo High School  
Action Plan 2019-2022  
Success in the West**

**Cabrillo Goal #1: College and Career Ready:** Increase the number of students who are college and career ready.

**Cabrillo Goal #2: Data Driven Cycle of Inquiry:** Increase academic achievement through a focus on the implementation of a schoolwide Data Driven Cycle of Inquiry.

**Cabrillo Goal #3: Relationships:** Create a positive perception of school culture and climate among staff, students, and community.

**Cabrillo Goal #4: Parent Involvement:** Encourage and increase parental engagement and satisfaction.

\*\*\*\*\*

**School Goal 1: College and Career Ready:** Increase the number of students who are college and career ready, by:

- Focusing on the Common Core Standards and the LBUSD Understandings
- Developing and presenting engaging lessons through the use of Work-Based Learning Activities
- Increasing academic rigor
- Improving literacy skills (reading and writing) across content areas
- Increasing understanding of mathematics concepts through the Algebra 2 level
- Focusing on Pathway Certification

With a special emphasis on English Learners, African American and Special Education student populations, as measured by improved attendance, grades, test scores, Pathway certification and A-G eligibility.

**Rationale:** Students are scoring lower than other comparable students across the District on SBAC, PSAT/SAT, AP, grades, graduation rates and A-G completion as indicated on the California Dashboard and there is an achievement gap with English Learner, African American and Special Education students.

**Cabrillo Growth Targets**

1. Increase graduation rate by 5% and A-G completion rate by 5% through use of data to identify students and provide support or accelerated programs.
2. Increase SBAC scores by 5% for ELA and Mathematics and AP passing rates by 3% overall.
3. Increase the number of students passing all courses with a "C" or higher to 80% the first time taking a course.
4. Increase the number of students completing Work-Based Learning experiences to at least 90%.
5. Increase the number of pathways earning certification by at least 50%.

**District LCAP Goals**

LCAP Goal #2: Students will make academic progress on the Common Core State Standards so that they can be prepared for both college and careers upon high school graduation.

LCAP Goal #3: Students will succeed in Algebra to ensure high school graduation and expand college and career opportunities.

LCAP Goal #4: Students will participate and excel in rigorous coursework, including Advanced Placement.

LCAP Goal #5: Students will demonstrate readiness for college and careers.

LCAP Goal #6: Students will be actively engaged in their learning so that they can meet the Common Core State Standards and prepare for college and careers.

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring	Professional Development and Resources Needed
<p><i>Focusing on the Common Core Standards and the LBUSD Understandings.</i></p> <ul style="list-style-type: none"> <li>• Providing professional development and structured collaboration time, by department, to ensure alignment of the content standards and sequence lessons to build knowledge and skills to address the key Understandings.</li> <li>• Providing professional development on Gradual Release of Responsibility and more effective use of Learning Targets.</li> <li>• Providing professional development on <u>classroom</u> differentiation and interventions.</li> <li>• Implementing professional development to support Special Education accommodations for students in General Education classes.</li> </ul>	<p>Starting Fall 2019</p> <p>Starting Fall 2020</p> <p>Starting Fall 2021</p> <p>Starting Spring 2020</p>	<p>Principal Vice Principal ILT Special Education Department Chair</p>	<p>Classroom Observations</p> <p>Lesson Plans</p> <p>Meeting Agenda/Minutes</p> <p>Disaggregated Grades</p> <p>Quarterly Data Meetings</p> <p>SBAC Results</p>	<p>Conference Period Faculty and Department Meetings</p> <p>Pull-Out Days</p>
<p><i>Developing and presenting engaging lessons through the use of Work-Based Learning activities.</i></p> <ul style="list-style-type: none"> <li>• Collaborating and planning Single Subject Integration and Interdisciplinary lessons to provide connections to real world applications of content.</li> <li>• Providing opportunities for teachers to learn from business partners (externships, advisory meetings, etc.)</li> <li>• Expanding partnerships with business partners to include more classroom connections (i.e. mentors, guest speakers, evaluators, etc.).</li> <li>• Enhancing after school professional speakers program to link to classroom lessons.</li> </ul>	<p>Ongoing</p> <p>Starting Fall 2019</p> <p>Summer 2019 / Summer 2020</p> <p>Starting Spring 2020</p>	<p>Pathway Coordinator Pathway Lead Teachers</p>	<p>Classroom Observations</p> <p>Lesson Plans</p> <p>Business Advisory Meetings Agendas and Minutes</p> <p>Pathway Meetings Agendas and Minutes</p> <p>Pathways Certification Tool</p> <p>Work-Based Learning Data</p>	<p>Pathway and Department Meetings</p> <p>Business Advisory Meetings</p> <p>Business Partners</p>

<p><i>Increasing academic rigor.</i></p> <ul style="list-style-type: none"> <li>• Providing professional development for pre-AP classes (honors, ACC).</li> <li>• Providing professional development for schoolwide AVID strategies.</li> <li>• Providing professional development on higher level questioning.</li> </ul>	<p>Spring 2021</p> <p>Ongoing</p> <p>Fall 2021</p>	<p>AP Coordinators</p> <p>AVID Coordinator</p> <p>AVID Coordinator EL Coordinator</p>	<p>AP Vertical Team Meetings</p> <p>AVID Site Team Meetings</p> <p>Meetings Agendas and Minutes</p> <p>Classroom Observations</p> <p>Lesson Plans</p> <p>AP Participation and Pass Rates</p>	<p>Conference Period Faculty Meetings</p> <p>College Board Workshops</p>
<p><i>Improving literacy skills (reading and writing) across content areas.</i></p> <ul style="list-style-type: none"> <li>• Providing professional development to all staff in building students' conceptual understanding of content through literacy strategies.</li> <li>• Enhancing the use of writing strategies, including thinking maps and WICOR (Writing Inquiry, Collaboration, Organization and Reading) strategies, through schoolwide professional development and collaboration.</li> <li>• Expanding use of collaborative conversations to provide a deeper understanding of content and support a point of view.</li> <li>• Providing whole school professional development on Designated and Integrated English Learner instruction.</li> </ul>	<p>Spring 2020</p> <p>Ongoing</p> <p>Fall 2019</p> <p>Starting Spring 2020</p>	<p>English Learner Coordinator</p> <p>AVID Coordinator</p> <p>Principal</p> <p>Vice Principal</p>	<p>Meetings Agendas and Minutes</p> <p>Classroom Observations</p> <p>Lesson Plans</p> <p>Quarterly Data Meetings</p>	<p>Conference Period Faculty and Department Meetings</p>
<p><i>Increasing understanding of mathematics concepts through the Algebra 2 level.</i></p> <ul style="list-style-type: none"> <li>• Providing collaborative planning time for unit and lesson planning within common courses.</li> <li>• Using technology to support math concepts (Desmos, Khan, prime calculators, etc.).</li> <li>• Using lesson study to improve instructional practices.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Spring 2020</p>	<p>Math Department Chair</p> <p>Principal</p>	<p>Course Collaboration Meetings</p> <p>Classroom Observations</p> <p>Lesson Plans</p>	<p>Math Department Meetings</p> <p>Pull-Out Days</p>

			Disaggregated Grades	
<p><i>Focusing on Pathway Certification.</i></p> <ul style="list-style-type: none"> <li>• Providing collaborative time for Pathways to plan and collect data about Pathway certification.</li> <li>• Expanding Pathways' use of data to drive program development.</li> <li>• Providing interventions to students within each Pathway.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Pathway Coordinator</p>	<p>Bi-Annual review of progress toward certification</p>	<p>Pathway meeting times and pull-out days</p>

**School Goal 2: Data Driven Cycle of Inquiry:** Increase academic achievement through a focus on the implementation of a schoolwide Data Driven Cycle of Inquiry to:

- Collect individual formative and summative data
- Analyze student academic performance
- Determine individual and targeted focus areas for interventions
- Provide data for departments to collaborate around curriculum and teaching strategies
- Examine grading practices effect on grades

With a special emphasis on reading and writing across the curriculum, as measured by student grades, unit assessments and standardized test scores. A focus will be on English Learners, African American and Special Education students.

**Rationale:** Although teachers have access to a variety of data, there is inconsistency in the way data is used to drive curriculum and instruction

**Growth Targets**

1. Increase SBAC scores by 5% for ELA and Mathematics and AP passing rates by 3% overall.
2. Raise the number of students passing all courses with a “C” or higher to 75% at the end of each semester.
3. All students will take unit assessments, when available, and increase passing rate by 3%.
4. Teachers will collaborate to analyze data and adjust curriculum and teaching strategies at least quarterly.
5. Data will be analyzed to identify student needs, create interventions, and monitor effectiveness of interventions at least quarterly.

**District LCAP Goals**

LCAP Goal #2: Students will make academic progress on the Common Core State Standards so that they can be prepared for both college and careers upon high school graduation.

LCAP Goal #3: Students will succeed in algebra to ensure high school graduation and expand college and career opportunities.

LCAP Goal #4: Students will participate and excel in rigorous coursework, including Advanced Placement.

LCAP Goal #5: Students will demonstrate readiness for college and careers.

LCAP Goal #6: Students will be actively engaged in their learning so that they can meet the Common Core State Standards and prepare for college and careers.

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring	Professional Development and Resources Needed
<p><i>Collect individual formative and summative data.</i></p> <ul style="list-style-type: none"> <li>• Giving end-of-unit exams in ELA and Math; Science and History will participate as their exams are developed.</li> </ul>	<p>ELA/Math: Ongoing; History: Summer 2020; Science: Summer 2021</p>	<p>Department Chairs Admin Counselors</p>	<p>End-of-Unit Exams Disaggregated Grades</p>	<p>End-of-Unit Exams Curriculum Leader Support</p>

<ul style="list-style-type: none"> <li>• Providing professional development on using formative assessment strategies to regularly assess student progress toward meeting learning targets.</li> <li>• Using PSAT score reports to encourage students to challenge themselves to select more rigorous courses.</li> </ul>	<p>Fall 2019</p> <p>Spring 2020</p>		<p>Meeting Agendas and Minutes</p> <p>PSAT Score Reports</p> <p>Student Four-Year Plans</p> <p>SBAC Data</p>	<p>Conference Period Faculty Meetings</p> <p>PSAT Census Testing</p>
<p><i>Analyze student academic performance.</i></p> <ul style="list-style-type: none"> <li>• Looking at data (D/F rates, unit assessment results, etc.) to inform lesson planning.</li> <li>• Using student performance data to inform the need for intervention and accelerated courses.</li> <li>• Classroom teachers using LROIX and Synergy data to differentiate instruction.</li> <li>• Providing professional development on alternative grading practices.</li> </ul>	<p>Math: Ongoing; Other Departments: Starting Fall 2019</p> <p>Ongoing</p> <p>Fall 2020</p> <p>Ongoing</p>	<p>Department Chairs</p> <p>Admin</p> <p>Counselors</p> <p>All Teachers</p>	<p>Disaggregated Grades</p> <p>AP Participation and Pass Rates</p> <p>Classroom Observations</p> <p>Lesson Plans</p> <p>Meeting Agendas and Minutes</p> <p>Master Schedule</p> <p>Pull-Out Day Agendas</p>	<p>Conference Period Faculty and Department Meetings</p> <p>Pull-Out Days</p> <p>Funding for Intervention and Accelerated Courses</p> <p>Access to LROIX and Synergy Data</p>
<p><i>Determine individual and targeted focus areas for interventions.</i></p> <ul style="list-style-type: none"> <li>• Utilizing Pathway Intervention Teams who will collaborate and implement ways to support struggling students.</li> <li>• Increasing opportunities for students to retake exams and turn in missing assignments.</li> <li>• Providing more tutoring opportunities (e.g. peer tutoring, Saturday School, teacher-led, WRAP, SAT/ACT prep) for students with Ds and Fs.</li> <li>• Providing additional professional development to guide teachers schoolwide in how to best utilize Khan Academy and/or Shmoop as an intervention tool in their classes.</li> </ul>	<p>Ongoing</p> <p>Starting Fall 2021</p> <p>Fall 2019</p> <p>Ongoing</p>	<p>Pathway Coordinator</p> <p>Pathway Leads</p> <p>All Teachers</p> <p>Technology Coordinator</p>	<p>Pathways Meetings</p> <p>Meeting Agendas and Minutes</p> <p>Tutoring Sign-In Sheets</p> <p>Intervention Request Forms</p> <p>Khan/Shmoop Usage Statistics</p>	<p>Pathway Meetings</p> <p>Funding for Tutoring</p> <p>Funding for After School Training</p>

**School Goal 3: Relationships:** Create a positive perception of school culture and climate among staff, students, and community through:

- Increased communication amongst staff, students and parents
- Implementation of Restorative Justice practices
- Increased sense of belonging and connectedness among staff and students
- Increased attendance rate and decreasing chronic truanancies
- Utilizing growth mindset and trauma sensitive classroom recommendations
- Expanding involvement with community-based organizations
- Positively promoting Cabrillo’s success throughout the community

As measured by a decrease in referrals and suspensions and an increase in CORE survey results.

**Rationale:** Even though Cabrillo’s image is improving, there is still a poor perception about Cabrillo within Long Beach.

**Growth Targets**

1. At least 75% of students and teachers will participate in at least one Restorative Justice Activity each year.
2. Cabrillo teachers and students will report a 3% increase in satisfaction on the CORE survey in School Climate.
3. Cabrillo teachers and students will report a 3% increase in satisfaction on the CORE survey in Sense of Belonging.
4. Suspension rates will decrease by 1.5% overall annually.
5. Students and teachers will report a 5% increase in satisfaction of “Knowledge and Fairness of Discipline, Rules and Norms” on the CORE survey.
6. Maximize student learning by ensuring students are in class on time and remain in class for optimal seat time by decreasing truancy rate/chronic absences by 5%.

**District LCAP Goals**

LCAP Goal #7: Schools will be safe, inviting, engaging, and supportive places for students, parents, and staff.

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring	Professional Development and Resources Needed
<p><i>Increased communication amongst staff, students and parents.</i></p> <ul style="list-style-type: none"> <li>• Moving and restructuring Open House to showcase Pathway projects.</li> <li>• Ensuring students are front loaded with the relevance of surveys/online assessments for buy-in.</li> <li>• Increasing the use of communication technology and apps to connect with students and parents outside the classroom.</li> </ul>	<p>Spring, 2020 Ongoing Spring 2020 Fall 2019</p>	<p>Pathways Coordinator Assistant Principal Activities Director All Teachers</p>	<p>Open House Schedule CORE Survey Results Staff Survey on Communication Technology Usage</p>	<p>Contract Waiver Technology Training Funding for parent conferences beyond the duty day</p>

<ul style="list-style-type: none"> <li>Increasing communication between Special Education case managers and teachers.</li> <li>Creating opportunities for parent/teacher conferences outside the school day.</li> </ul>	Fall 2019	Special Education Department Chair Counselors/ Teachers	ParentVUE, StudentVUE, School Loop Data	
<p><i>Implementation of Restorative Justice practices.</i></p> <ul style="list-style-type: none"> <li>Providing staff professional development in Restorative Justice practices, social emotional learning, trauma-informed practices, and relationship-centered schools.</li> <li>Each teacher bringing at least one class per semester to a Community Building Circle, and then implementing Community Building circles in their class.</li> <li>Increasing the use of team building circles/activities by teachers.</li> <li>Increasing the use of teacher-student and student-student restorative dialogue sessions.</li> </ul>	Ongoing  Starting Fall 2020  Ongoing  Ongoing	Vice Principal Restorative Justice Dean  All Teachers	Meeting Agendas and Minutes Restorative Justice Log Restorative Justice Training CORE Survey Results Classroom Observations Referrals and Suspensions Data	Conference Period Faculty Meetings  Funding for Training
<p><i>Increased sense of belonging and connectedness among staff and students.</i></p> <ul style="list-style-type: none"> <li>Increasing the use of Safe &amp; Civil strategies.</li> <li>Increasing positive student recognition.</li> <li>Public posting of Guidelines for Success, affirmations, signs regarding fairness, positive attitude, success, etc., in every classroom and around campus.</li> <li>Developing more student-centered Pathway community building activities.</li> <li>Establishing more incentives and/or awards for activities like wearing Cabrillo gear, showing school spirit, dress up days, etc.</li> </ul>	Fall 2019 Summer 2019 Summer 2020  Ongoing  Ongoing	Safe & Civil Team Activities Director Pathways Coordinator Vice Principal	Classroom Observations CORE Survey Results Schoolwide Posters ASB Minutes Pathway Meetings Agendas and Minutes	Safe & Civil and Conference Period Faculty Meetings Funding for Signage Incentives
<p><i>Increased attendance rates and decreased chronic truancies.</i></p> <ul style="list-style-type: none"> <li>Promoting meeting school's attendance goal through incentives.</li> </ul>	Fall 2019	Attendance Team	Attendance Data	

<ul style="list-style-type: none"> <li>• Providing feedback to teachers regarding attendance-taking.</li> <li>• Identifying chronic truant students and develop individualized plans.</li> <li>• Increasing communication of attendance data to all stakeholders.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Fall 2019</p>	<p>Counselors</p> <p>Admin</p>	<p>Emails</p> <p>Quarterly Data Meetings</p> <p>Attendance Team Meetings Agendas and Minutes</p>	<p>Attendance Meetings</p> <p>Cabrillo Connections Newsletter</p> <p>Funding for Incentives</p>
<p><i>Utilizing growth mindset and trauma-sensitive classroom recommendations.</i></p> <ul style="list-style-type: none"> <li>• Teachers developing and/or implementing lessons incorporating growth mindset principles.</li> <li>• Increasing awareness of Building Bridges Camp through CCEJ.</li> </ul>	<p>Ongoing</p> <p>Fall 2020</p>	<p>Vice Principal</p> <p>Restorative Justice Dean</p>	<p>Classroom Observations</p> <p>Lesson Plans</p> <p>Bulletin Announcements</p> <p>Meeting Agendas and Minutes</p> <p>Building Bridges Camp Attendance</p> <p>CORE Survey Results</p>	<p>Conference Period Faculty Meetings</p> <p>Funding for Building Bridges Camp</p>
<p><i>Expanding involvement with community-based organizations.</i></p> <ul style="list-style-type: none"> <li>• Re-implementing community resource fairs during Back to School Night and Open House.</li> <li>• Establishing annual Career Day.</li> <li>• Building connections with community organizations by holding community forums, block parties, picnics, etc.</li> <li>• Collaborating with police to increase community relationships.</li> </ul>	<p>Fall 2019</p> <p>Fall 2019</p> <p>Summer 2019</p> <p>Fall 2020</p>	<p>Activities Director</p> <p>Career Developer</p> <p>Career Center Supervisor</p> <p>Restorative Justice Dean</p> <p>Admin</p>	<p>Back to School Night and Open House Schedules</p> <p>Career Day Schedule</p> <p>ASB Minutes</p> <p>College and Career Leadership Team Minutes</p>	<p>Business and Community Partnerships</p>
<p><i>Positively promoting Cabrillo's success throughout the community.</i></p> <ul style="list-style-type: none"> <li>• Increasing social media presence to show off all of the great activities happening on campus.</li> </ul>	<p>Summer 2019</p>	<p>Activities Director</p>	<p>Social Media Postings</p>	

<ul style="list-style-type: none"> <li>Continuing developing innovative promotional materials.</li> <li>Establishing a PEACE 90810 club/community group.</li> </ul>	<p>Ongoing</p> <p>Summer 2021</p>	<p>Pathways Coordinator</p> <p>Restorative Justice Dean</p>	<p>Promotional Materials</p> <p>PEACE Club Agendas and Minutes</p> <p>CORE Survey Results</p>	<p>Funding for Promotional Materials</p>
---	-----------------------------------	---	---	--

**School Goal 4: Parent Involvement:** Encourage and increase parental engagement and satisfaction through:

- Parent Education Workshops
- Parent Resource Center staffing
- Increasing the number of VIPS
- Participation in PTO and Booster Clubs (academic and athletic)
- Increased communication

As measured by an increase in parent satisfaction on the CORE Survey.

**Rationale:** Although parent involvement has increased, the number of active parents is low compared to the overall student population.

**Growth Targets**

- Increase the number of parents attending Parent Workshops by 25%.
- Increase parents participating in PTO and/or Booster Clubs to at least 10% of student population.
- Increase the number of parents and community members participating as VIPS (Volunteers in Public Schools) and/or other parent groups to at least 10% of student population.
- Parents will report a 5% increase in satisfaction with the school as evidenced on the CORE Survey Results.

**District LCAP Goals**

LCAP Goal #7: Schools will be safe, inviting, engaging, and supportive places for students, parents, and staff.

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring	Professional Development and Resources Needed
<p><i>Parent Education Workshops</i></p> <ul style="list-style-type: none"> <li>• Creating parent workshop sessions around parent availability.</li> <li>• Offering online parent workshops.</li> <li>• Providing incentives for parent attendance at workshops.</li> <li>• Advertising parent events through various sources including social media.</li> <li>• Implementing orientation days for incoming and current parents at the start of the school year.</li> </ul>	<p>Ongoing</p> <p>Fall 2020</p> <p>Fall 2019</p> <p>Fall 2019</p> <p>Summer 2019</p>	<p>Parent Involvement Specialist</p> <p>Activities Director</p>	<p>Parent Resource Center Schedule and Rosters</p> <p>Incentive Program Details</p> <p>Social Media Postings</p> <p>Orientation Days Agendas</p>	<p>Funding for Parent Involvement Specialist</p> <p>Funding for Parent Incentives</p>

<p><i>Increasing the number of VIPS.</i></p> <ul style="list-style-type: none"> <li>Implementing a parent participation (volunteer) program with incentives, signups, recognition, etc.</li> <li>Increasing advertisement for VIPS.</li> <li>Communicating with teachers about VIPS availability.</li> </ul>	<p>Fall 2019</p> <p>Fall 2019</p> <p>Fall 2019</p>	<p>Parent Involvement Specialist</p> <p>Activities Director</p>	<p>Parent Participation Program and Rosters</p> <p>VIPS Communication and Schedule</p>	<p>Funding for Parent Incentives</p>
<p><i>Participation in PTO and Booster Clubs (academic and athletic).</i></p> <ul style="list-style-type: none"> <li>Implementing a process, which includes advertising, for parents and teachers to join PTO.</li> <li>Establishing official booster clubs for existing parent support groups.</li> <li>Recognizing parents who are active participants at least twice a year.</li> </ul>	<p>Fall 2019</p> <p>Ongoing</p> <p>Fall 2020</p>	<p>Activities Director</p> <p>PTO President</p>	<p>PTO Membership Drive</p> <p>PTO and Booster Club Rosters</p> <p>Booster Club Paperwork</p> <p>Parent Recognition Events</p>	<p>Funding for Parent Recognition Event</p>
<p><i>Increased communication</i></p> <ul style="list-style-type: none"> <li>Posting PTO minutes and newsletters on website.</li> <li>Increasing teacher use of School Loop, ParentVUE, School Messenger and other social media to communicate with parents.</li> <li>Establishing a protocol for Counselors to meet with all parents and students of 9th and 10th grade students to develop 4-year plans.</li> </ul>	<p>Fall 2019</p> <p>Fall 2020</p> <p>Fall 2020</p>	<p>Activities Director</p> <p>Head Counselor</p>	<p>School Website</p> <p>School Loop, ParentVUE, StudentVUE, and Social Media Postings</p> <p>4-Year Plan Meeting Protocol and Rosters</p> <p>CORE Survey Results</p>	<p>Funding for Counselor Overtime</p>

## **Cabrillo High School Follow-Up Process**

Once approved by the Visiting Committee and the Western Association of Schools and Colleges, the action plan will become the Single Plan for Student Achievement. This plan will be submitted to the Long Beach Unified School District and the LBUSD Board of Education for approval.

The process for revision, progress monitoring, and implementation will be very similar to the process currently being used. The WASC action plan will be overseen by the Administration and School Site Council. The Administration will be responsible for ensuring that the plan is implemented.

In August, the ILT will convene to review data, discuss educational research, and review the action plan and make suggestion for revisions, as needed. Subsequently, faculty will review the plan through Pathways and Department meetings.

Each fall, the School Site Council will review the progress report for the prior year and make revisions to the action plan. School Site Council will also ensure that categorical allocations support the goals of the action plan and all requisitions will include the action plan goal and objective for approval.

In the spring of each year, the Administration will document progress on the year's activities. The documentation of progress will be more formalized during the third and fifth year of the action plan in preparation for the Progress Report and for the next self-study.

Departments and Pathways will continue to be the primary venues through which the majority of tasks are implemented. Department meetings, course collaboration meetings, and conference period faculty meetings will facilitate their efforts.

## **Appendix**

### **Table of Contents**

[2017-2020 LCAP Summary Goals](#)

[2018 Action Plan from Mid-Cycle](#)

[Administrator Assignments and Adjunct Duties 2018-2019](#)

[AP Data](#)

[AP Programming Request Sheet](#)

Activities

- [Clubs](#)
- [Dance](#)

[2018-2019 Bell Schedule](#)

[Business Partnerships List 2018-2019](#)

[Cabrillo Map](#)

[CAPP Grant Survey Results](#)

[CELDT Test Data](#)

[CORE Survey Questions](#)

[CORE Survey Results](#)

Counseling/Scheduling

- [Sample Four Year Plan](#)
- [2018-2019 Master Schedule](#)
- [Master Schedule Timeline for 2019-2020](#)

[Department Summaries](#)

Discipline

- [Causes for Referrals](#)
- [Causes for Suspensions](#)
- [Intervention & Discipline Flow Chart](#)
- [Procedures for Tiered Interventions, Referrals, & Progressive Discipline](#)
- [Tardy Policy](#)

[Enrollment Data](#)

[LBUSD Graduate Profile](#)

[LBUSD Understandings](#)

[Meeting Calendar](#)

Pathways

- [Descriptions](#)
- [Data](#)
- [One Pager](#)

[Professional Development Plan 2018-2019](#)

[PSAT & SAT Data](#)

[SCCAC USC Advisors Data Collection for 2017-2018](#)

[Suicide Assessment Form & Protocol](#)

## 2017-2020 LCAP Summary Goals

### Local Control and Accountability Plan: Summary of Goals

September 20, 2017

Goal #	Goal Description	Metric	2017-18	2018-19	2019-20
1	Students will receive basic services that are fundamental to academic success, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities.	Rate of compliance with the teacher credential requirements.	100%	100%	100%
		Rate of compliance with the teacher assignment requirements.	100%	100%	100%
		Rate of compliance with the instructional materials requirements.	100%	100%	100%
		Percentage of schools in "good" or "exemplary" repair.	100%	100%	100%
2	Students will make academic progress on the Common Core State Standards so that they can be prepared for both college and careers upon high school graduation.	English Language Arts: Percentage of students who meet or exceed standards (Overall).	+3%	+3%	+3%
		English Language Arts: Percentage of students who meet or exceed standards (Subgroups).	+5%	+5%	+5%
		Mathematics: Percentage of students who meet or exceed standards (Overall).	+3%	+3%	+3%
		Mathematics: Percentage of students who meet or exceed standards (Subgroups).	+5%	+5%	+5%
		Redesignation rate to a level above the state average.	Above	Above	Above
		Percentage of English Learners making annual progress in learning English.	+1%	+1%	+1%
		Percentage of English Learners attaining English Proficient Level (Less than five years cohort).	+1%	+1%	+1%
3	Students will succeed in Algebra to ensure high school graduation and expand college and career opportunities.	Percentage of 8th grade students who enroll in Algebra.	+3%	+3%	+3%
		Percentage of Algebra students who earn a C grade or higher.	+1%	+1%	+1%
4	Students will participate and excel in rigorous coursework, including Advanced Placement (AP).	Percentage of 11th and 12th grade students who enroll in at least one AP course.	+2%	+2%	+2%
		Passing rate of 11th and 12th grade Advanced Placement exams.	+2%	+2%	+2%
5	Students will demonstrate readiness for college and careers.	Percentage of 8th graders who demonstrate high school readiness based on multiple measures.	+1%	+1%	+1%
		Percentage of 12th graders who demonstrate college & career readiness based on multiple measures.	+3%	+3%	+3%
		Percentage of high school graduates who complete the a-g requirements.	60%	60%	60%
		Percentage of high school graduates who enroll in a two- or four-year college.	+2%	+2%	+2%
6	Students will be actively engaged in their learning so that they can meet the Common Core State Standards and prepare for college and careers.	Attendance Rate (Elementary / Middle / K-8 Schools)	97.0%	97.0%	97.0%
		Attendance Rate (High Schools)	96.5%	96.5%	96.5%
		Graduation Rate	90%	90%	90%
		Chronic absenteeism rate to a level below the state average.	Below	Below	Below
		Suspension rate to a level below the state average.	Below	Below	Below
		Expulsion rate to a level below the state average.	Below	Below	Below
		Middle school dropout rate to a level below the state average.	Below	Below	Below
7	Schools will be safe, inviting, engaging, and supportive places for students, parents, and staff.	Percentage of favorable responses in the Social-Emotional Learning Survey.	+1%	+1%	+1%
		Percentage of favorable responses in the School Culture and Climate Survey (Students).	+1%	+1%	+1%
		Percentage of favorable responses in the School Culture and Climate Survey (Parents).	+1%	+1%	+1%
		Percentage of favorable responses in the School Culture and Climate Survey (Staff).	+1%	+1%	+1%
		Percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs.	+1%	+1%	+1%

## 2018 Action Plan from Mid-Cycle

Note: In the spring of 2018, the ILT revisited the action plan from the Mid-Cycle Report. As part of the analysis, the team highlighted each of the action plan items to reflect where we were in the process. (Red = Haven't yet started the task; Blue = Eliminated the task; Lime = We're doing it well; Yellow = Working on task/Started the task)

### V: Schoolwide Action Plan Refinements

The Schoolwide Action Plan has been assessed and updated annually based upon the data. The current Action Plan was updated during the 2015-16 school year after the WASC Progress Report was completed. Data was gathered from the ILT twice and from the entire staff once in order to adjust the plan. Additionally, the plan includes references to the LBUSD K-12 Literacy and Instructional Leadership Team Implementation Plan 2015-2016 (attachment). This plan has been guiding our district professional development and has incorporated with the activities already included in Cabrillo's Action Plan. In summary, the district plan includes the following:

Understanding 1: Continued study and application of the California Standards and their learning progressions [supported by the Linked Learning approach] lead to high quality instruction that includes the appropriate scaffolds when needed to ensure all learners meet expectations.

Understanding 2: Regular practice with complex texts and tasks help students to develop the mature language skills and conceptual knowledge they need to effectively demonstrate their understanding orally and in writing.

Understanding 3: Preparation and participation in effective collaborative conversations allow individuals to build on others' ideas and express their own clearly.

Understanding 4: The strategic use of formative assessment strategies allows teachers and students to collect the best possible evidence about where students are in the learning and use the information to decide what to do next.

Understanding 5: An ILT is a system of collaboration, problem solving and reflection leading to a focus on improving common instructional practice and creating a collective culture of efficacy.

These Understandings have been referenced in the Action Plan below.

**Cabrillo High School**  
**Revised Action Plan 2016-2019**  
*The 3 R's ~ Rigor, Relevance, and Relationship in our Classrooms*

**Cabrillo High School Goals:**

- **School-wide AVID/AP Emphasis and Refinement**  
*Our school-wide AVID and AP program will further rigorous and relevant learning (Quadrant B and D).*
- **Pyramid Response to Instruction and Intervention (PRTI<sup>2</sup>)**  
*Our instructional program will embed support and interventions to ensure the academic success of every student.*
- **Small Learning Communities and Relationships**  
*All students will have multiple college and career options after having excellent personalized instruction and support via a small learning community.*
- **Embed Civics and Safe and civil Principles into our school culture**  
*Our school community will instill in every student the social responsibility, critical thinking skills and problem-solving skills needed to participate in a democratic society.*

**Goal 1: Literacy Skills**--Increase students' ability to write effectively in order to communicate in a variety of situations including the work place, college, and their personal lives by focusing on CALIFORNIA STANDARDS Writing Strategies and interacting with complex text.

**Rationale:** Findings indicate a need to improve student achievement in Literacy Development based on state, district, school assessments, and review of student work.

**Supporting Data:** *SBAC data indicates that over 50% of our students are not meeting ELA Standards. Approximately 27% of students were below the Writing Standards. 18% of our English Learner students are scoring Early Intermediate or Below. This percentage has remained constant for the last several years. Approximately 25% of RFEP students are earning D's and/or F's in their courses.*

- *Based on 2015 data*

**Growth Target:**

- There will be a 5% increase in the percentage of students meeting or exceeding the English Language Arts standards on the SBAC from 44% to 49 %.
- There will be a 3% increase in the percentage of students scoring Early Advanced or Advanced on the CELDT.
- There will be a 3% increase in the number of students redesignated (RFEP).
- There will be a decrease by 5% in Ds and Fs with RFEP students.

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<p>1.1 Continue development of the Instructional Leadership Team (ILT) to strengthen knowledge, share strategies, enhance practice, plan collaboratively and engage in action research. (<u>Understanding 5</u>)</p> <ul style="list-style-type: none"> <li>Administration, Department Heads, Coordinators, and PATHWAY Lead Teachers (LT) receive training and support to further school goals and participate in distributive leadership</li> </ul>	<p>August, March</p> <p>Meet monthly during the school year</p>	<p>Co-Principal of Instruction</p> <p>Participants: Department Heads, PATHWAY Leads, Coordinators, Counselors and administration.</p>	<p>Members of the ILT report to staff, the Board of Education, and the community regarding student achievement and how staff will address any issues that arise throughout the school year related to student learning. Minutes, sign-in-sheets, time-cards, and agendas from professional development offered to staff</p>	<p>Teacher release time Site available funding Grant funding</p>
<p>1.2 Departments will analyze English Language Arts data and develop Department Action Plans which include department specific professional development in literacy. Department and Pathway action plans will be developed in the August/Sept. The focus will be on writing across the curriculum to support Linked Learning. (<u>Understanding 1</u>)</p>	<p>August/September</p>	<p>Department Heads</p>	<p>LASW forms, Departmental Action Plans, in-house PD agendas and minutes</p>	<p>Site available funding</p>

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<p>1.3 Content teachers will meet to analyze content data and collaborate on the implementation of Common Core, unit plans, curriculum maps and lessons with the support of the LBUSD Curriculum Coaches in order to increase the rigor and relevance of lessons.</p> <ul style="list-style-type: none"> <li>• Each content department will strategically use a protocol for looking at student work (LASW) to monitor student progress and enhance instructional practice.</li> <li>• English Language Arts teachers will keep portfolios of selected key assignments</li> </ul>	Bi monthly	Co-Principal, Department Heads	District courses of study, curriculum maps, key assignments, minutes from LASW meetings.	Grant funding District available funding Site available funding
<p>1.4 Provide teachers with the time and training necessary to provide a rigorous, relevant curriculum for all students</p> <ul style="list-style-type: none"> <li>• Develop new curricula; Discuss, collaborate and plan around the new CALIFORNIA STANDARDS units. (Understanding 1)</li> <li>• Develop and analyze formative assessments to meet California Standards (Understanding 4)</li> <li>• PD on current instructional strategies that will help students meet the new California standards for all curricular areas. (ex: Collaborative Conversations (Understanding 3), breaking down complex text strategies (Understanding 2), writing across the curriculum)</li> </ul>	Year-round	Co-Principal of Instruction, Department Heads	Sign-in sheets at trainings and conferences, time cards, modified and new curricula	Grants District available funding Site available funding LCFF SCE funding EIA-LEP Funding
<p>1.5 Provide teachers with the materials and technology necessary to provide a rigorous, relevant curriculum for all students including:</p> <ul style="list-style-type: none"> <li>• California Standards Supplemental Materials</li> <li>• ELD Materials</li> <li>• Computers</li> </ul>	Year-round	Administration, Department Heads, SDM School-site technicians, Help Desk	Service tickets, buy-out forms, trainings as needed for new technology Textbook adoption, supplemental, lottery fund records, grant, site fund records	Lottery funds Grants Available funding SCE Funding EIA-LEP Funding LCFF

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<p>1.5 AVID Site Team members provide leadership &amp; training to school staff to promote AVID/Best Practice strategies school-wide:</p> <ul style="list-style-type: none"> <li>• Provide indepth training to ACCESS teachers to ensure 9th grade students have the tools to be successful</li> <li>• Identify strategies to teach (i.e. Cornell notes, socratic seminar, WICR, philosophical chairs, etc.)</li> <li>• Increase collaboration among ACCESS teachers to implement a transition to high school program</li> <li>• AVID teachers will provide demo lessons to colleagues</li> <li>• Department and PATHWAY walkthroughs to observe Best Practices and identify PD focus. Monitor selected strategies and feedback.</li> <li>• Increase monitoring of student grades and progress</li> <li>• Increase the involvement of parents by conducting orientations, trainings, and ongoing communications home.</li> <li>• Refresher professional development on AVID strategies to entire staff</li> </ul>	August-June AVID Team meets monthly	AVID Coordinator, AVID-trained teachers and interested staff, Principal, Parent coord.	Calendar and sign-in sheets for classroom demonstrations of AVID strategies; walk-through reflection forms	Teacher release time Site available funding Grant funding
<p>1.8 Students in need of Literacy remediation will be placed in intervention courses such as Fast Track and Intervention Reading Class after being assessed using multiple measures and ongoing benchmarks. Lessons and assessments will focus on targeted needs of each student to increase academic literacy.</p>	Spring: place according to initial evaluations Aug/Sept: reassess using current measures	Head Counsel. Counselors and Curriculum Office Eng. Teachers Lit. Specialists	Student enrollment in intervention classes, number of ELA intervention sections Quarterly reading and writing assessments will monitor growth.	LCFF/Title I District Funding
<p>1.9 Professional development refresher for all teachers on SDAIE/Literacy Strategies</p>	Ongoing	Administration Facilitator	SBAC results	District Funding

English Learner Support: Increase the number of students classified as EL who are reclassified, and graduate.					
1.10	<p>ELL students will be placed in the appropriate English class based on multiple assessment measures (CELDT, SBAC, grades), length of time in US schools, and teacher and counselor recommendation.</p> <ul style="list-style-type: none"> <li>• Counselors make placements</li> <li>• Counselors, EL Coordinator, Teachers verify placement</li> <li>• Incoming students evaluated to verify correct placement</li> </ul>	<p>Spring August/Sept Ongoing</p>	<p>Counselors EL Coordinator Teachers</p>	<p>Review of Master Schedule Review of Data</p>	<p>District funding EIA-LEP LCFF</p>
1.11	<p>All English and ELD teachers receive CELDT and SBAC skills data for their EL students. Teacher goals will reflect and focus on student needs.</p>	<p>September Ongoing</p>	<p>Data Tech EL Coordinator Teachers, DH Administration</p>	<p>Dept/Faculty agendas Sign in sheets Review of Action Plans</p>	<p>District funding EIA-LEP LCFF</p>
1.12	<p>Materials and technology will be purchased to support language acquisition</p>	<p>Ongoing</p>	<p>Teachers EL Coordinator</p>	<p>Observation of effective use of new materials for instruction</p>	<p>District funding EIA-LEP</p>
1.13	<p>Instructional Aides: Bilingual College Aides will support language acquisition in ELD and SDAIE classrooms</p> <ul style="list-style-type: none"> <li>• Provide group and individual tutoring</li> <li>• Provide translation for students and parents when needed</li> <li>• Hire 3-4 college aides</li> </ul>	<p>Ongoing</p>	<p>EL Coordinator Teachers PALMS office</p>	<p>Aide attendance Performance evaluations Teacher feedback</p>	<p>District funding EIA-LEP LCFF</p>
1.14	<p>ELL Tutoring: Develop and implement a specific ELL Tutoring program</p>	<p>March 2016</p>	<p>EL Coordinator Teachers Instructional Aides</p>	<p>Sign in sheets Calendar of tutoring dates Calendar of activities Feedback from students</p>	<p>District funding EIA-LEP LCFF</p>

**Cabrillo High School**  
**Revised Action Plan 2016-2019**  
*The 3 R's ~ Rigor, Relevance, and Relationship in our Classrooms*

**Goal 2: Numeracy** -- Increase students' conceptual understanding of fundamental mathematics leading to an increase in mathematically proficient students, ready for college and careers.

**Rationale:** Findings indicate a need to improve basic and conceptual understanding of mathematics in order to increase success in upper level courses and post-secondary options.

**Supporting Data:** *SBAC data indicates that approximately 89% of our students are not meeting Math Standard. Only 13.1 of the students are score conditionally exempt or exempt on the math portion of EAP. 45% of Algebra students are not passing, and 35% of Geometry students are not passing the first tim.*

- *Based on 2015 data*

**Growth Targets (Yearly):**

- There will be a 5% increase in the percentage of students meeting or exceeding the mathematics standards on the SBAC from 11% to 16%.
- There will be a 3% growth in the percentage of students exempt on the Math EAP.
- There will be a 5% growth in the percentage of students earning a C or higher in Algebra and Geometry.

**Jaguar Outcomes:** Problem Solvers and Critical Thinkers; Life-Long Learners

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<p><b>School-wide Focus</b></p> <p><b>Foundational &amp; On-going Tasks</b></p> <p>2.1 Departments will analyze formative and summative numeracy data and develop Department Action Plans which include department professional development</p> <ul style="list-style-type: none"> <li>Each department and PATHWAY selects a numeracy goal to incorporate tasks into their departmental action plan to support Linked Learning</li> </ul>	August/September (Yearly)	<p>Department Heads Department Teams Principals/AP Pathway Leads</p> <p>Department Teams Pathway teams</p>	<p>Action Plans provided to Principals Completed during Department Meetings Departments will revisit the action plan and data related to the goal at February department meetings Data analysis will include subgroup performance (i.e. EL, RFEP, AA males, SpEd)</p>	<p>CALIFORNIA STANDARDS LCFF SCE</p>
<p><b>Professional Development (PD) Plan</b></p> <p>2.2 Teachers will engage in PD via department presentations and trainings as well as school-wide workshops. Topics related to the implementation and use of best practice in numeracy developing, including:</p> <ul style="list-style-type: none"> <li>PATHWAY training and planning around Performance Mapping</li> <li>Peer classroom/Walkthrough observations with time to create next steps for continuous improvement</li> <li>SDAIE strategies</li> <li>District-supported professional development</li> <li>The Math and Science Departments will strategically use a protocol for Looking At Student Work (LASW) to focus on conceptual understanding and student's ability to explain their thinking in an organized manner.</li> </ul>	August-June	<p>Principals</p> <p>Department Chairs Expert teachers PATHWAY Coordinator</p> <p>Department Chairs/PATHWAY Leads Dept. and PATHWAY Teams</p> <p>Principal, AP, Department Heads</p>	<ul style="list-style-type: none"> <li>Department meeting agendas</li> <li>School-wide PD document</li> <li>Handouts from training sessions</li> <li>Dept Chairs and PATHWAY Leads report findings to teams and lead teams to create next steps.</li> <li>LASW meeting agendas</li> <li>LROIX Student Data</li> </ul>	<p>Mandatory Department and PATHWAY meetings.</p> <p>LCFF CALIFORNIA STANDARDS SCE</p> <p>LCFF CALIFORNIA STANDARDS SCE</p>

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<b>Interventions/Support</b> <ul style="list-style-type: none"> <li>• Math Intervention Courses such as: Math Lab, Intensified Algebra</li> <li>• Saturday Tutorials</li> <li>• After school and Saturday Interventions</li> <li>• Structured Math Tutorial Program</li> </ul>	August - June	Principal Intervention teachers  Select teachers & counselors	Class rosters Participant lists and informational flyers	SCE Funding LCFF Site Funding District WRAP
<p>2.3 Freshmen in need of numeracy remediation will be placed in intervention courses such as Math lab or Intensified Algebra.</p> <p>2.31 ACCESS math teachers will work in concert with the Algebra/Intensified Algebra and SFS teachers to create a strategic support plan for their students receiving these support services</p> <p>2.32 After school and Saturday Interventions</p> <p>2.33 Structured Math Tutorial Program</p> <ul style="list-style-type: none"> <li>• Tuesday – Thursday</li> <li>• Designate a Math Learning Center room</li> <li>• Publicize on website, marquee, flyers, school messenger, etc.</li> </ul>	<p>Spring (Master Schedule) August (after final grades)</p> <p>Ongoing throughout year.</p> <p>March 2016</p>	<p>Head Counselor Principal Curriculum Office</p> <p>Math teachers Intervention course teachers SFS teachers</p> <p>Facilitator</p>	<p>Enrollment in support classes Dept. will monitor progress</p> <p>Grade data at each 6 week grading period</p>	<p>District</p> <p>Site Funding as needed</p> <p>LCFF/Title I</p>

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<p><b>Math Department Focus</b></p> <p><b>Foundational &amp; On-going Tasks</b></p> <p>2.4 Each spring and fall, the math department will analyze semester grades and final exam error analysis data to guide in the development of performance tasks, key assignment, and interventions.</p>	September/February	Math teachers Math AP Principal	Department meeting agendas	LROIX training for math teachers  PD on how to utilize data to make instructional decisions about re-teaching and instructional methods
<p>2.5 Collaborative planning time for math teachers of each course to:</p> <ul style="list-style-type: none"> <li>• decipher California Standards</li> <li>• align lessons</li> <li>• identify opportunities to embed collaborative conversations</li> <li>• develop formative and common assessments.</li> </ul> <p>2.51 A Math Lead teacher for each specific course will be designated to lead the lesson development and building of common assessments.</p>	Ongoing  September 2016	Math teachers/Math AP, Mathematics Curriculum Office staff	Department meeting agendas  Common Assessment data  Math Lead teacher meetings	PD on instructional shifts related to the CALIFORNIA STANDARDS and units of study and writing in the math classroom
<p>2.6 Teachers, counselors, and administrators will examine current placement practices and work to remove any "system-wide" barriers to accessing higher level courses</p>	February/ June/ August	Math teachers, Administration, Counseling dept.	Communication documents, placement guideline documents, master schedule	
<p><b>Math Department Professional Development (PD) Plan</b></p> <p>2.7 Teachers engage in collaborative grading and analysis of CALIFORNIA STANDARDS format assessments for instructional and calibration purposes.</p>	Twice a year  October-May	Math teachers  Expert teachers as presenters, teacher participants	Attendance data from CALIFORNIA STANDARDS unit trainings  Attendance data	District Funding CALIFORNIA STANDARDS LCFF CALIFORNIA STANDARDS
<p>2.8 Each course-specific team will be trained and then execute Formative Assessment lessons (FAL's) relative to the common core standards.</p>	Ongoing	Math Team and Curriculum Office Math AP and Principal	Data Analysis in LASW meetings	District Funding and Site Funding

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<p><b>Math Department Interventions/Support</b></p> <p>The math department will utilize site level assessments and district unit assessments to identify students who would benefit from additional strategic instruction on specific topics.</p> <ul style="list-style-type: none"> <li>• Math Interventions</li> <li>• GRIP (ACCESS Geometry)</li> <li>• Structured Math tutorial program</li> </ul> <p>The math department will utilize classroom formative assessment data to guide daily instruction and RTI Tier I interventions.</p> <ul style="list-style-type: none"> <li>• Re-teaching, lesson sequencing, planning/scaffolding.</li> <li>• Teachers will collaborate on common lessons and assessments to design effective lesson plans.</li> </ul> <p>ACCESS Math teachers will meet to analyze both grade data and assessment data in order to identify students who would benefit from ongoing additional instruction.</p> <ul style="list-style-type: none"> <li>• The math department will analyze student level data to properly place students into programs.</li> <li>• Intensified Algebra and Algebra Lab</li> <li>• ACCESS math teachers will work in concert with the Intensified Algebra, Algebra Lab, and SFS teachers to create a strategic support plan for their students receiving these support services.</li> </ul>	<p>Periodically, at least monthly</p> <p>After each site level assessment</p> <p>At least quarterly</p>	<p>Teachers, Math AP</p> <p>Math AP, Department Heads, Math Teachers</p> <p>Math AP, Department Heads</p>	<p>School calendar, attendance sheets Pre/Post data sheets</p> <p>Meeting Agendas and Sign ins; walkthrough summative data</p> <p>Tracking information on every student who is identified for each program</p> <p>Counselor periodic review of student performance</p> <p>ACCESS notes on student progress report</p>	<p>LCFF SCE Funding Site Funding as needed</p> <p>LCFF SCE Site Funding</p> <p>LCFF Site funding as needed</p>

**Cabrillo High School**  
**Revised Action Plan 2016 - 2019**  
*The 3 R's ~ Rigor, Relevance, and Relationship in our Classrooms*

**Goal 3: Relationships--** To strengthen the academic and social growth of students and families, and create a positive learning/working environment, by improving communication and developing a trusting, cooperative, and collaborative relationship between all stakeholders: staff, students, and families.

**Supporting Data:** *There were over 2,600 referrals submitted in the 2014-15 school year. Suspension rates have dropped to a low of 4%. CORE Survey data indicates that many students and parents did not view the school climate positively.*

- *Based on 2015 data*

**Growth Target:**

- A 10% decrease in referrals from teachers for student behavior.
- All staff and students will use the Restorative Justice practices to promote positive school climate as evidence on the CORE survey.
- All teachers will use CHAMPS, classroom management model, to create a positive classroom environment in support of student collaboration.

**Essential Questions:**

- What interventions do we need to implement to increase positive relationships between all stakeholders?
- What are we doing to promote and celebrate positive behaviors within our group or classroom?
- What are our personal strengths and challenges regarding our approach to guiding relationships with all stakeholders?

**Jaguar Outcomes:** Ethical Members of Society, Life Long Learners, Problem Solvers and Thinkers, Effective Communicators

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<b>3.1 Data Analysis for Intervention for improving relationships:</b> <i>Collect and Analyze data to evaluate and revise current Safe &amp; Civil policies</i>				
<b>3.1.1 Stakeholder data</b> <ul style="list-style-type: none"> <li>• An annual climate survey will drive the school-wide intervention focus designed by the Safe &amp; Civil Committee</li> <li>• Safe &amp; Civil will correlate the results of the survey from the beginning of the year to the end of the year to see if the implemented interventions have a positive correlation.</li> <li>• Safe &amp; Civil will report these findings to the ILT.</li> <li>• Safe and Civil will present plan to the ILT for approval.</li> <li>• Safe &amp; Civil and ILT members disseminate intervention plans to the PATHWAYs and departments to improve the communication process and improve the relationships between stakeholders.</li> </ul>	Feb/March Survey  August-June	Deans & AP; Program Facilitator- Safe & Civil Committee; ILT	CORE Survey results Safe and Civil Plan	CORE Survey  Safe and Civil Meetings ILT Meetings
<b>3.1.2 Attendance and Discipline Referral data</b> <ul style="list-style-type: none"> <li>• The counseling clerks, dean, or data technician will print out the following reports to analyze and develop appropriate action steps:               <ul style="list-style-type: none"> <li>➤ attendance data</li> <li>➤ discipline/referral data</li> <li>➤ attendance and tardy reports</li> <li>➤ grade reports</li> <li>➤ Safe &amp; Civil will measure the correlation between school-wide relationship interventions on truancy and tardiness, referrals, and grades</li> </ul> </li> </ul>	Bi-Monthly          Grading periods	Assistant Principal; Dean; Safe & Civil Committee	Collect and analyze data on reduced tardiness and/or truancy during meetings and distribute findings to staff.	Synergy. All counseling clerks need to be trained in Synergy query and report making

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<b>3.2 Prevention / Intervention Programs</b>				
<p>3.2.1 "Pride Points" program implementation and distribution and redemption data</p> <ul style="list-style-type: none"> <li>• Implement a school-wide program yearly.</li> <li>• Ensure there is a steady supply of Pride Points</li> <li>• Distribute Pride Points to students</li> <li>• Announce ways to redeem the Pride Points</li> <li>• Safe &amp; Civil will develop new redemption options for ASB to announce</li> <li>• Encourage teachers use of Pride Points</li> <li>• Advertise schoolwide Pride Point Program</li> </ul>	Monthly	Dean; Administration; Safe & Civil Committee	Bi-annually collect and analyze quantitative data on distribution of Pride Points and the correlation to redemption of points.	Continuous production of Pride Point cards; School Bulletin; School loop, School-wide training on PBIS
<p>3.2.2 "Start on Time" Policy</p> <ul style="list-style-type: none"> <li>• Continue to evaluate attendance, tardy &amp; truancy data to revise policy in order to increase individual instructional time.</li> <li>• Stop suspending to OCS for excessive failures to serve detention.</li> <li>• Refer students to Saturday School for excessive failure to serve detention.</li> <li>•</li> </ul>	Ongoing	Dean; Administration; Safe & Civil Committee	Bi-monthly collect and analyze attendance, tardy & truancy data and data will be reviewed in Safe and Civil to guide revisions as needed.	Attendance data
<p>3.2.3 Institute Restorative Justice program school-wide to decrease current referral rates from teachers</p> <ul style="list-style-type: none"> <li>• Train staff in RJ implementation, all in Tier 1 and targeted in Tier 2</li> <li>• Implement RJ strategies schoolwide and share best practices</li> <li>• Safe &amp; Civil will analyze discipline data for students who went through RJ and compare to school-wide data</li> <li>• Develop clear expectations for RJ implementation in classroom and schoolwide</li> </ul>	February 2016 - Ongoing	Administration; Safe & Civil Committee; CCEJ representative	Safe & Civil members will meet with CCEJ representative regarding RJ training. Training will occur at least 3 times throughout the year. Safe & Civil will analyze discipline data for RJ students in May.	SCE Funding LCFF  PD on RJ RJ training Discipline Data

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
3.2.4 Staff, Parent and Community stakeholders will collaborate to improve community relationships towards building a safe and civil environment for learning and living  (See Goal 5: Parent Involvement)	Ongoing	Administration; Safe & Civil Committee; PTSA; Parent Center; Facilitator	Parent, staff and student surveys will be distributed and results will be analyzed to identify areas of improvement regarding relationships and collaboration.	Parent Survey Staff Survey Student Survey
3.2.5 Implement CHAMPS classroom management system schoolwide <ul style="list-style-type: none"> <li>• Train teachers</li> <li>• Share best practices</li> <li>• College data</li> <li>• Promote student collaborative conversations</li> </ul>	October 2015 – ongoing	Principal Safe and Civil Committee Deans	Classroom observation data	LCFF District Funds
3.2.6 Equity and Access training and implementation to promote all students engagement and collaboration.	August 2015 – Ongoing	Principal ILT Team	Classroom observation data Equity and Access logs	LCFF Title I funds
<b>3.3 Continue to build and refine existing stakeholder relationship interventions</b>				
3.3.1 ASB Activities <ul style="list-style-type: none"> <li>• Announcements include Pride Point redemption</li> <li>• Positive behavior focus</li> <li>• Promote school spirit with activities (e.g. commissioners, clubs, homecoming, dances, coordinating school-wide competitions)</li> <li>• Financially support student of the month luncheon, athletics</li> </ul>	Weekly Daily Periodically Monthly	Activities Director; Student Council	During class time, lunch and after school ASB is to plan and coordinate school-wide activities to foster school spirit	ASB Room, budget, facilities and leadership training
3.3.2 PATHWAY Activities <ul style="list-style-type: none"> <li>• Jag Cup Competition</li> <li>• Field Trips : Career &amp; College related</li> <li>• Assemblies</li> <li>• Awards Banquets</li> </ul>	Ongoing Periodically Periodically	Teachers, Counselors, Administrators, Clerical staff	<ul style="list-style-type: none"> <li>• PATHWAY Leadership agendas &amp; minutes</li> <li>• PATHWAY agendas /minutes</li> <li>• Flyers</li> <li>• Student participation lists</li> </ul>	Site /District Funds ASB funding, Planning time, Performance mapping training, Classroom

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<ul style="list-style-type: none"> <li>• PATHWAY Recruitment Fairs</li> <li>• Mentoring and internships (e.g. SWAG, Law Day, Building Bridges, Teen Court, CAB Store)</li> <li>• Interventions: Discuss student achievement, behavior and concerns</li> <li>• Counselors and administrators conference with students and parents with attendance and behavior</li> <li>• Advisory Boards</li> <li>• Speaker series</li> <li>• Student of the week</li> </ul>	<p>March Daily, Weekly and Monthly</p> <p>Bi-Annually</p> <p>Daily</p> <p>Bi-annually</p>		<ul style="list-style-type: none"> <li>• Advisory Board agendas/minutes</li> <li>• PATHWAY selection process</li> <li>• PATHWAY Events Calendar</li> </ul>	<p>management and relationship building training</p>
<p>3.3.3 <u>Departments</u></p> <ul style="list-style-type: none"> <li>• Pi Day</li> <li>• Schoolloop</li> <li>• SchoolMessenger</li> <li>• One-on-one conferencing</li> </ul>	<p>March As needed Weekly</p>	<p>Teachers, Administrators</p>	<p>Monthly department meetings to discuss individual needs</p>	
<p>3.3.4 <u>Counselors</u></p> <ul style="list-style-type: none"> <li>• One-on-one conferencing with all students</li> <li>• Parent conferences and workshops</li> <li>• Student contract</li> <li>• Student recognition via Honor Roll Assembly, Student of the Month lunches, Senior Award Assembly, Birthday cards for all students,</li> <li>• Classroom presentations and referrals for academic, social, and personal interventions as needed</li> <li>• Positive phone calls home</li> <li>• SchoolMessenger</li> </ul>	<p>Quarterly As needed</p>	<p>Head Counselor Counselors</p>	<ul style="list-style-type: none"> <li>• Data analysis at each grading period</li> <li>• Sign in logs of student and parent conferences</li> <li>• Presentation schedules</li> <li>• Phone contact logs</li> <li>• Recognition calendar and lists</li> </ul>	<p>Site Funding as necessary LCFF</p>



**Cabrillo High School**  
**Revised Action Plan 2016-2019**  
*The 3 R's ~ Rigor, Relevance, and Relationship in our Classrooms*

**Goal 4: College and Career Success**

Increase graduation rates and post-secondary options by providing a strong support system for students transitioning from middle school to high school and then continue to provide targeted, ongoing support

**Rationale:**

Despite an increase in A-G completion over the years, only 23% of Class of 2012 students met the requirements, only 76% graduated in 2011 and only 27% of AP students passed the AP exam in 2013. By providing strong support in the 9<sup>th</sup> grade, a critical year, more students will be successful in high school and in their post-secondary options.

**Supporting Data:**

24% of Class of 2015 students completed the A-G requirements. 86% of students in this class graduated, About 25% of 9<sup>th</sup> grade students in 2015 earned a D or F in English and 30% of 9<sup>th</sup> grade students in 2015 earned a D or F in Math.

*Based on 2013 data*

**Growth Targets (Yearly):**

- 10% more students will earn a C or higher in Math and English from 50% to 60%
- Increase in Graduation Rate by 3% yearly to 89% in 2018
- Increase in A-G completion rate by 3% yearly from 23% to 38% in 2018

**Essential Question:**

*To what degree do we have intervention systems and programs in place for remediation to ensure that the graduation rates increase?*

**Jaguar Outcomes:**

Life Long Learners, Problem Solvers and Thinkers

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<b>4.1 Data analysis: grades, grad rate, ethnicity, A-G completion, Advanced Placement</b>				
4.1.1 Provide customized data reports for stakeholder groups in a timely manner	Ongoing	Facilitator Deans Data Technician, District Data Support,	Faculty feedback	How to use LROIX, Data Request Form (customized for Cabrillo),
4.1.2 Train stakeholders in data access and use <ul style="list-style-type: none"> <li>Analyze data to determine factors for students not completing A-G</li> <li>Teachers analyse course specific grade data to identify reasons for lack of achievement</li> </ul>	Ongoing	Principal, AP Deans Facilitator Data Technician, District Leadership,	Faculty feedback	LCFF SCE
<b>4.2 ACCESS – ACCESS 9<sup>th</sup> Grade Academy will provide a strong academic foundation and transitional support</b>				
4.2.1 Continue support for teaching teams through additional collaboration meetings	August - June	Master Schedule Team, Co-Principals, PATHWAY Coordinator	Review Master Schedule for common conference opportunities. ILT approval of Principles and Priorities	LCFF, Site Funds District funds SCE Funding
4.2.2 Monitor student progress and attendance	Ongoing...	ACCESS Support Team Admin Dean Counselors Community workers	Assistant Principal ACCESS Leadership	School Loop, LROIX, Synergy access, Site Funds, District funds SCE Funding
4.2.3 Embed college and career information, including SCANS skills, in Pathway classes	Ongoing	ACCESS faculty & Support Team	Teacher syllabi, lessons, Survey Monkey feedback from students, counseling modules, Student Planners	Site/District funds SCE Funding,
4.2.4 Enhance Student Portfolios to include reflection, self-monitoring about career goals and pathway focus	Ongoing	ACCESS Leadership ACCESS Team	LASW meeting data, portfolio analysis, teacher and student feedback	LCFF

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
4.2.5 Provide tutoring and support for struggling students, including expanding ACCESS tutorials, and GRIP (ACC Geometry) tutorials.	Ongoing	ACCESS AP, PATHWAY Coordinator Counselor	PATHWAY expenditures, class offerings, student attendance and achievement data	Site Funding SCE Funding LCFF Title I funds
4.2.6 Increase the home-school connection, including School Messenger, School Loop, Parent Orientation, ParentVue, personal phone calls, and home visits.	Ongoing	ACCESS Support Team	Communication logs, conference records, School Loop data, stakeholder surveys, Student Planners	Grant funding, Site funding, SCE Funding LCFF
4.2.7 Provide academic support for students who earn multiple fails in middle school and in ninth grade: <ul style="list-style-type: none"> <li>• Parent conferences</li> <li>• Tutorials</li> <li>• Interventions</li> <li>• Parent Workshops</li> <li>• Memors</li> <li>• Specific Support classes</li> </ul>	Spring 2016 - Ongoing	ACCESS AP, PATHWAY Coordinator Counselor	Data reports, teacher feedback, enrollment and attendance numbers.	LCFF CAPP
4.2.8 Provide and utilize school planners to build and strengthen organization skills. Provide planners to all 9 <sup>th</sup> graders, EL, SPED and AVID students. The use of the planners will be required in the mentioned classes.	Fall 2016 - Ongoing	ACCESS AP Facilitator Teachers	Feedback from ACCESS teachers and students	Site Funding SCE funding LCFF
<b>4.3 College and Career Center – The college and career center will continue to be a centralized resource for all Jaguar Families to learn about and seek support in the college application process and job searches.</b>				
4.3.1 Relocate the College and Career Center to 701 (larger facility) to accommodate a greater number of students and college/post-secondary recruitment specialists.	Spring 2016	Cabrillo Admin Facilitator	College and Career Center	Grant and site funds.
4.3.2 Advertise college, career presentations, college fairs, and speakers so that all students (and parents) are aware of the opportunities presented through marque, SchoolMessenger, website, etc.	Ongoing	Career Counselor, Pathways, Counselors and staff	Review various methods of communication, parent feedback, student feedback.	School Messenger Website

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
4.3.3 Reinstigate a school-wide career day with speakers and opportunities. (or divide by PATHWAY based on industry affiliation).	Spring 2016	PATHWAY Leadership, Business Partners	Participant feedback, advertisements, & video footage.	Volunteers to help organize.
4.3.4 Provide strategic workshops to students and parents about the college process and financial aid information.	Fall, Winter, Spring	Head Counselor and College Counselor	Participant Feedback	Site Funds as needed SCE Funding LCFF Parent Involvement \$

4.4 PATHWAYS / Linked Learning – PATHWAYS will continue to support a balanced approach of rigor and relevance to classroom learning, preparing all students for college and career opportunities.				
4.4.1 Improve the PATHWAY information and dissemination	Fall/Spring	PATHWAY Leadership  PATHWAY Coordinator,	Choice faire Applications	Volunteers to help organize.
4.4.2 Increase training and accessibility to data for PATHWAY Lead Teachers and grade level teams to increase monitoring and mentoring.	Ongoing	Administration, District Offices, Data Technician, PATHWAY Leadership	PD schedule for the district, with attendance . Mini data PD lessons embedded in PATHWAY Meetings. Agenda or PD outline from District.	Classrooms for the course, SCE funding WRAP funding.
4.4.3 Increase exchanges of best practices between PATHWAYS and cross-sites (intra-district) to efficiently improve student success.	Ongoing	PATHWAY Leadership, Cabrillo Admin	Agenda and minutes from PATHWAY Meetings.	District Funding
4.4.4 Expand leadership capacity within PATHWAY Teams to include more teachers and maintain momentum and sustainability of programs.	Ongoing	PATHWAY Leadership, Counselors, Administration	PATHWAY responsibility lists/committee groups, adjunct duty forms, PD opportunities and attendance.	PATHWAY funds for substitutes or additional hourly.
4.4.5 Explore honor/award programs for each PATHWAY's graduating class to highlight student achievement.	Ongoing	PATHWAY Leadership, ILT	Programs from events or descriptions of honors and how to earn them.	Teacher release time, grant funding, site funding.

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
4.4.6 Assign bulletin boards for each PATHWAY to advertise various extracurricular opportunities and showcasing pathways and careers throughout the year (ie. Guest speakers, announcements, clubs meetings, student recognition, etc.)	Summer 2016	Cabrillo Administration, ASB Director, PATHWAY Leadership	Bulletin Boards	LCFF funds for bulletin boards if needed
4.4.7 Provide instructional support for PATHWAY faculty members with respect to Common Core integration through Linked Learning/PATHWAYS	Ongoing	PATHWAY Coordinator, PATHWAY Leads, Curriculum Leaders, OCIPD, Cabrillo Administration	Training materials, attendance records, PATHWAY Meeting materials where this is discussed, teacher feedback.	CALIFORNIA STANDARDS LCFF Site and business partner funding
4.4.8 Continue to provide work based learning opportunities, including field trips that are aligned to PATHWAY industry themes	Ongoing	PATHWAY Coordinator, PATHWAY leads	Tracking of student participation in synergy	Site funding as needed SCE Funding LCFF

4.5 AVID Site Team members provide leadership & training to school staff to promote AVID/Best Practice strategies focused on college preparation, school-wide:				
4.5.1 Staff will be supported in attending professional development workshops on AVID strategies, college entrance and retention benefits, and implementation in the academic classroom.	Fall 2016 Ongoing	Administration, AVID Site Team, ILT, AVID Coordinator Career Facilitator	Calendar and sign-in sheets for classroom demos of AVID strategies; adjunct duty forms reflecting attendance at demonstrations; walk-through reflection forms	Grant funding, site funding, teacher release time LCFF Title I
4.5.2 Provide mentoring for teachers who want additional support with AVID strategy implementation (with respect to college preparation)	Fall 2016 Ongoing	AVID Site Team, Administration	Logs from AVID Mentor Teachers, feedback from all participating parties, evidence from classroom implementation.	LCFF Grant funding, site funding, teacher release time.

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
4.5.3 Provide a refresher course for teachers in rigorous <i>Best Practices</i> to support college preparation through site PD dates	Fall 2016	AVID Site Team, District AVID Coordinator, ILT	Sign-in and attendance forms from PD, Participant feedback	Grant funding, teacher release time. LCFF
4.5.4 Collect data on AVID A-G completion, college applications and acceptance of AVID students	Spring (yearly)	AVID Site Team, Data Technician, Administration	National AVID Center GUS, Feedback from surveys.	Access to student information systems, LCFF
4.5.5 Increase monitoring of student grades and progress	Each grading period	AVID Site Team, Data Technician, Administration	School Loop, Synergy, report card conf. logs, parent conf. records, academic contracts, student / teacher feedback	Teacher release time, grant funding, SCE Funding LCFF
4.5.6 Provide bridge classes and tutoring for students to be able to access and thrive in rigorous classes (i.e. AP, Honors, Accelerated)	Fall 2014- Ongoing	Principal, AP Coordinators	Student participation Pre/post assessment Grades, test results	Site Funding SCE Funding LCFF

<b>4.6 Counseling Support and 4 year college/career plans – Every student will receive guided, strategic support in developing &amp; executing a 4 year plan.</b>				
4.6.1 Every 9 <sup>th</sup> grade student will develop an ACCESS portfolio as part of their college and career exploration year.	All year	ACCESS Leadership	ACCESS LASW using portfolios	Site funding as needed
4.6.2 Provide at least one formal counseling conference with every student to develop and/or revise a 4 year high school plan	Ongoing all year	Head Counselor and Counseling Team	Student Conference logs	LCFF SCE Site Funding as needed
4.6.3 Strategically meet with the parents of students who are progressing towards fulfilling graduation and A-G requirements with a focus on 9 <sup>th</sup> and 10 <sup>th</sup> grade students.	Ongoing all year	Counseling Team	Student Conference logs Student grade reports	Site Funding SCE Funding LCFF

**Cabrillo High School**  
**Revised Action Plan 2016-2019**  
*The 3 R's ~ Rigor, Relevance, and Relationship in our Classrooms*

- **School-wide AVID/AP Emphasis and Refinement**  
*Our school-wide AVID and AP program will further rigorous and relevant learning (Quadrant B and D).*
- **Pyramid Response to Instruction and Intervention (PRTI<sup>2</sup>)**  
*Our instructional program will embed support and interventions to ensure the academic success of every student.*
- **Small Learning Communities and Relationships**  
*All students will have multiple college and career options after having excellent personalized instruction and support via a small learning community.*
- **Embed Civics and Safe and civil Principles into our school culture**  
*Our school community will instill in every student the social responsibility, critical thinking skills and problem-solving skills needed to participate in a democratic society.*

**Goal 5: Parent Involvement** -- Encourage and increase parental engagement and satisfaction.

**Rationale:** Stakeholder surveys, school-wide data, and observation indicate the need for increased parent inclusion in the educational process.

**Supporting Data:** 36% of Cabrillo parents are registered on School Loop.  
*Response to Parent Surveys demonstrate the need to improve means of communicating with parents.*  
*Many community members are not aware of the academic, social and athletic programs available at Cabrillo*  
*Few parents are certified by the district as VIPS (Volunteers in Public Schools)*

- *Based on 2015 data*

**Growth Targets:**

- Increase the number of parents attending Parent Workshops by 25%.
- Ninth grade counselors will meet all 9th grade students to develop a 4-year academic plan.
- Counselors will inform all parents (100%) that students have created a 4-year academic plan.
- Cabrillo VIPS will continue to be recruited and placed in the classrooms and/or offices to assist students, and training will be provided to the VIPS.
- At least 20% (600) of Cabrillo parents will complete a Parent Satisfaction Survey annually.

**Jaguar Outcomes:** Ethical Members of Society, Life Long Learners

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<p>5.1 Review and update The Parent Involvement Guidelines which will include tasks to:</p> <ul style="list-style-type: none"> <li>• Provide parents the opportunities to develop skills to support their children's academic and social success</li> <li>• Build consistent and effective communication between the home and the school (ie. Schoolloop, SchoolMessenger, etc.)</li> <li>• Train teachers and administrators to communicate effectively with parents</li> <li>• Integrate parent involvement programs into the school plan, including VIPS</li> <li>• Provide incentives to encourage more parent participation in events (ie. Drawings, pathway competitions, Pride Points, etc.)</li> </ul>	<p><u>Spring:</u> SSC/ELAC Review/Approve Guidelines (PIG)</p> <p><u>Fall:</u> Published on website</p> <p><u>Fall:</u> Calendar &amp; begin</p> <ul style="list-style-type: none"> <li>• Parent trainings</li> <li>• Teacher training</li> </ul>	<p>Facilitator SSC/ ELAC Administration Community Worker Special Projects Office</p>	<p>Meeting agendas Sign in sheets Minutes Parent input/surveys Calendar of meetings/trainings</p>	<p>EIA-LEP EIA-SCE LCFF District WRAP</p>
<p>5.2 Provide translation of materials and meetings into Spanish or other appropriate home language</p>	<p>Ongoing</p>	<p>Facilitator Community Worker Bilingual Counselors Bilingual office staff PALMS office</p>	<p>Spanish materials Agenda/Minutes</p>	<p>EIA-LEP LCFF District</p>
<p>5.3 School-Parent-Student Compact will outline shared responsibility for students' education. Compact will be reviewed, revised, approved by SSC for publication each fall.</p>	<p><u>Spring:</u> Review/revise</p> <p><u>Fall:</u> published on website</p>	<p>Facilitator SSC/ ELAC Administration</p>	<p>Parent Satisfaction Survey results SSC/ELAC minutes reflecting discussion</p>	<p>EIA-LEP LCFF District</p>
<p>5.4 Annual meeting will be held to inform parents of school programs, activities and importance of parent involvement, including funding of State and Federal programs.</p>	<p>Sept/Oct</p>	<p>Facilitator Administration Counselors Lead Teachers</p>	<p>Agendas Sign in sheets Minutes</p>	<p>EIA-LEP LCFF District</p>

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<p>5.5 Provide parents timely information through the use of School Loop, School Messenger, mailers, calls, website, text messages, bulletins regarding:</p> <ul style="list-style-type: none"> <li>• Parent meetings</li> <li>• Back to School Night / Open House</li> <li>• Conferencing with teachers and staff</li> <li>• Educ. opportunities for parents &amp; students</li> <li>• Curriculum and expected standards</li> <li>• Assessments: Classroom, District, State</li> <li>• Individual student and school-wide performance</li> <li>• Volunteer opportunities</li> <li>• Flyers</li> <li>• Encouraging parents to complete CORE Survey</li> <li>• 9th grade parent orientation</li> <li>• Marquee</li> <li>• Title 1 Newsletter</li> </ul>	<p><u>May/ August</u> Registration packets Orientation Offices Parent Center</p> <p>Ongoing as needed</p>	<p>Administrators Facilitator Counselors Community Worker Teachers Parent Educators WRAP Parent volunteers</p>	<p>The following info will be kept both online and in yearly Parent Involvement binder</p> <ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Agendas</li> <li>• Minutes</li> <li>• Flyers</li> <li>• Call scripts</li> <li>• Handouts</li> </ul>	<p>LCFF EIA-SCE EIA-LEP District WRAP</p>
<p>5.6 Inform parents of students at risk of not meeting standards:</p> <ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• School Loop</li> <li>• School Messenger</li> <li>• Telephone conference</li> <li>• Conference with teacher</li> <li>• Conference with Administration</li> <li>• Group meetings with parents regarding grades and attendance</li> <li>• ParentVue</li> </ul>	<p>Ongoing</p>	<p>Counselors Administrators Teachers Facilitator Community Worker Bilingual staff</p>	<p>Sign-in Sheets SchoolLoop log ons ParentVue School Messenger stats Conference logs Results of tracking student progress and parent contacts</p>	<p>LCFF EIA-LEP EIA-SCE District</p>
<p>5.7 Continue to expand the Cabrillo Parent Resource Center. Activities will include:</p> <ul style="list-style-type: none"> <li>• Parent meetings</li> <li>• Trainings, and conferencing, including site &amp; community based organizations</li> <li>• Printed information for parents</li> <li>• Computer skills training</li> <li>• Computers to check School Loop</li> <li>• Tracking parent workshop participations</li> </ul>	<p>Ongoing</p>	<p>Administration Facilitator Counselors Community Worker WRAP Parent Coordinators</p>	<p>Sign in logs Agendas Minutes Published schedules</p>	<p>LCFF EIA-LEP EIA-SCE WRAP</p>

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Professional Development and Resources Needed
<ul style="list-style-type: none"> <li>Child care</li> <li>VIPS registration, training and monitoring, placement</li> <li>Volunteer projects</li> </ul>				
<p>5.8 Parent classes and workshops will be provided to enhance parent understanding of (PIQE)</p> <ul style="list-style-type: none"> <li>Curriculum standards and Common Core</li> <li>Testing and Evaluation process</li> <li>High school system</li> <li>A-G class requirements</li> <li>College requirements</li> <li>Financial aid</li> <li>Advanced Placement</li> <li>Available interventions</li> <li>How to support their child and improve communications</li> <li>Physical and social safety</li> </ul>	<p>Ongoing</p> <p>Fall series</p> <p>Spring series</p>	<p>Administration</p> <p>Facilitator</p> <p>Counselors</p> <p>Community</p> <p>Worker</p> <p>WRAP</p> <p>Parent</p> <p>Coordinators</p>	<p>Sign in logs</p> <p>Agendas</p> <p>Minutes</p> <p>Published schedules</p>	<p>EIA-LEP</p> <p>EIA-SCE</p> <p>GEAR UP</p> <p>WRAP</p> <p>LCFF</p>
<p>5.9 Program Facilitator will coordinate parent involvement activities and support programs</p> <ul style="list-style-type: none"> <li>SSC</li> <li>ELAC</li> <li>Annual Meeting and Parent Orientations</li> <li>Parent Education Classes and Workshops</li> <li>VIPS</li> </ul>	<p>Ongoing</p>	<p>Facilitator</p> <p>Administration</p>	<p>Agendas</p> <p>Minutes</p> <p>Sign-in Logs</p>	<p>EIA-LEP</p> <p>LCFF</p> <p>SCE</p>
<p>5.10 Support school booster programs:</p> <ul style="list-style-type: none"> <li>Activities director will ensure that all parent booster clubs are within compliance.</li> <li>Increase number of office booster clubs.</li> <li>Reinstate Parent Leadership Council: All Booster Clubs represented</li> </ul>	<p>Ongoing</p>	<p>Activities</p> <p>Director</p> <p>Facilitator</p> <p>Administration</p> <p>Coaches</p> <p>Parents</p> <p>Banker</p>	<p>Memberships</p> <p>Agendas</p> <p>Minutes</p> <p>Flyers</p>	<p>PTSA Funds</p> <p>Club fund raisers</p>

## Co-Administrator Assignments & Adjunct Duties 2018-2019

<b>Cheryl Cornejo, Principal</b> X7720	<b>Stacie Alexander, Vice-Principal</b> X7723
<b>AVID, Math, ELD, World Lang</b>	<b>English, Special Ed, Credit Recovery</b>
<b><i>Pathway – CED</i></b>	<b><i>Pathway – SACMAA</i></b>
Admin Curriculum/Instruction Meetings	Admin Operations Meetings
Assistant Principal Evaluations	ASB/Activities/Banker
Budgets	Assistant Principal Evaluations
BTSA/New Teacher Support/Student Teachers	Athletics
Certificated Evaluations - CHOC, CED	Attendance/CART
College/Career Center	Budget
College-going Culture	CAPP Leadership Network
Community Relations	Cafeteria
Counseling/Counselor Evaluations	Certificated Evaluations - SACMAA
Department Heads	Clerical Staff/Classified Evaluations
ELL	Custodial/Grounds Staff
Instructional Leadership Team (ILT)	Facilities
Library Media Services	Instructional Leadership Team
Master Schedule	Master Schedule
Middle School Articulation	OCS - Instructional Assistant
Nursing Services	Pathway Ambassadors
Pathway Lead Teachers/ Coordinator	Permits
Parent Resource Center/PTO	Professional Development
Professional Development	Safe and Civil/Restorative Justice/School Pride
School Site Council	Saturday School
Testing	Site Decision Making Comm. (SDM)
Walkthroughs/Collaborative Inquiry	Special Education & SpEd Transportation
WASC	Summer School

<b>Donald Williams – AP</b> 1000 Bldg X7792	<b>Victor Jarels – AP</b> 1000 Bldg X7712	<b>Chris Itson – Activities</b> Room 307 Specialist X7801 or x7991	<b>Steve Duanes - Head</b> Counselor 500 Bldg/x7740
<b>Science, CTE</b>	<b>Visual/Perf Arts , History</b>	<b>Pathway - Roving</b>	<b>Pathway - Roving</b>
<b>Pathway - AGL</b>	<b>Pathway – CALJ</b>	ASB/Student Activities/ Finances	Academic Recognition: Honor Roll, SOTM, etc.
<i>Discipline – AGL, CED, CHOC, SpEd (MM/MS)</i>	<i>Discipline – US, SACMAA, CALJ, SpEd (ED)</i>	Back to School/Open House	Attendance Meetings/CART
Athletics Liaison	<i>Certificated Evaluations – CALJ</i>	Graduation/Sr. Activities	Classified Supervision & Evaluations (500 bldg)
Campus Security - CSOs	Classified Supervision & Evaluations (1000 Bldg)	ID Program	Counseling Team
<i>Certificated Evaluations – AGL</i>	Crisis Support Team/ School Safety/ Emergency Drills	Master Calendar	Credit Recovery
Master Schedule	Mandated Costs	Monthly Activities Scheduling	EPHS Liaison
Perkins	Survey Administrator	PTO	Graduation/Senior Activities & Awards Ceremony
Radios/Security Cameras	Textbooks	Staff/Student Celebrations	Master Schedule
School Resource Officer	Visual/Perf Arts Performances	Adjunct Duties	SBAC Testing
Supervision Schedule	Williams Compliance	Pathway Ambassadors	Testing –AP, PSAT, SAT, SBAC, etc.
Transportation - Athletics		9 <sup>th</sup> Grade Orientation	Transfers/Enrollment – all grades

<b>Aline Maestas</b> Pathways Coordinator 100 Bldg; X7717 1110 X 7754	<b>Lori Andrews</b> Dean of Students 1000 Bldg; X7716	<b>Alex Moreland</b> Dean of Students 1000 Bldg; X7744	<b>Ellen Ryan</b> ELL Coordinator 1000 bldg; X7742	<b>Carlos Gershwin-Razo</b> AP/AVID Coordinator Room 408; X7856	<b>Christy Godfrey</b> AP Coordinator Room 304; x7804
<b>Pathway - Roving</b>	<b>Pathway - Roving</b>	<b>Pathway - Roving</b>	<b>Pathway - Roving</b>	<b>Pathway - Roving</b>	<b>Pathway - Roving</b>
CALJ Lead Teacher	Attendance Rec & Pride Points	Attendance Team	ELAC Coordinator	AVID Site Ldrshp and Prof. Dev	AP Vertical Team AP Testing
Jag Cup Competition	Attendance Team/ CART Mtgs	AVID Support	EL Dept mtgs & support	AP Recruitment Plan	AP Recruitment Plan
Master Schedule Support	Dress Code	Cabrillo Connection/ School News	EL PD & Training	AP Testing	AP Testing
MS Articulation	Restorative Justice & RJ Center	Level 2 Discipline	EL Reclassification	AP Vertical Team AP Testing	<b>Maria Gallegos –</b> Parent Resource Center Coordinator X7741
Pathway Lead. Team	Restorative Justice Task Force*	Safe & Civil Committee*	EL Support	WASC Co-Coordinator	Parent Center/Institute
Perkins Committee	Student/Teacher Recognition	Tardies/Detention	EL Testing	Master Schedule Support	SSC/ELAC/DLAC
Principal for A Day	Technology Coordinator	WASC Co- Coordinator			VIPS

## AP Data

AP Pass Rates					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Total AP Students	609	529	498	374	342
Number of Exams	970	822	763	519	449
AP Students with Scores 3+	113	126	95	92	94
Rate of AP Students with Scores 3+	18.6%	23.8%	19.1%	24.6%	27.5%

AP Pass Rates by Subgroup			
	2016-2017	2015-2016	2014-2015
African American	11.90%	8.80%	16.90%
Hispanic	19.60%	16.80%	22.60%

AP Enrollment and Pass Rate by Pathway		
Pathway	Enrollment Fall 2017	Pass Rate
AGL	11.00%	4.00%
CAL-J	29.00%	12.00%
CED	22.00%	8.00%
CHOC	21.00%	10.00%
SACMAA	26.00%	14.00%
US	89.00%	64.00%

AP Biology					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	55	20	82	28	22
Exam Scores					
5	0	0	0	0	0
4	0	0	0	0	0
3	1	0	0	2	0
2	11	19	28	7	13
1	46	21	56	20	9

Total Exams	58	40	84	29	22
<b>AP Calculus AB</b>					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	55	63	37	44	41
Exam Scores					
5	3	4	7	3	9
4	2	12	4	10	4
3	1	11	4	5	11
2	9	17	5	5	4
1	34	17	17	21	12
Total Exams	49	61	37	44	40

<b>AP Calculus BC</b>					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	5	1	0	2	0
Exam Scores					
5	1	1	0	0	1
4	0	1	0	0	0
3	0	0	0	2	0
2	4	0	0	0	0
1	1	0	0	0	0
Total Exams	6	2	0	2	1

AP Chemistry					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	0	0	0	11	0
Exam Scores					
5	0	0	0	0	0
4	0	0	0	0	1
3	0	0	0	0	0
2	0	0	0	7	0
1	0	1	0	8	0
Total Exams	0	1	0	15	1

AP Computer Science Principles					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	42	0	0	0	0
Exam Scores					
5	0	0	0	0	0
4	0	0	0	0	0
3	7	0	0	0	0
2	11	0	0	0	0
1	23	0	0	0	0
Total Exams	41	0	0	0	0

AP English Language & Composition					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	137	66	74	63	59
Exam Scores					
5	0	0	0	0	0
4	3	2	3	0	0
3	3	2	11	5	2
2	29	26	31	14	24
1	95	37	30	43	28
Total Exams	130	67	75	62	54

AP English Literature & Composition					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	71	90	88	66	68
Exam Scores					
5	0	2	0	0	0
4	0	4	2	0	3
3	6	14	11	14	11
2	38	47	61	39	45
1	27	23	13	14	9
Total Exams	71	90	87	67	68

AP Human Geography					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	96	48	36	32	36
Exam Scores					
5	0	0	0	0	0
4	1	1	0	0	0
3	3	0	0	2	0
2	6	2	0	1	2
1	77	44	35	29	32
Total Exams	87	47	35	32	34

AP Music Theory					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	9	0	0	0	0
Exam Scores					
5	0	0	0	0	0
4	0	0	0	0	0
3	1	0	0	0	0
2	6	0	0	0	0
1	1	0	0	0	0
Total Exams	8	0	0	0	0

AP Physics 1					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	12	27	15	0	0
Exam Scores					
5	0	0	1	0	0
4	0	1	2	0	0
3	0	2	0	0	0
2	3	11	5	0	0
1	9	14	8	5	0
Total Exams	12	28	16	5	0

AP Psychology					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	51	48	57	67	35
Exam Scores					
5	0	1	0	0	0
4	1	1	3	1	3
3	3	4	2	2	2
2	3	3	5	3	5
1	43	33	47	61	25
Total Exams	50	42	57	67	35

AP Research					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	43	20	0	0	0
Exam Scores					
5	0	0	0	0	0
4	3	0	0	0	0
3	15	6	0	0	0
2	20	12	0	0	0
1	4	2	0	0	0
Total Exams	42	20	0	0	0

AP Seminar					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	46	55	43	0	0
Exam Scores					
5	0	0	0	0	0
4	0	1	0	0	0
3	20	31	2	0	0
2	21	21	26	0	0
1	5	2	15	0	0
Total Exams	46	55	43	0	0

AP Spanish Language & Culture					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	27	24	18	51	25
Exam Scores					
5	6	5	9	8	9
4	18	18	14	14	17
3	22	11	4	10	7
2	14	3	1	2	1
1	3	0	0	1	0
Total Exams	63	37	28	35	34

AP Statistics					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	30	35	31	0	0
Exam Scores					
5	0	0	0	0	0
4	0	1	0	0	0
3	1	0	2	0	0
2	2	2	5	0	0
1	25	31	24	0	0
Total Exams	28	34	31	0	0

AP Studio Art: Drawing					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	4	7	7	2	2
Exam Scores					
5	0	0	0	0	0
4	1	1	1	1	0
3	1	0	2	0	1
2	1	0	1	0	0
1	0	0	0	0	0
Total Exams	3	1	4	1	1

AP Studio Art: Design					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	0	1	0	0	0
Exam Scores					
5	0	0	1	0	0
4	0	1	0	0	0
3	0	0	0	0	0
2	1	3	1	0	0
1	0	0	0	0	0
Total Exams	1	4	2	0	0

AP U.S. Government & Politics					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	24	65	72	28	24
Exam Scores					
5	0	0	0	0	0
4	0	3	1	0	0
3	1	4	5	2	7
2	5	19	12	10	6
1	22	47	53	17	10
Total Exams	28	73	71	29	23

AP U.S. History					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	87	108	100	70	68
Exam Scores					
5	0	0	0	0	0
4	4	0	5	3	2
3	9	5	20	5	8
2	11	29	18	30	24
1	63	72	58	32	31
Total Exams	87	106	101	70	65

AP World History					
	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment					
Number of Students	159	112	89	60	71
Exam Scores					
5	0	0	0	0	0
4	0	2	0	0	1
3	5	5	4	19	11
2	59	30	23	19	20
1	91	75	61	21	37
Total Exams	155	112	88	59	69

## AP/H/ACC Programming Request Sheet

Student Name (Last, First): \_\_\_\_\_ ID# \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Counselor: \_\_\_\_\_ SLC: \_\_\_\_\_ Grade Level for 2018-2019 School Year: \_\_\_\_\_

Advanced Class You Wish to Enroll In for 2018 - 2019 <i>Circle either AP, H, or ACC</i>	Teacher's Recommendation (From Pre-requisite course)	Additional Comments	Rush Week Presenter/Prospective Teacher's Signature
Example: <input checked="" type="radio"/> AP <input type="radio"/> H <input type="radio"/> ACC      AP Government	<i>Mr. Garrett</i>	Earned "B" in Honors U.S. History <i>Great Student!</i>	<i>Mr. Ryan</i>
AP H ACC			
AP H ACC			
AP H ACC			
AP H ACC			
AP H ACC			
Will you be in/ taking/ requesting: ASB, Student Ambassadors, Yearbook, Music, Art, Dance or Drama?	YES: _____ NO or _____		N/A
Will you be on a team for a sport or sport activity (Cheer/Drill) in or out of school?	YES: _____ NO or _____		N/A
Will you be employed at a job, either paid or volunteer? For approximately _____ hours/week?	YES: _____ NO or _____		N/A

Notes: 1. Pre-requisite courses are classes you need to complete prior to enrollment into AP courses. Please check "Pathways" for pre-requisite courses. For example, if you want to take AP US History, you need to pass your World History course and ask that teacher for a signature.  
 2. Any current teacher may recommend you for a course and sign  
 3. You will be signing the course selection sheet agreeing to commit to the AP/H/ACC courses that you and your counselor agree upon, for your 2018 - 2019 schedule, when you meet with them to discuss and select your classes. The AP/H/ACC CONTRACTS are signed with each of your teachers in the summer or Fall.

Parent's/Guardian's Printed Name: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Part of committing to enroll in an AP/H/ACC Course, requires effort and dedication, from you, both in the course and on the exam. There may be some highly recommended summer assignments and/or reading that are suggested by your teacher. These will help make the first month of school much smoother, if you complete the recommended reading/work. Any work/reading that is recommended, will also be assigned the first month of school, so new enrollees would not be behind. We also ask that you please attend any scheduled AP Summer Bridge meetings that your AP Coordinators and teachers offer over the summer.*

<u>AP Courses and Current Teachers</u>			
Mrs. Maestas	AP Human Geography	Mr. Castrejon	AP Spanish Language
Mr. Gorgol	AP World History	Mr. Federici	AP Studio Art
Mr. Garrett	AP United States History	Mrs. Yarborough	AP Studio Art/AP Art History
Ms. Ryan	AP Government & Politics	Ms. Imatomi	AP Biology
Mr. Gunde	AP Psychology	Mr. Williams	H/AP Chemistry
Mrs. Montooth	AP English Language & Composition	Ms. Sosa	AP Physics/ AP Physics C
Mrs. Gastelum	AP Research	Mr. Fisher	AP Calculus
Mrs. Gastelum	AP English Literature & Composition	Mr. Zeeman	AP Statistics
Mrs. Pope	AP English Literature & Composition	Ms. Godfrey, Ms. Sarno	AP Seminar
Mrs. Bravo	AP Computer Science Principles	Mr. Holt	AP Music Theory

\*Assemblies 1.29.18

**\*Programming cards are due Wednesday, February 7<sup>th</sup>, by 3:00 pm to your counselors or AP Coordinators in 304/408**

## Cabrillo Clubs

The following is a list of clubs at Cabrillo for the 2018-2019 school year. The wide breadth of clubs is an indication of the make-up of our school. Students are encouraged and able to charter clubs at any time during the school year. Clubs are encouraged to fundraise as well as to be involved in community events and outreach programs throughout the year. Activities include, but are not limited to: parades, community performances, beach cleanups, clothing drives, and canned food drives. Our clubs are another way in which we bridge the gap between our community and our school.

5000 Pies	Girl Power Club
AGL	Girls Soccer Team
Anime Club	Girls Soccer JV
AP English Literature	Girls Volleyball Club
AP Spanish Club	HDMI
AVID Club	Helpful Jags
AVID Seniors	IC4
Badminton Club	Jaguar Football Club
Biology Club	Jaguar Robotics
Boys Basketball Club	Jaguarettes Drill/Flag Team
Boys Soccer	Jaguar Aquatics
Boys Volleyball Club	Journalism
Cabrillo Baseball Club	Lady Jags Softball Club
Cabrillo CSF	La Familia
Cabrillo Couriers	Math Club
Cabrillo Dance Company	Mock Trial Club
Cabrillo Green Club	Music Club
C-House Jags Spirit Club	NJROTC
Cabrillo Lacrosse	Pacific Islander Club
Cabrillo Wrestling Club	Panjamas Steel Drums
California for Justice	Positive Rocks
Cal-J Club	Project Lead the Way
Chess Club	Running Club
House Spirit Leaders	Senior Club
Club SACMAA	Student Council Club
Criminal Justice Club	SURGE
Drama Club/Theater	University Scholars Club
Female Leadership	Weight Lifting Club
FIDM/Fashion Club	Yearbook
Sama Sama Filipino Club	Young Life
GEMS	Youth in Action
Gender & Sexualities Alliance	

## **Cabrillo Dance Overview**

Since 2006, Cabrillo Dance Department faculty/assistants have engaged in significant and ongoing trainings. These trainings have occurred in locations considered to be the “Mecca” of the dance industry, including but not limited to, the Alvin Ailey School in New York City, Philadanco in Philadelphia, and Lula Washington Dance Theater in Los Angeles. They have participated in professional development in various dance forms including Ballet, Jazz, Horton Technique, Contemporary, Dunham Technique, Afro-Caribbean, Hip-Hop, Tap, Yoga and many other forms of dance. Teacher and assistants have also facilitated dance on a local, national, and international platform for the International Association of Blacks in Dance Conference (New York, Baltimore, Los Angeles), the Fringe Festival (Edinburgh, Scotland), the New Prague Dance Festival (Prague, Czech Republic) and Congresso de Jazz (Indiatubia, Brazil).

In 2017-18, the organization, with the support of the Clancy Foundation and 7-11, received a donation in the amount of \$3,500 and \$10,000, respectively). This generous donation allowed the Cabrillo Dance Company to compete in Escondido, CA. in the Kid’s Artistic Revue National Dance Competition, which is catered to dance studios. The Cabrillo dance team stepped outside of the box and competed as the only high school in the entire competition. Through hard work and perseverance, Cabrillo received numerous accolades including 2 -Elite Top 1<sup>st</sup>, 4 -Top 1<sup>st</sup>, 3- 1<sup>st</sup>, 2- Judges Awards, 2 Invitations to compete in New York City, 2- Invitations to compete in Australia, 2 -Dance scholarships, 2 -Regional Championship Titles (Lyrical Duet, Large Group Hip-Hop), cash awards, and the title of Mr. Dance 2018 (John Arceno). In 2017, the Rainbow National Dance Competition Circuit awarded the Cabrillo Dance department the 2017 Association of Dance Conventions and Competitions (ACDD) Studio Excellence Award.

In addition to formal training, Cabrillo dance teacher/assistants are frequently involved in informal conversations with local and global industry professionals including LA Based Kin Dance Company (Los Angeles), Nanette Brodie Dance Theater (Orange County), Broadway Dance Center (NYC), Helios Dance Theater (Los Angeles), Edge Performing Arts (Hollywood), Invertigo Dance Company (Los Angeles), JazzAntiqua Dance and Music Ensemble (Los Angeles), and Knott’s Berry Farm (Buena Park), and Galpão 1 Academia (Indiatuba, Brazil). Local and global business organization and entrepreneurs, represent a cross section of people with a vested interest in the dance department. These conversations provide crucial feedback as to how our program is aligning with local industry. “Tips and Tricks” of the trade are always discussed yielding new ideas being brought back and shared with our students. A byproduct of these informalities is the awareness and interest of industry professionals in potential hiring of future dancers. The Cabrillo dance department is always looking for new and creative ways to expand students’ knowledge base and provide them with an edge for their future.

# Cabrillo Bell Schedule

## Regular Day Monday Schedule

7:50	8:29	Period 1
8:37	9:16	Period 2
9:16	9:27	Nutrition
9:35	10:14	Period 3
10:22	11:01	Period 4
11:09	11:48	Period 5
11:48	12:18	Lunch
12:26	1:05	Period 6
1:13	1:52	Period 7
2:00	2:40	Period 8

## Minimum Day Monday Schedule

7:50	8:18	Period 1
8:26	8:54	Period 2
9:02	9:30	Period 3
9:38	10:06	Period 4
10:06	10:16	Nutrition
10:24	10:52	Period 5
11:00	11:28	Period 6
11:36	12:04	Period 7
12:12	12:40	Period 8
12:40	1:10	Lunch

## Regular Day Schedule

**ODD: Tuesday/Thursday**  
**EVEN: Wednesday/Friday**

7:50	9:15	Period 1/2
9:15	9:25	Nutrition
9:33	11:02	Period 3/4
11:02	11:34	Lunch
11:42	1:07	Period 5/6
1:15	2:40	Period 7/8

## Minimum Day Schedule

**ODD: Tuesday/Thursday**  
**EVEN: Wednesday/Friday**

7:50	8:54	Period 1/2
9:02	10:06	Period 3/4
10:06	10:16	Nutrition
10:24	11:28	Period 5/6
11:36	12:40	Period 7/8
12:40	1:10	Lunch

### **Holidays/Recesses** *(students & faculty not in school)*

Independence Day	July 04
Labor Day	Sept. 03
Veterans Day	Nov. 12
Thanksgiving Recess	Nov. 19 to Nov. 23
Winter Recess	Dec. 24 to Jan. 04
MLK, Jr. Day	Jan. 21
Lincoln Day	Feb. 11
Washington Day	Feb. 18
Admissions Day	Apr. 19
Spring Recess	Apr. 22 to Apr. 26
Memorial Day	May 27

### **Academic Calendar**

Fall Semester begins*	Aug. 29
Finals January 22, 23, 24 & 25	
Fall Semester ends	Jan. 25
Spring Semester begins*	Jan. 28
Finals June 10, 11, 12 & 13	
Spring Semester ends*	June 13

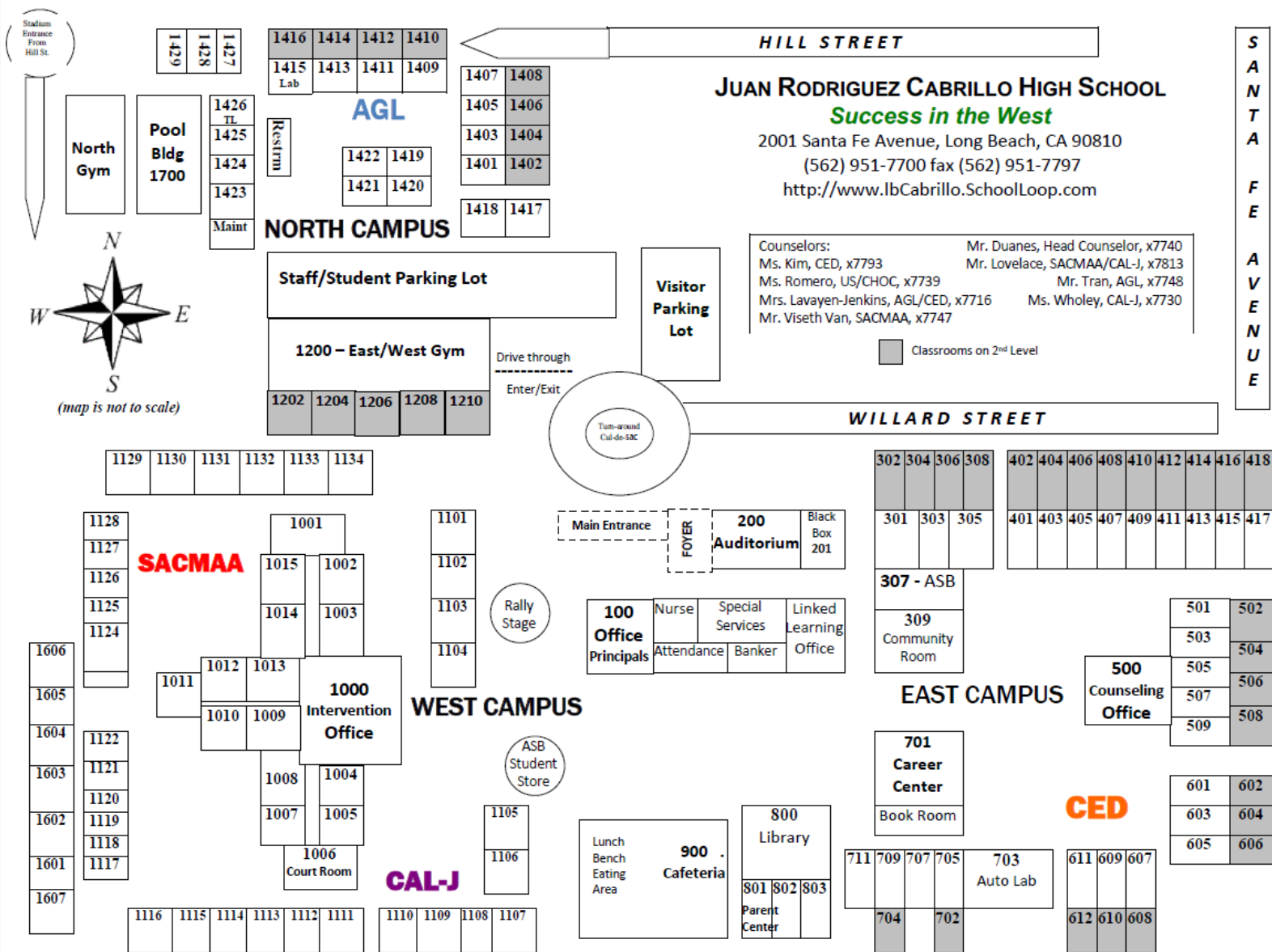
### **Minimum Days (12:40 dismissal)\***

Back-to-School Night Middle Schools	Sept. 25
Back-to-School Night High Schools	Oct. 03
High School Floating Minimum Day	Nov. 16
Winter Break	Dec. 21
Open House Night Middle Schools	May 21
Open House Night High Schools	May 23
Last Day of School	June 13
Class of 2019 Graduation, 5:30 pm	June 13

## Business Partnerships 2018-2019

- Port of Long Beach
- Boeing
- Community Action Partnership
- Filipino Migrant Center
- Home Depot
- International Trade Organization
- Jr Achievement
- LA and LB Superior Court
- Long Beach Bar Association
- Molina Medical
- Rotary International
- TTSI Total Transportation Systems Incorporated
- Union Pacific
- Veterans Administration, Villages at Cabrillo
- Long Beach City College
- Andeavor
- McDonalds
- Big Saver
- Ross
- Snug Top
- Fountain of Life church tutoring center
- Long Beach Memorial Medical Center
- Miller Children's Hospital
- Alpert Jewish Community Center
- Fox Coffee House
- Comprehensive Child Development - Benedict Site
- Comprehensive Child Development - Cabrillo Site
- Comprehensive Child Development - Tammie Kyle Site
- Mercy Animal Hospital
- Salon Indah
- Z Fabrique
- Buffum Total Learning Center
- LBUSD Warehouse
- LBUSD Duplicating Services
- LBUSD Maintenance
- LBUSD Nutrition Services

# Cabrillo Map



## CAPP Grant Survey Results

High School Expectations at Cabrillo (2016-2017)					
	All Students (N=2324)	9th Grade (N=672)	10th Grade (N=605)	11th Grade (N=558)	12th Grade (N=489)
High School Preparation					
Are you credit current?	59%	72%	42%	52%	72%
Are you A-G eligible?	58%	68%	52%	54%	58%
Students at CHS are being prepared to attend college.	78%	81%	76%	73%	81%
High School Graduation					
Students at CHS are expected to graduate high school.	86%	85%	85%	86%	88%
I expect to graduate high school.	90%	93%	86%	92%	90%
Teachers at my school expect me to graduate high school.	69%	67%	66%	70%	75%
My friends expect me to graduate high school.	78%	75%	72%	81%	86%
My family expects me to graduate high school.	92%	92%	93%	90%	91%
College Attendance					
Students at CHS are expected to attend college.	66%	64%	67%	65%	69%
I expect to attend college.	85%	87%	81%	84%	87%
Teachers at my school expect me to attend college.	69%	67%	66%	70%	75%
My friends expect me to attend college.	72%	69%	66%	72%	80%
My family expects me to attend college.	92%	92%	93%	91%	91%
Success in College					
I believe I have the potential to be successful in college.	83%	86%	78%	84%	84%
I can imagine myself as a successful college student.	83%	85%	79%	84%	83%

CELDT Data			
	2016-2017	2015-2016	2014-2015
English Only (Non-Testers)	82.73%	80.36%	75.19%
Beg	1.85%	1.73%	1.91%
ENT	1.89%	2.01%	2.49%
INT	7.24%	7.16%	10.34%
EADV	5.63%	7.79%	8.57%
ADV	6.60%	0.94%	1.51%

## 2018 CORE Survey Questions



**CORE**  
CALIFORNIA OFFICE TO REFORM EDUCATION

**CORE Spring 2018:**  
Secondary Student Survey Items

### Introduction

*To better support you, your school and teachers would like to ask you some questions about how you think and feel. Only your teachers and school leaders will be able to see your responses, which will not affect your class grades. Please respond honestly—there are no right or wrong answers!*

### Social-Emotional: Self-Management

*First, we'd like to learn more about your behavior, experiences, and attitudes related to school.*

*Please answer how often you did the following during the past 30 days. During the past 30 days...*

1. I came to class prepared.
2. I remembered and followed directions.
3. I got my work done right away instead of waiting until the last minute.
4. I paid attention, even when there were distractions.
5. I worked independently with focus.
6. I stayed calm even when others bothered or criticized me.
7. I was polite to adults and peers.

*(Almost Never, Once in a While, Sometimes, Often, Almost All the Time)*

### Social-Emotional: Growth Mindset

*In this section, please think about your learning in general.*

*Please indicate how true each of the following statements is for you:*

8. My intelligence is something that I can't change very much.
9. Challenging myself won't make me any smarter.
10. There are some things I am not capable of learning.
11. If I am not naturally smart in a subject, I will never do well in it.

*(Not At All True, A Little True, Somewhat True, Mostly True, Completely True)*

### Social-Emotional: Self-Efficacy

*How confident are you about the following at school?*

12. I can earn an A in my classes.
13. I can do well on all my tests, even when they're difficult.
14. I can master the hardest topics in my classes.
15. I can meet all the learning goals my teachers set.

*(Not At All Confident, A Little Confident, Somewhat Confident, Mostly Confident, Completely Confident)*



### Social-Emotional: Social Awareness

*In this section, please help us better understand your thoughts and actions when you are with other people.*

*Please answer how often you did the following during the past 30 days. During the past 30 days...*

16. How carefully did you listen to other people's points of view?  
*(Not Carefully At All, Slightly Carefully, Somewhat Carefully, Quite Carefully, Extremely Carefully)*
17. How much did you care about other people's feelings?  
*(Did Not Care At All, Cared A Little Bit, Cared Somewhat, Cared Quite A Bit, Cared A Tremendous Amount)*
18. How often did you compliment others' accomplishments?  
*(Almost Never, Once in a while, Sometimes, Often, Almost all the time)*
19. How well did you get along with students who are different from you?  
*(Did Not Get Along At All, Got Along A Little Bit, Got Along Somewhat, Got Along Pretty Well, Got Along Extremely Well)*
20. How clearly were you able to describe your feelings?  
*(Not At All Clearly, Slightly Clearly, Somewhat Clearly, Quite Clearly, Extremely Clearly)*
21. When others disagreed with you, how respectful were you of their views?  
*(Not At All Respectful, Slightly Respectful, Somewhat Respectful, Quite Respectful, Extremely Respectful)*

### Culture / Climate

*How strongly do you agree or disagree with the following statements?*

22. Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.
23. My teachers work hard to help me with my schoolwork when I need it.
24. Teachers give students a chance to take part in classroom discussions or activities.
25. This school promotes academic success for all students.
26. This school is a supportive and inviting place for students to learn.
27. Teachers go out of their way to help students.
28. I feel close to people at this school.
29. I am happy to be at this school.
30. I feel like I am part of this school.
31. The teachers at this school treat students fairly.
32. I feel safe in my school.
33. This school clearly informs students what would happen if they break school rules.
34. Rules in this school are made clear to students.
35. Students know how they are expected to act.
36. Students know what the rules are.
37. This school makes it clear how students are expected to act.



38. Adults at this school treat all students with respect.
39. Students treat teachers with respect.
40. The school rules are fair.
41. All students are treated fairly when they break school rules.

*(Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree)*

*In this section, we'd like to understand how safe you feel at school.*

42. How safe do you feel when you are at school?

*(Very Safe, Safe, Neither Safe nor Unsafe, Unsafe, Very Unsafe)*

*During the past 12 months, how many times on school property have you ...*

43. Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?
44. Been afraid of being beaten up?
45. Had mean rumors or lies spread about you?
46. Had sexual jokes, comments, or gestures made to you?
47. Been made fun of because of your looks or the way you talk?
48. Had your property stolen, or deliberately damaged, such as your car, clothing, or books?

*(0 Times, 1 Time, 2 or 3 Times, 4 or More Times)*

#### **Attendance**

*When you miss school, do any of the following notice you are not there?*

49. Teachers
50. School Counselor, Principal, Vice Principal, or Other Staff

*(Yes, No)*

#### **Attendance - Barriers**

*Please share whether you agree or disagree with the following statements.*

51. I don't want to go to school.
52. I avoid school because I don't feel safe.
53. I am in control of my attendance.
54. I try to go to school even when I don't feel well.
55. I do better in school when I am there every day.
56. I miss school because I don't see the value of being there.

*(Agree, Disagree)*

#### **Safe/Civil**

57. I feel safe in the restrooms.
58. I feel safe in the courtyard/common areas.
59. I feel safe in the hallways.
60. I feel safe in the locker rooms/gym.
61. Staff members on campus treat me with respect.



- 62. Staff members in the front office treat me with respect.
- 63. Inappropriate student language is a problem at this school.
- 64. Students having weapons is a problem at this school.
- 65. Drugs/alcohol/tobacco use by students is a problem at this school.

*(Agree, Disagree)*

#### AP Courses (HS Only)

- Adults at this school encourage me to take an AP (or IB--Jordan HS only) class.
- I know I can take an AP (or IB--Jordan HS only) class if I want to.
- I want to talk to someone about taking an AP (or IB--Jordan HS only) class. Note: Question may be used for follow-up by district staff.

*(Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree)*

#### Future Plans (7-12)

What is your main plan right after high school? (Select all that apply)

- College, trade institute, or vocational training school
- Part-time work
- Full-time work
- Military
- Undecided

If you plan to continue your education after high school, where would you most like to go?

- Local
- In state
- Out of state
- Undecided

What size of school are you mostly considering?

- Small school (Less than 2,000 students)
- Medium-size school (2,000-15,000 students)
- Large school (More than 15,000 students)
- Undecided

Which career area/work industry are you interested in the most?

- Agriculture and Natural Resources
  - Agricultural Business
  - Agricultural Mechanics
  - Agriscience
  - Animal Science
  - Forestry and Natural Resources
  - Ornamental Horticulture



- Plant and Soil Science
- **Arts, Media, and Entertainment**
  - Design, Visual, and Media Arts
  - Performing Arts
  - Production and Managerial Arts
  - Game Design and Integration
- **Building and Construction Trades**
  - Cabinetry, Millwork, and Woodworking
  - Engineering and Heavy Construction
  - Mechanical Systems Installation and Repair
  - Residential and Commercial Construction
- **Business and Finance**
  - Business Management
  - Financial Services
  - International Business
- **Education, Child Development, and Family Services**
  - Child Development
  - Consumer Services
  - Education
  - Family and Human Services
- **Energy, Environment, and Utilities**
  - Energy and Power Technology
  - Environmental Resources
  - Telecommunications
- **Engineering and Architecture**
  - Architectural Design
  - Engineering Technology
  - Engineering Design
  - Environmental Engineering
- **Fashion and Interior Design**
  - Fashion Design and Merchandising
  - Interior Design
  - Personal Services
- **Health Science and Medical Technology**
  - Biotechnology
  - Patient Care
  - Health Care Administrative Services
  - Health Care Operational Support Services
  - Public and Community Health
  - Mental and Behavioral Health
- **Hospitality, Tourism, and Recreation**
  - Food Science, Dietetics, and Nutrition
  - Food Service and Hospitality
  - Hospitality, Tourism, and Recreation
- **Information and Communication Technologies**
  - Information Support and Services
  - Networking
  - Software and Systems Development



## CORE Spring 2018: Secondary Student Survey Items

- Games and Simulation
- **Manufacturing and Product Development**
  - Graphic Production Technologies
  - Machining and Forming Technologies
  - Welding and Materials Joining
  - Product Innovation and Design
- **Marketing, Sales, and Services**
  - Marketing
  - Professional Sales
  - Entrepreneurship/Self-Employment
- **Public Services**
  - Public Safety
  - Emergency Response
  - Legal Practices
- **Transportation**
  - Operations
  - Structural Repair & Refinishing
  - System Diagnostics, Service and Repair

Which career area/work industry is your *second choice of interest*?

- **Agriculture and Natural Resources**
  - Agricultural Business
  - Agricultural Mechanics
  - Agriscience
  - Animal Science
  - Forestry and Natural Resources
  - Ornamental Horticulture
  - Plant and Soil Science
- **Arts, Media, and Entertainment**
  - Design, Visual, and Media Arts
  - Performing Arts
  - Production and Managerial Arts
  - Game Design and Integration
- **Building and Construction Trades**
  - Cabinetry, Millwork, and Woodworking
  - Engineering and Heavy Construction
  - Mechanical Systems Installation and Repair
  - Residential and Commercial Construction
- **Business and Finance**
  - Business Management
  - Financial Services
  - International Business
- **Education, Child Development, and Family Services**
  - Child Development
  - Consumer Services



**CORE**  
CALIFORNIA OFFICE TO REFORM EDUCATION

**CORE Spring 2018:**  
Secondary Student Survey Items

- Education
  - Family and Human Services
- Energy, Environment, and Utilities
  - Energy and Power Technology
  - Environmental Resources
  - Telecommunications
- Engineering and Architecture
  - Architectural Design
  - Engineering Technology
  - Engineering Design
  - Environmental Engineering
- Fashion and Interior Design
  - Fashion Design and Merchandising
  - Interior Design
  - Personal Services
- Health Science and Medical Technology
  - Biotechnology
  - Patient Care
  - Health Care Administrative Services
  - Health Care Operational Support Services
  - Public and Community Health
  - Mental and Behavioral Health
- Hospitality, Tourism, and Recreation
  - Food Science, Dietetics, and Nutrition
  - Food Service and Hospitality
  - Hospitality, Tourism, and Recreation
- Information and Communication Technologies
  - Information Support and Services
  - Networking
  - Software and Systems Development
  - Games and Simulation
- Manufacturing and Product Development
  - Graphic Production Technologies
  - Machining and Forming Technologies
  - Welding and Materials Joining
  - Product Innovation and Design
- Marketing, Sales, and Services
  - Marketing
  - Professional Sales
  - Entrepreneurship/Self-Employment
- Public Services
  - Public Safety
  - Emergency Response
  - Legal Practices
- Transportation
  - Operations
  - Structural Repair & Refinishing



## CORE Spring 2018: Secondary Student Survey Items

- System Diagnostics, Service and Repair

Which career area/work industry is your *third choice of interest*?

- Agriculture and Natural Resources
  - Agricultural Business
  - Agricultural Mechanics
  - Agriscience
  - Animal Science
  - Forestry and Natural Resources
  - Ornamental Horticulture
  - Plant and Soil Science
- Arts, Media, and Entertainment
  - Design, Visual, and Media Arts
  - Performing Arts
  - Production and Managerial Arts
  - Game Design and Integration
- Building and Construction Trades
  - Cabinetry, Millwork, and Woodworking
  - Engineering and Heavy Construction
  - Mechanical Systems Installation and Repair
  - Residential and Commercial Construction
- Business and Finance
  - Business Management
  - Financial Services
  - International Business
- Education, Child Development, and Family Services
  - Child Development
  - Consumer Services
  - Education
  - Family and Human Services
- Energy, Environment, and Utilities
  - Energy and Power Technology
  - Environmental Resources
  - Telecommunications
- Engineering and Architecture
  - Architectural Design
  - Engineering Technology
  - Engineering Design
  - Environmental Engineering
- Fashion and Interior Design
  - Fashion Design and Merchandising
  - Interior Design
  - Personal Services
- Health Science and Medical Technology
  - Biotechnology



- Patient Care
  - Health Care Administrative Services
  - Health Care Operational Support Services
  - Public and Community Health
  - Mental and Behavioral Health
- Hospitality, Tourism, and Recreation
  - Food Science, Dietetics, and Nutrition
  - Food Service and Hospitality
  - Hospitality, Tourism, and Recreation
- Information and Communication Technologies
  - Information Support and Services
  - Networking
  - Software and Systems Development
  - Games and Simulation
- Manufacturing and Product Development
  - Graphic Production Technologies
  - Machining and Forming Technologies
  - Welding and Materials Joining
  - Product Innovation and Design
- Marketing, Sales, and Services
  - Marketing
  - Professional Sales
  - Entrepreneurship/Self-Employment
- Public Services
  - Public Safety
  - Emergency Response
  - Legal Practices
- Transportation
  - Operations
  - Structural Repair & Refinishing
  - System Diagnostics, Service and Repair

### Demographic Questions

[NOTE: This section is only applicable for districts that are having students complete the instrument anonymously.]

*Finally, we'd like some background information about you.*

Are you male or female?

- Male
- Female
- I'd rather not say

What grade are you in?

- 3<sup>rd</sup> grade
- 4<sup>th</sup> grade
- 5<sup>th</sup> grade
- 6<sup>th</sup> grade
- 7<sup>th</sup> grade



- 8<sup>th</sup> grade
- 9<sup>th</sup> grade
- 10<sup>th</sup> grade
- 11<sup>th</sup> grade
- 12<sup>th</sup> grade
- Other
- Ungraded

**What is your race or ethnicity? (Please pick only one answer.)**

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Filipino
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races/Ethnicities

**Discrimination**

[NOTE: The following questions are only featured on surveys for middle schools (6-8 only).]

How easy is it for you to talk with school staff about discrimination based on race, color, religion or national origin at your school?	Not easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
How often have you witnessed discrimination towards students at your school because of race, color, religion or national origin?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often have you personally experienced discrimination at your school because of your race, color, religion or national origin?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How aware are you of the anti-discrimination policies of your school?	Not aware	A little aware	Somewhat aware	Very aware	Extremely aware



**CORE**  
CALIFORNIA OFFICE TO REFORM EDUCATION

**CORE Spring 2018:**  
Secondary Student Survey Items

<b>How likely are you to report an incident involving discrimination based on race, color, religion or national origin to an adult at school?</b>	Not very likely	A little likely	Somewhat likely	Very likely	Definitely
---	-----------------	-----------------	-----------------	-------------	------------

*Thank you so much for taking the time to help us learn more about your school experience. We look forward to using your feedback to try to make schools better.*



**CORE**  
CALIFORNIA OFFICE TO REFORM EDUCATION

**CORE Spring 2018:**  
Family Survey

## Introduction

***This survey is an opportunity for you to help this school by sharing your opinions about it. Your opinions are important, and the school is interested in hearing them.***

***We are particularly interested in your thoughts on this school's efforts to promote academic success and well-being for every student, regardless of race, ethnicity, disability, or other characteristics.***

***If you have more than one child in the district, please complete only 1 survey per school.***

***Answer all the questions based on your experiences at this school only. Remember, we appreciate your honest opinions.***

***No one can tell who filled out this survey. Your answers will be completely private and unknown to others.***

## General

***How strongly do you agree or disagree with the following statements?***

1. This school provides high quality instruction to my child.
2. This school has high expectations for all students.
3. I feel welcome to participate at this school.
4. School staff treats me with respect.
5. School staff takes my concerns seriously.
6. School staff welcomes my suggestions.
7. School staff responds to my needs in a timely manner.
8. School staff is helpful.
9. My child's background (race, ethnicity, religion, economic status) is valued at this school.
10. This school clearly informs students what would happen if they break school rules.
11. At this school, discipline is fair.
12. My child is safe in the neighborhood around the school.
13. My child is safe on school grounds.

***(Strongly Agree, Agree, Disagree, Strongly Disagree)***



**CORE**  
CALIFORNIA OFFICE TO REFORM EDUCATION

**CORE Spring 2018:**  
Family Survey

## General

### *I am a ...*

- Parent of at least one child at this school.
- Grandparent, other relative, and/or legal guardian of a child at this school.
- Not applicable, not sure, or decline to answer.

### *How many years has your child been at this school?*

- Less than one year
- 1 to 2 years
- 3 to 5 years
- 6 to 10 years
- Over 10 years
- Not applicable, not sure, or decline to answer

### *Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?*

- Yes
- No
- Not Applicable, not sure, or decline to answer

### *What is your race or ethnicity? (Please pick only one answer.)*

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Filipino
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races/Ethnicities

### *In what grade is your child?*

- Kindergarten
- 1<sup>st</sup> grade
- 2<sup>nd</sup> grade
- 3<sup>rd</sup> grade
- 4<sup>th</sup> grade
- 5<sup>th</sup> grade
- 6<sup>th</sup> grade
- 7<sup>th</sup> grade
- 8<sup>th</sup> grade
- 9<sup>th</sup> grade
- 10<sup>th</sup> grade
- 11<sup>th</sup> grade
- 12<sup>th</sup> grade
- Other
- Ungraded



*Is your child in any of these programs?*

- Special Education Program or has an Individual Education Plan (IEP)
- English Language Development (for children learning English)

*(Yes, No, Not Applicable, not sure, or decline to answer)*

**Long Beach College Promise**

*How familiar are you with the Long Beach College Promise?*

*(Very familiar, Somewhat familiar, Not too familiar, Not at all familiar)*

*What is your opinion of the Long Beach College Promise?*

*(Very positive, Somewhat positive, Neutral, Somewhat negative, Very Negative, I don't know what the Long Beach College Promise is.)*

*How important is college to your child's success?*

*(Very important, Somewhat important, Not too important, Not at all important, Not sure)*

*How important is cost for your child to attend college?*

*(Very important, Somewhat important, Not too important, Not at all important, Not sure)*

*Would you encourage your child to apply to Cal State University of Long Beach if your child qualifies for guaranteed admission?*

*(Yes, No, Not sure)*

**Discrimination**

*(NOTE: The following questions are only featured on surveys for middle schools (6-8 only).]*

How easy is it for you to talk with your child about discrimination based on race, color, religion or national origin at school?	Not easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
How often have you witnessed discrimination against students at your child's school based on race, color, religion or national origin?	Almost never	Once in a while	Sometimes	Frequently	Almost always



**CORE**  
CALIFORNIA OFFICE TO REFORM EDUCATION

**CORE Spring 2018:**  
Family Survey

How aware are you of the anti-discrimination policies of your child's school or district?	Not aware	A little aware	Somewhat aware	Very aware	Extremely aware
How likely are you to report an incident involving discrimination based on race, color, religion or national origin to school administration?	Not very likely	A little likely	Somewhat likely	Very likely	Definitely
How easy is it for you to access resources about the anti-discrimination policies of the district?	Not easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy



### Introduction

*This survey is designed to provide schools with data useful for fostering a positive learning and working environment that promotes academic success among all students. Your survey participation is very important so that we have accurate and useful data.*

*Answer the questions based on your experiences only at the school that asked you to complete it, not your experiences with the district overall or another school where you might also work.*

*Questions about staff or adults at the school refer to ALL staff — administrators, teachers, teaching assistants, counselors, and all other certificated and classified staff.*

*All responses are anonymous and confidential. A few questions ask for personal information, such as the work you do at the school, how long you have done it, and your race/ethnicity, but the survey reports will contain only percentages for all respondents combined. If there are less than 5 respondents in any group, those data are not made available. Thank you for taking this survey!*

*Please indicate how much you agree or disagree with the following statements about this school. If the question is not applicable to your job, and you could not know enough to answer it, mark "Not Applicable."*

**This school...**

1. is a supportive and inviting place for students to learn.
2. sets high standards for academic performance for all students
3. promotes academic success for all students
4. emphasizes helping students academically when they need it.
5. emphasizes teaching lessons in ways relevant to students
6. encourages students to enroll in rigorous courses (such as honors and AP, regardless of their race, ethnicity, or nationality).

*(Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable)*

**Please respond to the following questions about the adults in this school.**

7. How many adults at this school have close professional relationships with each other?
8. How many adults at this school support and teach each other with respect?
9. How many adults at this school feel a responsibility to improve this school?

*(Nearly all adults, Most adults, Some adults, Few adults, Almost none)*

**For the following questions, please indicate how much you agree or disagree with the following statements about this school.**

10. This school is a supportive and inviting place for staff to work.
11. This school promotes trust and collegiality among staff.
12. This school promotes personnel participation in decision-making that affects the school practices and policies.

*(Strongly agree, Agree, Disagree, Strongly disagree, Not Applicable)*



For the following questions, please indicate how much you agree or disagree with the following statements.

13. This school clearly communicates to students the consequences of breaking school rules.
14. Rules in this school are made clear to students.
15. Students know how they are expected to act.
16. Students know what the rules are.
17. This school makes it clear how students are expected to act.
18. This school handles discipline problems fairly.
19. This school effectively handles student discipline and behavioral problems.
20. Adults at this school treat all students with respect.
21. The school rules are fair.

*(Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know/Not Applicable)*

Please indicate how much of a problem you feel these issues are at this school.

How much of a problem AT THIS SCHOOL is...

22. harassment or bullying among students?
23. physical fighting between students?
24. disruptive student behavior?
25. racial/ethnic conflict among students?
26. lack of respect of staff by students?

*(Insignificant Problem, Mild Problem, Moderate Problem, Severe Problem)*

27. To what extent do you believe that poor attendance is a problem in your school?

*(Not a Problem, A Small Problem, A Big Problem, An Urgent Problem)*

#### Attendance – Strategies

How strong are the following attendance practices at your school?

28. Our district communicates clear guidelines regarding excused and unexcused absences.
29. A team, including a site administrator, reviews attendance data on a regular basis.
30. We have an effective school-wide system in place for attendance incentives.
31. Our school offers rich and engaging learning activities so that students do not want to miss school.
32. The adults and peers at our school care if students miss school.
33. Our school informs parents about the importance of attendance.
34. Our school reaches out to chronically absent students and their families.
35. Our school helps parents and students overcome common barriers to attendance.
36. Our school partners with community agencies to assist chronically absent students.
37. Our school creates individual learning plans (SST, 504, etc.) for at-risk and chronically absent students.
38. We have clear consequences for chronically absent students.

*(Urgent Need, Needs Improvement, Satisfactory, Overall Strength)*



## Background Questions

What is your role at this school? (Mark all that apply).

- Teacher
- Special Education teacher
- Administrator
- Prevention staff nurse, or health aide
- Counselor, psychologist
- Police, resource officer, or safety personnel
- Paraprofessional, teacher assistant, or instructional aide
- Other certificated staff (e.g. librarian)
- Other classified staff (e.g. janitor, secretarial or clerical, food service)
- Other service provider (e.g. speech, occupational, physical therapist)

Are you a classroom teacher? (Yes, No)

Do you provide services to the following types of students? (Yes, No, Not applicable, not sure or decline to answer).

- Migrant education
- Special education
- English language learners

How many years have you worked, in any position, at this school?

- Less than one year
- 1 to 2 years
- 3 to 5 years
- 6 to 10 years
- Over 10 years

How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

- Less than one year
- 1 to 2 years
- 3 to 5 years
- 6 to 10 years
- Over 10 years

What is your race or ethnicity?

- African American (Not Hispanic)
- American Indian or Alaska Native
- Asian or Pacific Islander
- White (Not Hispanic)
- Hispanic or Latino/a
- Other or Multi-ethnic



**Discrimination**

[NOTE: The following questions are only featured on surveys for middle schools (6-8 only).]

How easy is it for you to talk with your students about discrimination based on race, color, religion or national origin at your school?	Not easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
How often have you witnessed discrimination against students at your school because of a student's race, color, religion or national origin?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How aware are you of the anti-discrimination policies of your school or district?	Not aware	A little aware	Somewhat aware	Very aware	Extremely aware
How easy is it for you to access resources about the anti-discrimination policies of the district?	Not easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
How likely are you to report an incident involving discrimination based on race, color, religion or national origin to school administration?	Not very likely	A little likely	Somewhat likely	Very likely	Definitely

# 2018 CORE Survey Results

## Student Survey Results

### Summary

Topic Description	Results	Comparison
<p><b>Climate of Support for Academic Learning</b></p> <p>Students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices, such as encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention to support differentiated learning.</p>	<p><b>77%</b></p> <p>▲ 6 since last survey</p>	<p><b>74%</b> High Schools</p> <p><b>75%</b> LBUSD</p>
<p><b>Knowledge and Fairness of Discipline, Rules and Norms</b></p> <p>Clearly communicated rules and expectations about student and adult behavior, especially regarding physical violence, verbal abuse or harassment, and teasing; clear and consistent enforcement and norms for adult intervention.</p>	<p><b>61%</b></p> <p>▲ 4 since last survey</p>	<p><b>63%</b> High Schools</p> <p><b>65%</b> LBUSD</p>
<p><b>Safety</b></p> <p>Students and adults report feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or exclusion by others in the school.</p>	<p><b>71%</b></p> <p>▲ 5 since last survey</p>	<p><b>73%</b> High Schools</p> <p><b>69%</b> LBUSD</p>
<p><b>Sense of Belonging (School Connectedness)</b></p> <p>A positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings. Students and parents report feeling welcome at the school.</p>	<p><b>56%</b></p> <p>▲ 4 since last survey</p>	<p><b>59%</b> High Schools</p> <p><b>62%</b> LBUSD</p>
<p><b>Supplement: Attendance - Barriers</b></p>	<p><b>82%</b></p> <p>▲ 2 since last survey</p>	<p><b>83%</b> High Schools</p> <p><b>82%</b> LBUSD</p>
<p><b>Supplement: Attendance - Who Notices</b></p>	<p><b>62%</b></p> <p>▲ 1 since last survey</p>	<p><b>60%</b> High Schools</p> <p><b>65%</b> LBUSD</p>
<p><b>Supplement: Safe and Civil</b></p>	<p><b>74%</b></p> <p>▲ 4 since last survey</p>	<p><b>77%</b> High Schools</p> <p><b>74%</b> LBUSD</p>

# Climate of Support for Academic Learning

Your average

**77%**

1,487 responses

Change

**▲ 6**

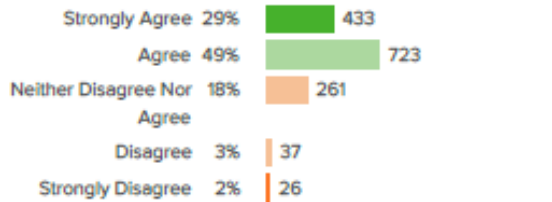
since last survey

School Level average: **74%** High Schools

District average: **75%** LBUSD

## How did people respond?

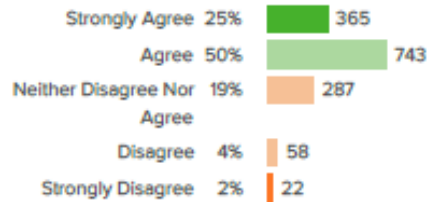
**Q.1: Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.**



▲ 8 from last survey

Favorable: **78%**

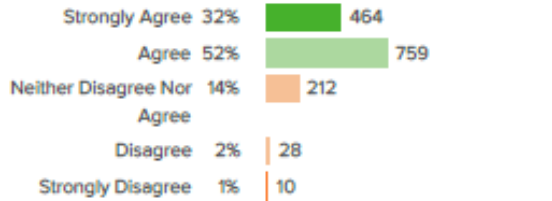
**Q.2: My teachers work hard to help me with my schoolwork when I need it.**



▲ 6 from last survey

Favorable: **75%**

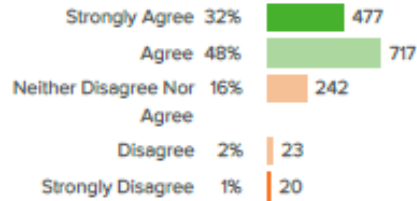
**Q.3: Teachers give students a chance to take part in classroom discussions or activities.**



▲ 3 from last survey

Favorable: **83%**

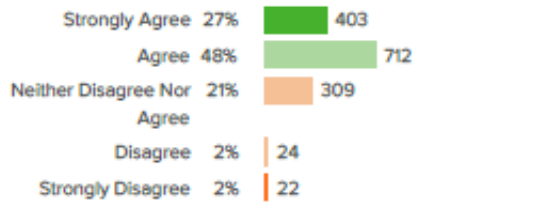
**Q.4: This school promotes academic success for all students.**



▲ 6 from last survey

Favorable: **81%**

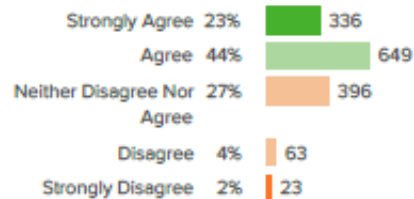
**Q.5: This school is a supportive and inviting place for students to learn.**



▲ 6 from last survey

Favorable: **76%**

**Q.6: Teachers go out of their way to help students.**



▲ 5 from last survey

Favorable: **67%**

# Knowledge and Fairness of Discipline, Rules and Norms

Your average

**61%**

1,487 responses

Change

**▲ 4**

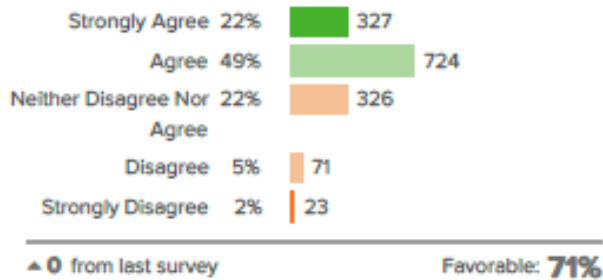
since last survey

School Level average: **63%** High Schools

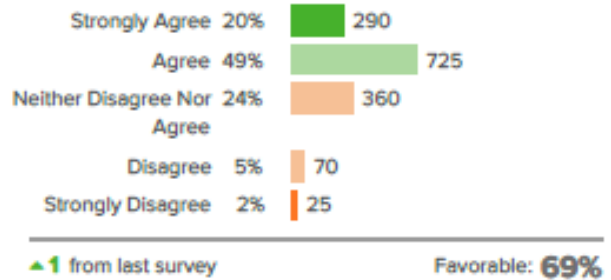
District average: **65%** LBUSD

## How did people respond?

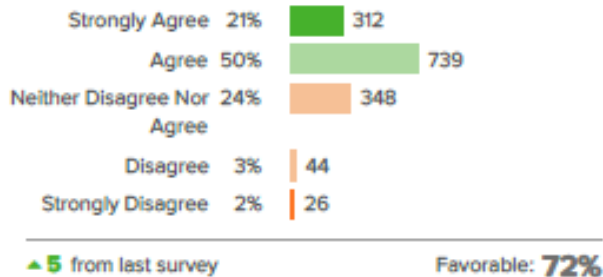
**Q.1: This school clearly informs students what would happen if they break school rules.**



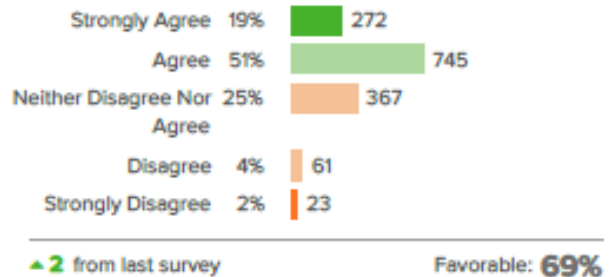
**Q.2: Rules in this school are made clear to students.**



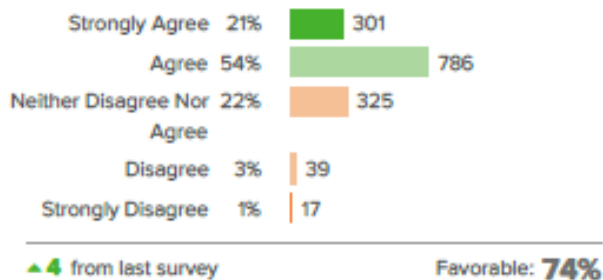
**Q.3: Students know how they are expected to act.**



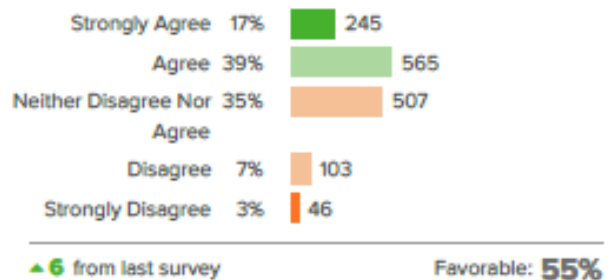
**Q.4: Students know what the rules are.**



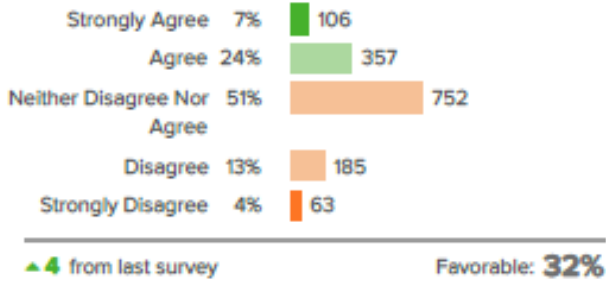
**Q.5: This school makes it clear how students are expected to act.**



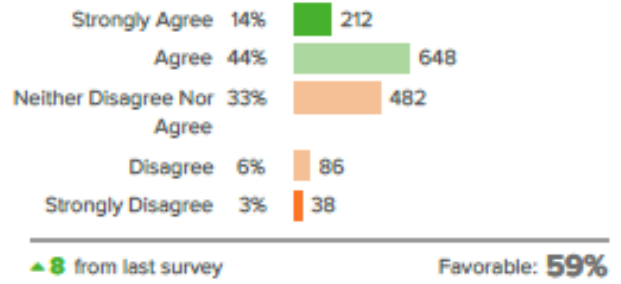
**Q.6: Adults at this school treat all students with respect.**



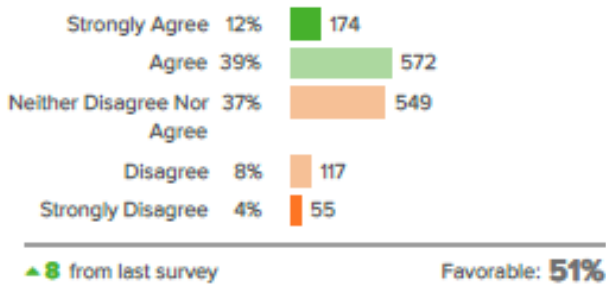
**Q.7: Students treat teachers with respect.**



**Q.8: The school rules are fair.**



**Q.9: All students are treated fairly when they break school rules.**



# Safety

Your average

**71%**

1,487 responses

Change

**▲ 5**

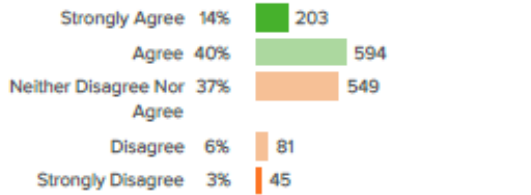
since last survey

School Level average: **73%** High Schools

District average: **69%** LBUSD

## How did people respond?

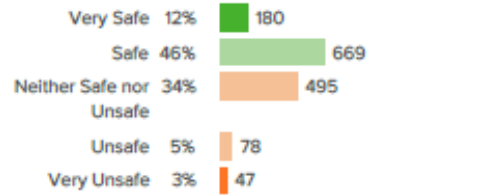
### Q.1: I feel safe in my school.



▲ 7 from last survey

Favorable: **54%**

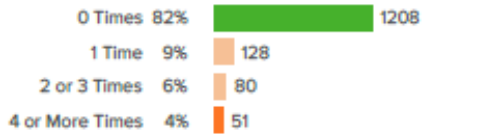
### Q.2: How safe do you feel when you are at school?



▲ 8 from last survey

Favorable: **58%**

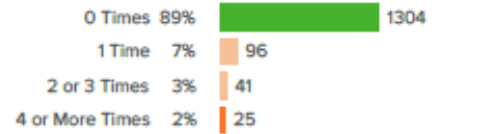
### Q.3: Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?



▲ 5 from last survey

Favorable: **82%**

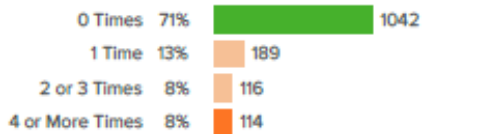
### Q.4: Been afraid of being beaten up?



▲ 2 from last survey

Favorable: **89%**

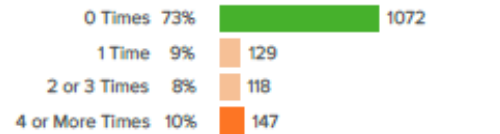
### Q.5: Had mean rumors or lies spread about you?



▲ 4 from last survey

Favorable: **71%**

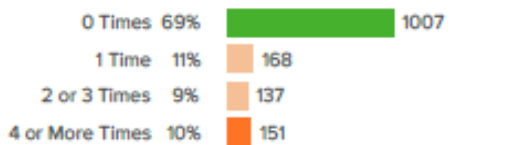
### Q.6: Had sexual jokes, comments, or gestures made to you?



▲ 5 from last survey

Favorable: **73%**

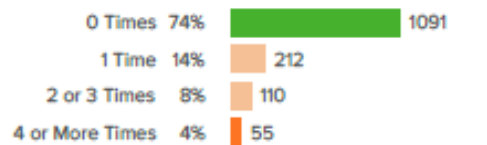
### Q.7: Been made fun of because of your looks or the way you talk?



▲ 3 from last survey

Favorable: **69%**

### Q.8: Had your property stolen, or deliberately damaged, such as your car, clothing, or books?



▲ 5 from last survey

Favorable: **74%**

# Sense of Belonging (School Connectedness)

Your average

**56%**

1,487 responses

Change

**▲ 4**

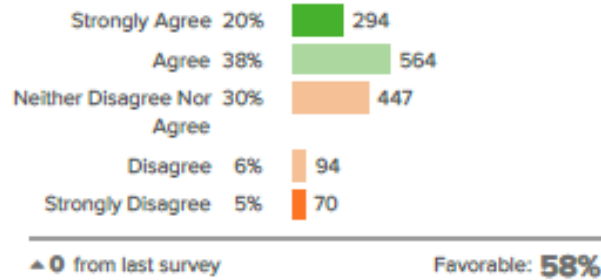
since last survey

School Level average: **59%** High Schools

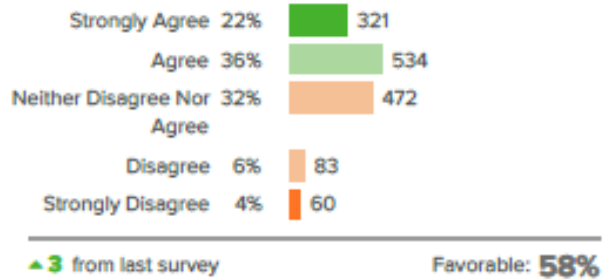
District average: **62%** LBUSD

## How did people respond?

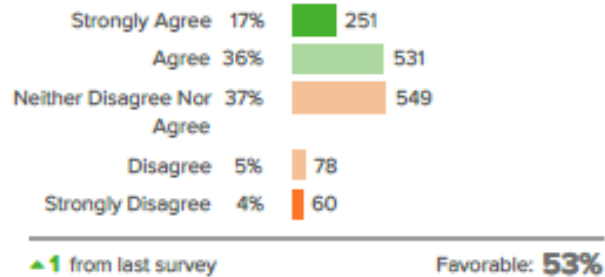
### Q.1: I feel close to people at this school.



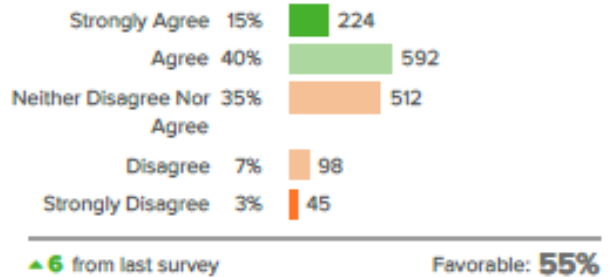
### Q.2: I am happy to be at this school.



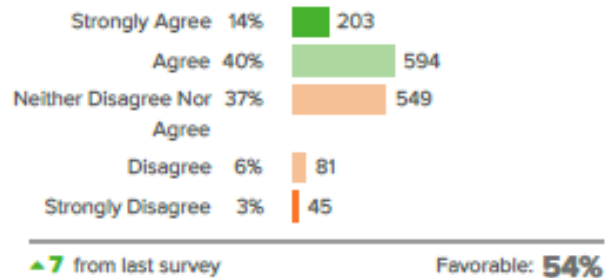
### Q.3: I feel like I am part of this school.



### Q.4: The teachers at this school treat students fairly.



### Q.5: I feel safe in my school.



# Supplement: Attendance - Barriers

Your average

**82%**

1,487 responses

Change

**▲ 2**

since last survey

School Level average: **83%** High Schools

District average: **82%** LBUSD

## How did people respond?

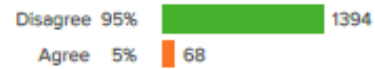
### Q.1: I don't want to go to school.



▲ 3 from last survey

Favorable: **65%**

### Q.2: I avoid school because I don't feel safe.



▲ 1 from last survey

Favorable: **95%**

### Q.3: I am in control of my attendance.



▲ 4 from last survey

Favorable: **80%**

### Q.4: I try to go to school even when I don't feel well.



▲ 3 from last survey

Favorable: **81%**

### Q.5: I do better in school when I am there every day.



▲ 3 from last survey

Favorable: **86%**

### Q.6: I miss school because I don't see the value of being there.



▲ 0 from last survey

Favorable: **85%**

## Supplement: Attendance - Who Notices

Your average

**62%**

1,487 responses

Change

**▲ 1**

since last survey

School Level average: **60%** High Schools

District average: **65%** LBUSD

How did people respond?

**Q.1: [When you miss school, do the following notice you are not there?] Teachers**

Yes 85% **1239**  
No 15% **225**

**▲ 1** from last survey

Favorable: **85%**

**Q.2: [When you miss school, do the following notice you are not there?] School Counselor, Principal, Vice Principal, or Other Staff**

Yes 39% **568**  
No 61% **895**

**▲ 2** from last survey

Favorable: **39%**

## Supplement: Future Plans

How did people respond?

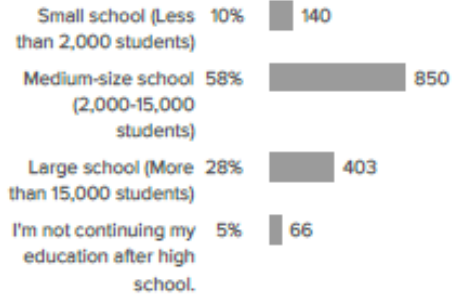
**Q.1: What is your main plan right after high school? (Select all that apply)**

College, trade institute, or vocational training school 50% **1081**  
Part-time work 23% **489**  
Full-time work 9% **183**  
Military 6% **135**  
Undecided 12% **267**

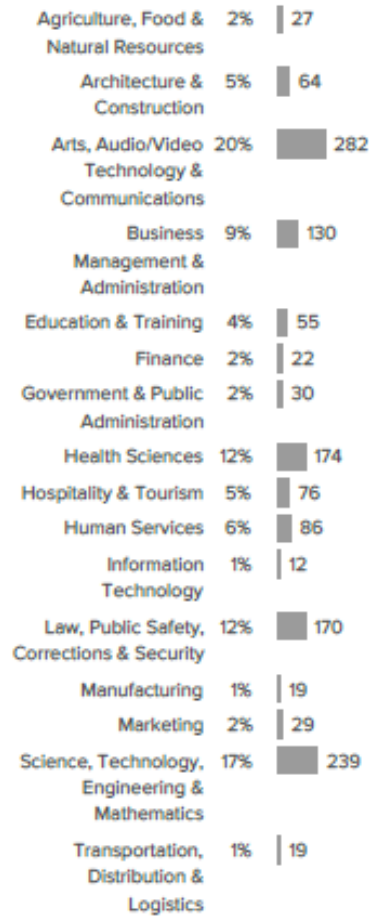
**Q.2: If you plan to continue your education after high school, where would you most like to go?**

Local 30% **430**  
In state 49% **707**  
Out of state 18% **261**  
I'm not continuing my education after high school. 4% **59**

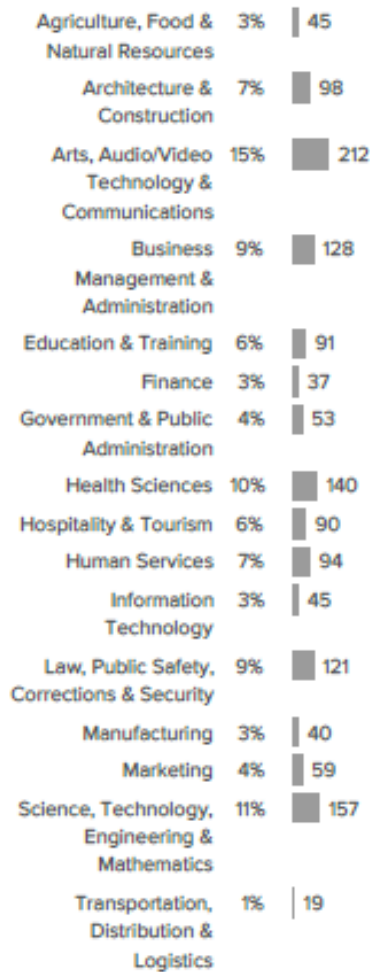
**Q.3: What size of school are you mostly considering?**



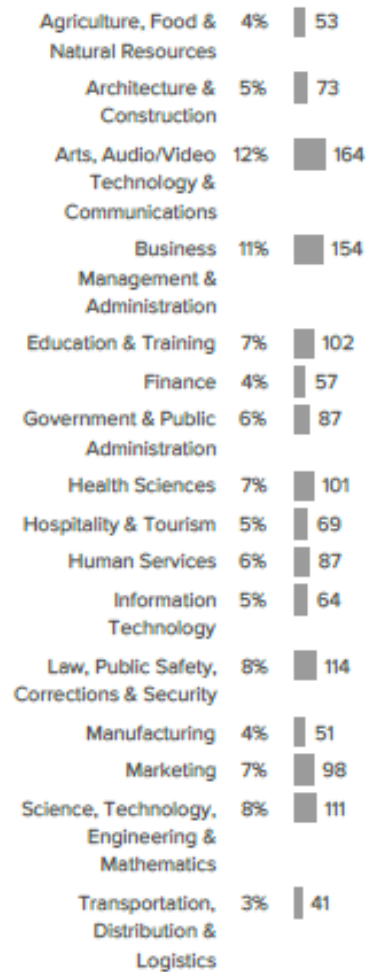
**Q.4: Which career area/work industry are you interested in the most?**



**Q.5: Which career area/work industry is your second choice of interest?**



**Q.6: Which career area/work industry is your third choice of interest?**



# Supplement: Safe and Civil

Your average

**74%**

1,487 responses

Change

**▲ 4**

since last survey

School Level average: **77%** High Schools

District average: **74%** LBUSD

How did people respond?

**Q.1: I feel safe in the restrooms.**



▲ 4 from last survey Favorable: **74%**

**Q.2: I feel safe in the courtyard/common areas.**



▲ 5 from last survey Favorable: **89%**

**Q.3: I feel safe in the hallways.**



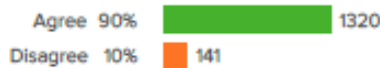
▲ 4 from last survey Favorable: **88%**

**Q.4: I feel safe in the locker rooms/gym.**



▲ 5 from last survey Favorable: **86%**

**Q.5: Staff members on campus treat me with respect.**



▲ 3 from last survey Favorable: **90%**

**Q.6: Staff members in the front office treat me with respect.**



▲ 2 from last survey Favorable: **89%**

**Q.7: Inappropriate student language is a problem at this school.**



▲ 4 from last survey Favorable: **41%**

**Q.8: Students having weapons is a problem at this school.**



▲ 6 from last survey Favorable: **63%**

**Q.9: Drugs/alcohol/tobacco use by students is a problem at this school.**



▲ 1 from last survey Favorable: **43%**

## Parent Survey Results

### Summary

Topic Description	Results	Comparison
<b>Climate of Support for Academic Learning</b> <p>Students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices, such as encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention to support differentiated learning.</p>	<b>93%</b> ▼ 1 since last survey	<b>93%</b> High Schools <b>95%</b> LBUSD
<b>Knowledge and Fairness of Discipline, Rules and Norms</b> <p>Clearly communicated rules and expectations about student and adult behavior, especially regarding physical violence, verbal abuse or harassment, and teasing; clear and consistent enforcement and norms for adult intervention.</p>	<b>89%</b> ▼ 4 since last survey	<b>94%</b> High Schools <b>94%</b> LBUSD
<b>Safety</b> <p>Students and adults report feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or exclusion by others in the school.</p>	<b>84%</b> ▼ 3 since last survey	<b>88%</b> High Schools <b>91%</b> LBUSD
<b>Sense of Belonging (School Connectedness)</b> <p>A positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings. Students and parents report feeling welcome at the school.</p>	<b>90%</b> ▼ 3 since last survey	<b>91%</b> High Schools <b>93%</b> LBUSD
<b>Supplement: Long Beach College Promise</b>	<b>90%</b> ▲ 2 since last survey	<b>91%</b> High Schools <b>87%</b> LBUSD

# Climate of Support for Academic Learning

Your average

**93%**

298 responses

Change

▼ **1**

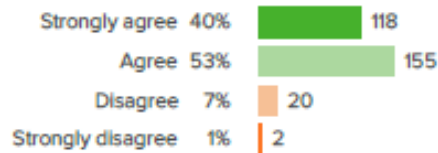
since last survey

School Level average: **93%** High Schools

District average: **95%** LBUSD

How did people respond?

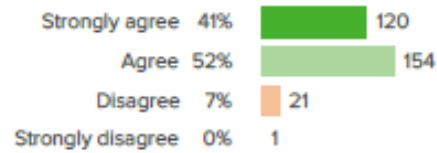
**Q.1: This school provides high quality instruction to my child.**



▼ **2** from last survey

Favorable: **93%**

**Q.2: This school has high expectations for all students.**



▲ **0** from last survey

Favorable: **93%**

# Knowledge and Fairness of Discipline, Rules and Norms

Your average

**89%**

298 responses

Change

▼ **4**

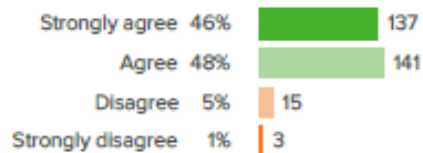
since last survey

School Level average: **94%** High Schools

District average: **94%** LBUSD

How did people respond?

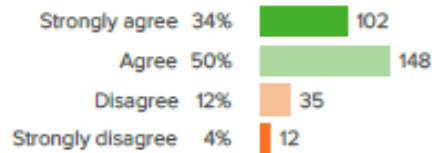
**Q.1: This school clearly informs students what would happen if they break school rules.**



▼ **3** from last survey

Favorable: **94%**

**Q.2: At this school, discipline is fair.**



▼ **5** from last survey

Favorable: **84%**

# Safety

Your average

**84%**

298 responses

Change

▼ **3**

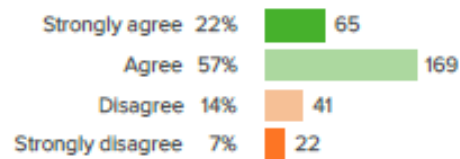
since last survey

School Level average: **88%** High Schools

District average: **91%** LBUSD

How did people respond?

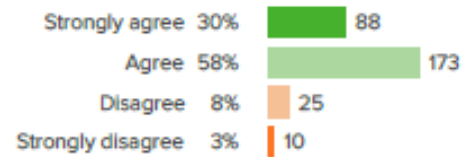
**Q.1: My child is safe in the neighborhood around the school.**



▼ **3** from last survey

Favorable: **79%**

**Q.2: My child is safe on school grounds.**



▼ **3** from last survey

Favorable: **88%**

# Sense of Belonging (School Connectedness)

Your average

**90%**

298 responses

Change

▼ **3**

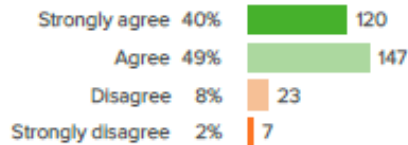
since last survey

School Level average: **91%** High Schools

District average: **93%** LBUSD

## How did people respond?

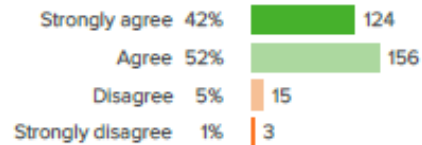
### Q.1: I feel welcome to participate at this school.



▼ **3** from last survey

Favorable: **90%**

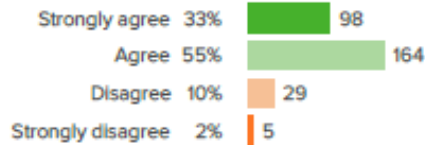
### Q.2: School staff treats me with respect.



▼ **2** from last survey

Favorable: **94%**

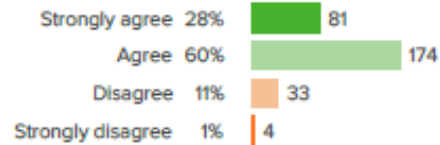
### Q.3: School staff takes my concerns seriously.



▼ **2** from last survey

Favorable: **89%**

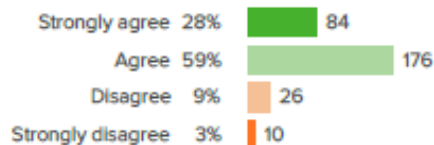
### Q.4: School staff welcomes my suggestions.



▼ **5** from last survey

Favorable: **87%**

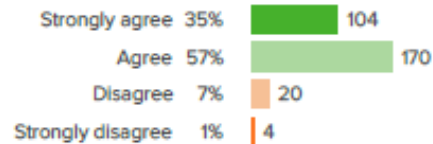
### Q.5: School staff responds to my needs in a timely manner.



▼ **2** from last survey

Favorable: **88%**

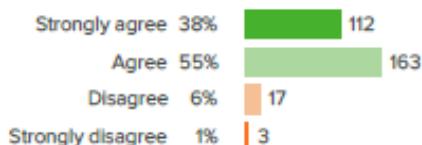
### Q.6: School staff is helpful.



▼ **2** from last survey

Favorable: **92%**

### Q.7: My child's background (race, ethnicity, religion, economic status) is valued at this school.



▲ **1** from last survey

Favorable: **93%**

# Supplement: Long Beach College Promise

Your average

**90%**

298 responses

Change

**▲ 2**

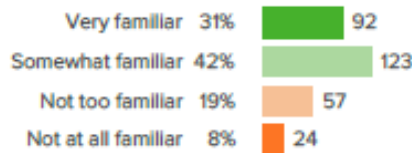
since last survey

School Level average: **91%** High Schools

District average: **87%** LBUSD

## How did people respond?

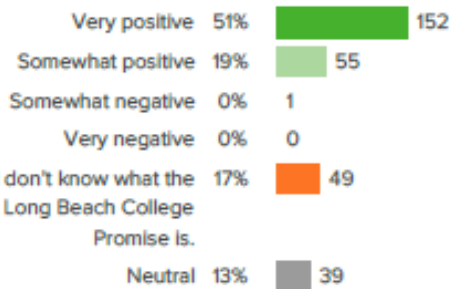
### Q.1: How familiar are you with the Long Beach College Promise?



▲ 5 from last survey

Favorable: **73%**

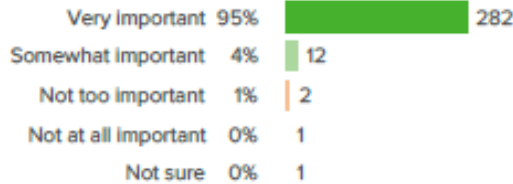
### Q.2: What is your opinion of the Long Beach College Promise?



▲ 7 from last survey

Favorable: **81%**

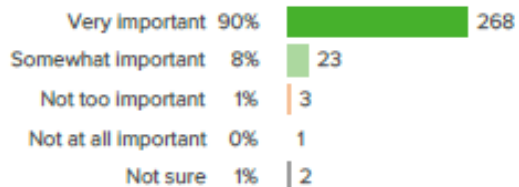
### Q.3: How important is college to your child's success?



▼ 1 from last survey

Favorable: **99%**

### Q.4: How important is cost for your child to attend college?



▼ 1 from last survey

Favorable: **99%**

### Q.5: Would you encourage your child to apply to Cal State University of Long Beach if your child qualifies for guaranteed admission?



▲ 0 from last survey

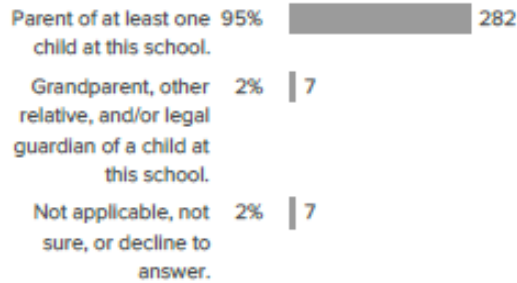
Favorable: **99%**

# Background Questions

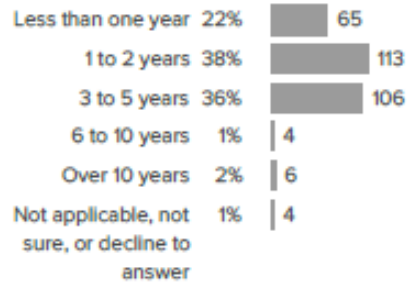
## How did people respond?

---

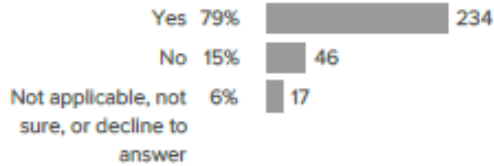
### Q.1: I am a...



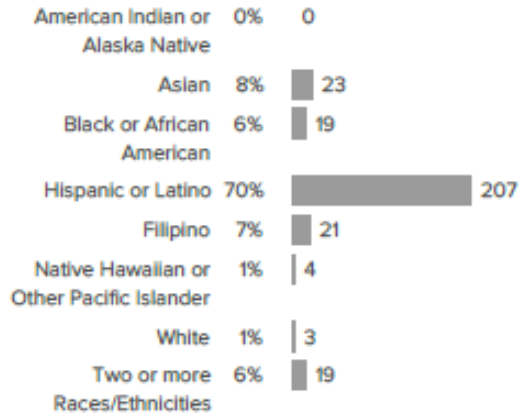
### Q.2: How many years has your child been at this school?



### Q.3: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?



### Q.4: What is your race or ethnicity?



**Q.5: In what grade is your child?**

Kindergarten	0%	0
1st grade	0%	0
2nd grade	0%	0
3rd grade	0%	0
4th grade	0%	0
5th grade	0%	0
6th grade	0%	0
7th grade	0%	1
8th grade	0%	1
9th grade	23%	70
10th grade	31%	93
11th grade	22%	67
12th grade	21%	63
Other	0%	1
Ungraded	1%	2

**Q.6: Is your child in any of these programs: Special Education Program or has an Individual Education Plan (IEP)**

Yes	11%	33
No	81%	241
Not Applicable, not sure, or decline to answer	8%	23

**Q.7: Is your child in any of these programs: English Language Development (for children learning English)**

Yes	18%	53
No	69%	204
Not Applicable, not sure, or decline to answer	13%	39

## Staff Survey Results

### Summary

Topic Description	Results	Comparison
<b>Climate of Support for Academic Learning</b> Students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices, such as encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention to support differentiated learning.	<b>90%</b> ▲1 since last survey	<b>93%</b> High Schools <b>94%</b> LBUSD
<b>Knowledge and Fairness of Discipline, Rules and Norms</b> Clearly communicated rules and expectations about student and adult behavior, especially regarding physical violence, verbal abuse or harassment, and teasing; clear and consistent enforcement and norms for adult intervention.	<b>71%</b> ▼1 since last survey	<b>78%</b> High Schools <b>83%</b> LBUSD
<b>Safety</b> Students and adults report feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or exclusion by others in the school.	<b>63%</b> ▲7 since last survey	<b>70%</b> High Schools <b>74%</b> LBUSD
<b>Sense of Belonging (School Connectedness)</b> A positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings. Students and parents report feeling welcome at the school.	<b>65%</b> ▼6 since last survey	<b>76%</b> High Schools <b>79%</b> LBUSD
<b>Supplement: Attendance - Overall</b>	<b>27%</b> ▼15 since last survey	<b>59%</b> High Schools <b>65%</b> LBUSD
<b>Supplement: Attendance - Practices</b>	<b>61%</b> ▲1 since last survey	<b>69%</b> High Schools <b>73%</b> LBUSD

# Climate of Support for Academic Learning

Your average

**90%**

173 responses

Change

**▲ 1**

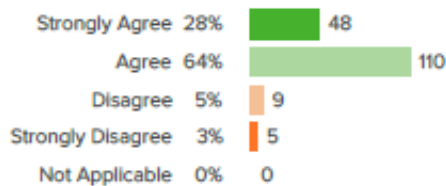
since last survey

School Level average: **93%** High Schools

District average: **94%** LBUSD

## How did people respond?

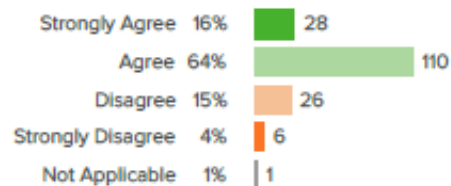
**Q.1: This school...is a supportive and inviting place for students to learn.**



▲ 2 from last survey

Favorable: **92%**

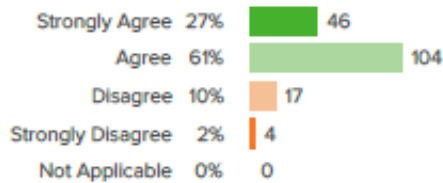
**Q.2: This school...sets high standards for academic performance for all students.**



▼ 1 from last survey

Favorable: **81%**

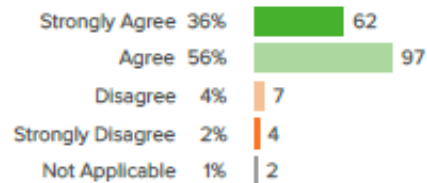
**Q.3: This school...promotes academic success for all students.**



▲ 0 from last survey

Favorable: **88%**

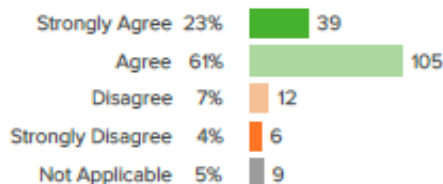
**Q.4: This school...emphasizes helping students academically when they need it.**



▲ 3 from last survey

Favorable: **94%**

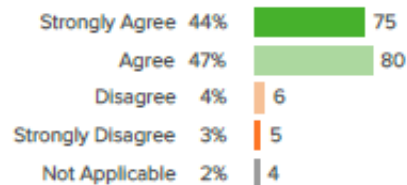
**Q.5: This school...emphasizes teaching lessons in ways relevant to students.**



▼ 1 from last survey

Favorable: **89%**

**Q.6: This school...encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.**



▼ 1 from last survey

Favorable: **93%**

# Knowledge and Fairness of Discipline, Rules and Norms

Your average

**71%**

173 responses

Change

▼ **1**

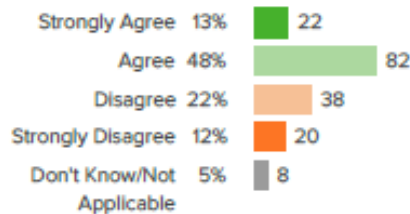
since last survey

School Level average: **78%** High Schools

District average: **83%** LBUUSD

## How did people respond?

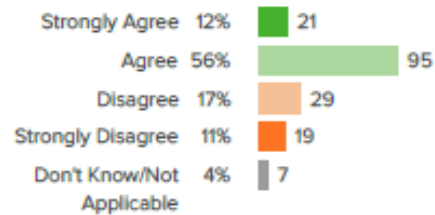
**Q.1: This school clearly communicates to students the consequences of breaking school rules.**



▼ **4** from last survey

Favorable: **64%**

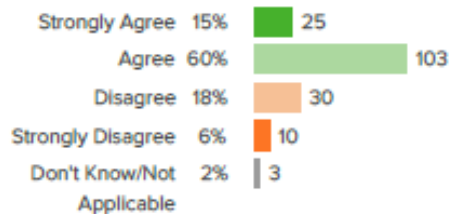
**Q.2: Rules in this school are made clear to students.**



▼ **3** from last survey

Favorable: **71%**

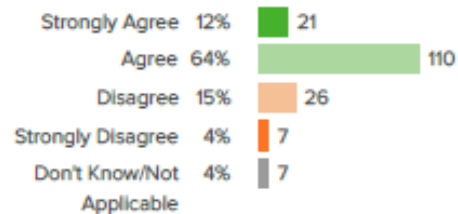
**Q.3: Students know how they are expected to act.**



▼ **4** from last survey

Favorable: **76%**

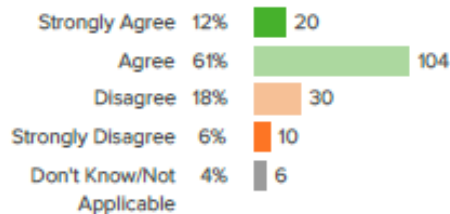
**Q.4: Students know what the rules are.**



▲ **0** from last survey

Favorable: **80%**

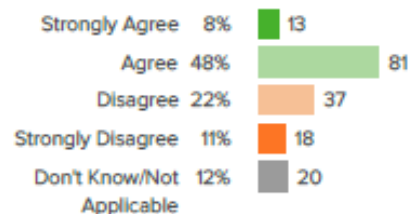
**Q.5: This school makes it clear how students are expected to act.**



▲ **5** from last survey

Favorable: **76%**

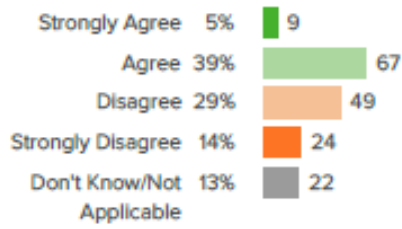
**Q.6: This school handles discipline problems fairly.**



▲ **4** from last survey

Favorable: **63%**

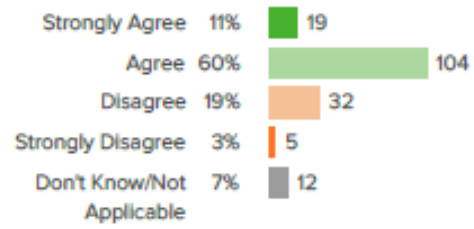
**Q.7: This school effectively handles student discipline and behavioral problems.**



▼ 8 from last survey

Favorable: **51%**

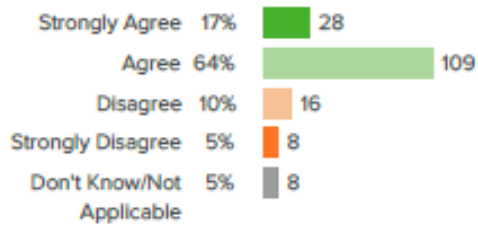
**Q.8: Adults at this school treat all students with respect.**



▲ 5 from last survey

Favorable: **77%**

**Q.9: The school rules are fair.**



▼ 4 from last survey

Favorable: **85%**

# Safety

Your average

**63%**

173 responses

Change

**▲ 7**

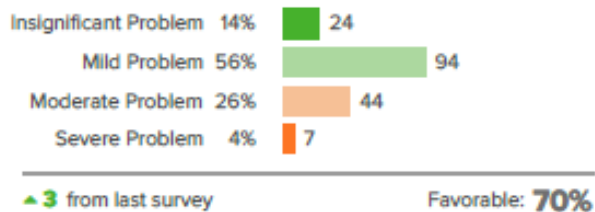
since last survey

School Level average: **70%** High Schools

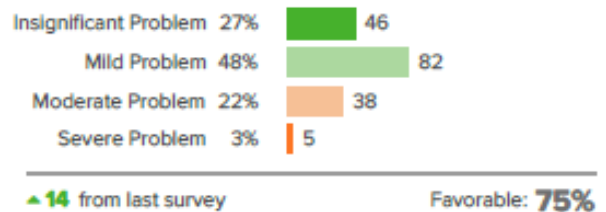
District average: **74%** LBUSD

## How did people respond?

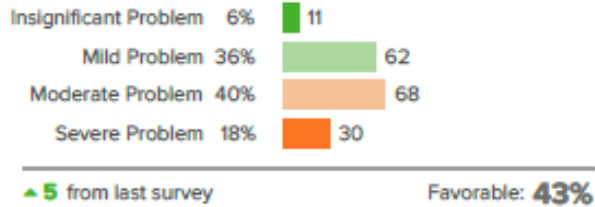
### Q.1: [How much of a problem AT THIS SCHOOL is...] harassment or bullying among students?



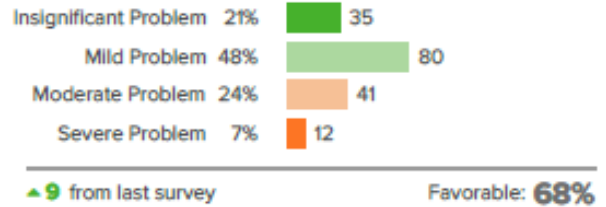
### Q.2: [How much of a problem AT THIS SCHOOL is...] physical fighting between students?



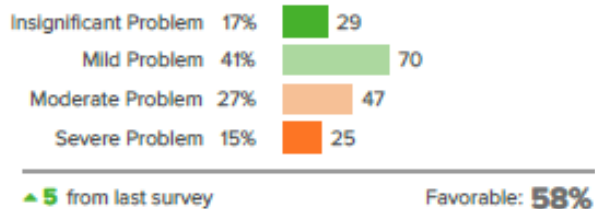
### Q.3: [How much of a problem AT THIS SCHOOL is...] disruptive student behavior?



### Q.4: [How much of a problem AT THIS SCHOOL is...] racial/ethnic conflict among students?



### Q.5: [How much of a problem AT THIS SCHOOL is...] lack of respect of staff by students?



# Sense of Belonging (School Connectedness)

Your average

**65%**

173 responses

Change

▼ **6**

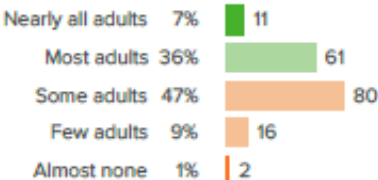
since last survey

School Level average: **76%** High Schools

District average: **79%** LBUSD

## How did people respond?

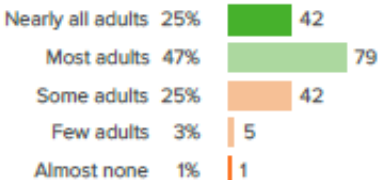
**Q.1: How many adults at this school have close professional relationships with one another?**



▼ 2 from last survey

Favorable: **42%**

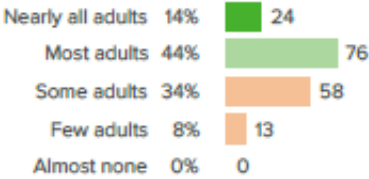
**Q.2: How many adults at this school support and treat each other with respect?**



▼ 4 from last survey

Favorable: **72%**

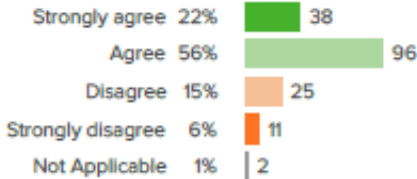
**Q.3: How many adults at this school feel a responsibility to improve this school?**



▼ 5 from last survey

Favorable: **58%**

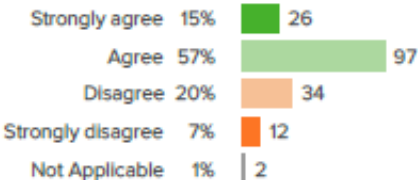
**Q.4: This school is a supportive and inviting place for staff to work.**



▼ 5 from last survey

Favorable: **79%**

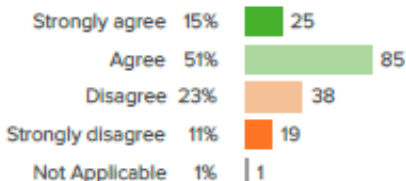
**Q.5: This school promotes trust and collegiality among staff.**



▼ 5 from last survey

Favorable: **73%**

**Q.6: This school promotes personnel participation in decision-making that affects school practices and policies.**



▼ 13 from last survey

Favorable: **66%**

# Supplement: Attendance - Overall

Your average

**27%**

173 responses

Change

**▼ 15**

since last survey

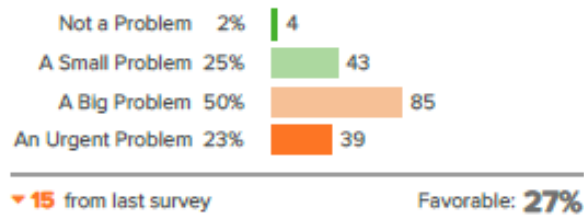
School Level average: **59%** High Schools

District average: **65%** LBUSD

## How did people respond?

---

**Q.1: To what extent do you believe that poor attendance is a problem in your school?**



# Supplement: Attendance - Practices

Your average

**61%**

173 responses

Change

**▲ 1**

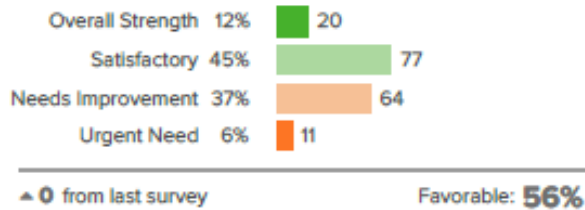
since last survey

School Level average: **69%** High Schools

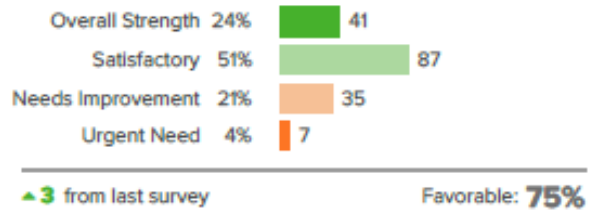
District average: **73%** LBUSD

## How did people respond?

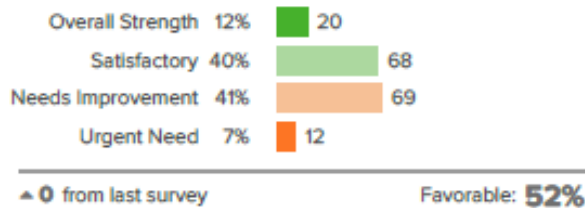
**Q.1: Our district communicates clear guidelines regarding excused and unexcused absences.**



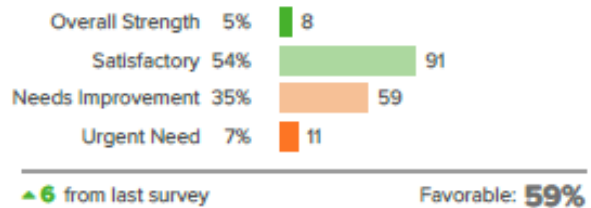
**Q.2: A team, including a site administrator, reviews attendance data on a regular basis.**



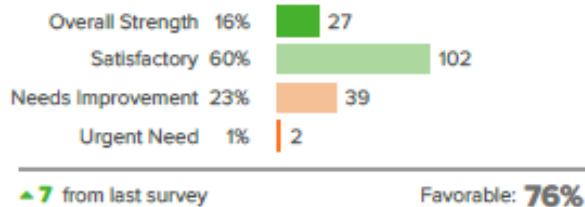
**Q.3: We have an effective school-wide system in place for attendance incentives.**



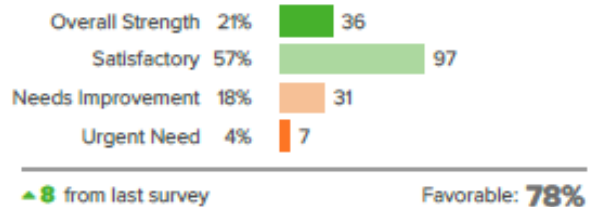
**Q.4: Our school offers rich and engaging learning activities so that students do not want to miss school.**



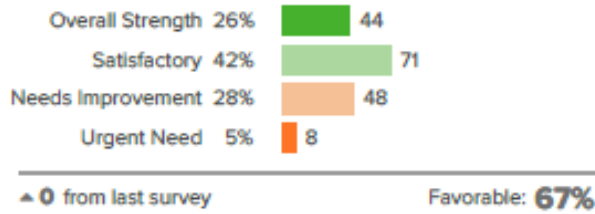
**Q.5: The adults and peers at our school care if students miss school.**



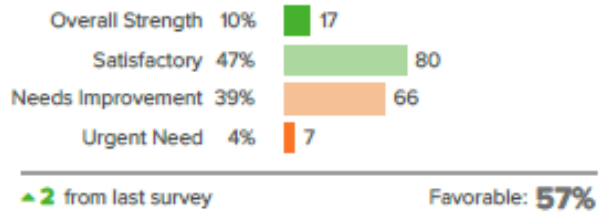
**Q.6: Our school informs parents about the importance of attendance.**



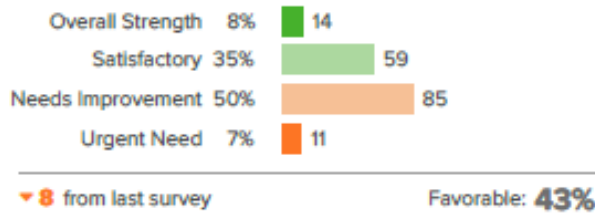
**Q.7: Our school reaches out to chronically absent students and their families.**



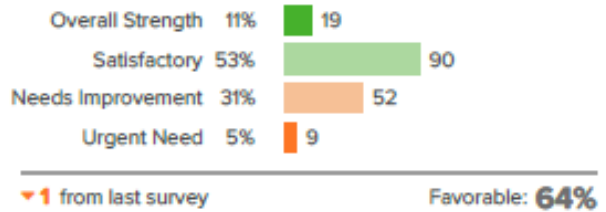
**Q.8: Our school helps parents and students overcome common barriers to attendance.**



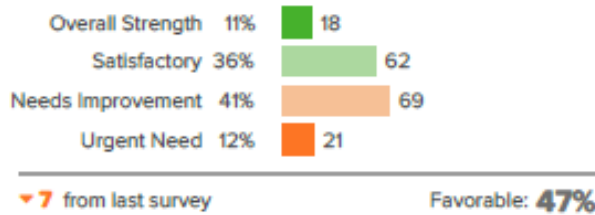
**Q.9: Our school partners with community agencies to assist chronically absent students.**



**Q.10: Our school creates individual learning plans (SST, 504, etc.) for at-risk and chronically absent students.**



**Q.11: We have clear consequences for chronically absent students.**

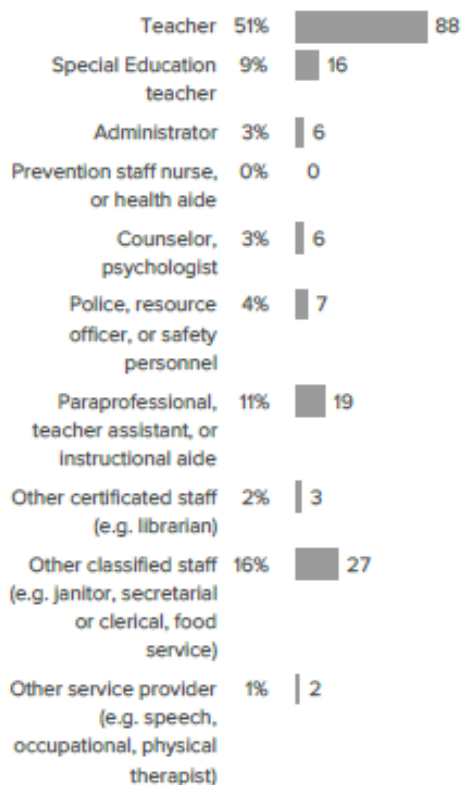


# Background Questions

How did people respond?

---

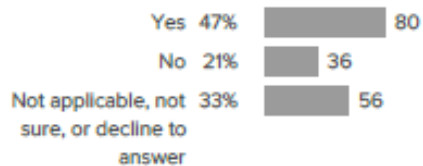
**Q.1: What is your role at this school? (Mark all that apply).**



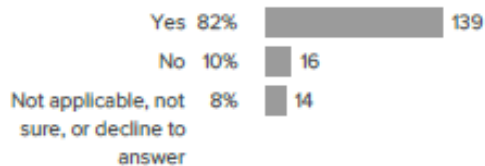
**Q.2: Are you a classroom teacher?**



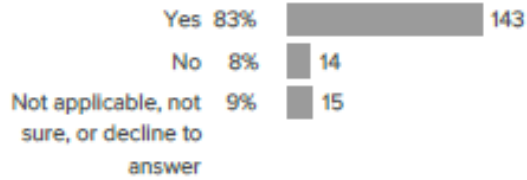
**Q.3: Migrant education students**



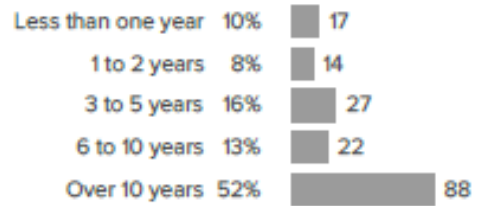
**Q.4: Special education students**



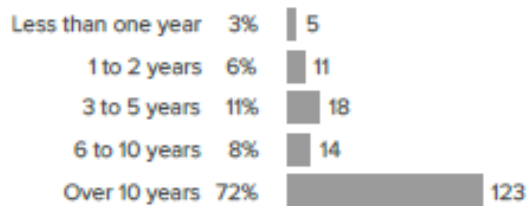
**Q.5: English language learners**



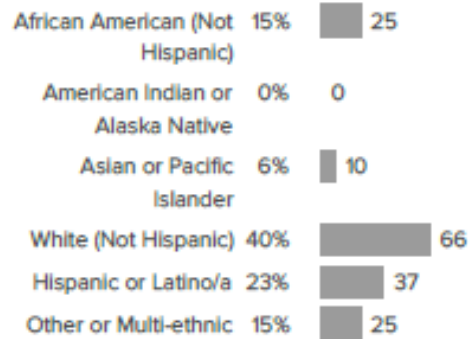
**Q.6: How many years have you worked, in any position, at this school?**



**Q.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?**



**Q.8: What is your race or ethnicity?**



## Sample Four Year Plan Chart

Specialized Academy of Computer Media, Arts & Animation (SACMAA)					
Cabrillo High School – Graduation Requirements		☐ Complete 220 Credits	☐ Four-Year of Math (Must Pass Algebra 1)	☐ Four-Year of PE or Pass Fitness Test (20 Credits of PE)	Starting w/ Class of 2022
Required Subjects:	Credits	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	40	English 1-2 or English 1-2 Accelerated	English 3-4 or English 3-4 Accelerated	English 5-6 (H) or AP English Language	Choice of Senior English: AP English Lit./ERWC/ Film Analysis/Multi Lit.
Mathematics	40	Algebra 1 Geometry Accelerated	Geometry Algebra 2	Algebra 2 Pre-Calculus/FST	Pre-Calculus FST/AP Stat/AP Cal AB
Science	20	Environmental Geoscience Biology Accelerated	Biology Chemistry	Chemistry/Physics AP/Elective Science	AP/Elective Science
Physical Education (PE / Dance / ROTC / Sports)	20	PE	PE	Elective PE	Elective PE
Social Studies	30		Modern World History or AP World History	United States History (H) or AP US History	Govt. & Econ or AP Govt. & Econ
World Language	10	Spanish 1-2 or French 1-2	Spanish 3-4 or French 3-4	Recommended	
Required SACMAA Classes: Design, Visual & Media Arts		Drawing & Painting 1-2	Digital Art 1-2 or Art & Animation 1-2	Digital Art 3-4 or Art & Animation 3-4	Digital Art 5-6 or Art & Animation 5-6
Recommended Electives	60	Dance / Music / Theatre Arts / AVID / AP Human Geo / Intro Psychology or Sociology or Social Justice / AP Psychology / AP Computer Science / Automotive & Transportation Tech / AP Seminar / AP Research			
<b>SACMAA Medallion</b>		<b>Completion of 3 required SACMAA CTE classes plus prerequisite of Drawing and Painting with A, B, or C.</b>			

CSU/UC Minimum Freshmen Entrance Requirements						
☐ Complete 15 A-G courses with C or above		☐ Minimum GPA in a-g courses: CSU: 2.00 UC: 3.00		☐ Tests (ACT/SAT) must be taken by December of senior year CSU: SAT or ACT UC: SAT w/ Writing or ACT w/ Writing; Two SAT Subject tests recommended		
Subject Requirements (A-G)	Years Required	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	
A History/Social Science	2 years 1 year U.S. History 1 year World History		Modern World History or AP World History	US History (H) or AP US History	Govt. & Econ * or AP Govt. & Econ *	
B English	4 years	English 1-2 or ACC English 1-2	English 3-4 or ACC English 3-4	English 5-6 (H) or AP English Lang.	Choice of Senior English: AP English Lit./ERWC/ Film Analysis/Multi Lit.	
C Mathematics	3 years * 4 <sup>th</sup> year recommended	Algebra 1 ACC Geometry	Geometry Algebra 2	Algebra 2 Pre-Calculus/FST	Pre-Calculus FST/AP Stat/AP Cal AB	
D Laboratory Science	2 years *3 <sup>rd</sup> year recommended	<i>Env. Geoscience</i> * Biology Accelerated	Biology Chemistry	Chemistry /Physics** AP/Elective Sci.**	AP/Elective Science **	
E Language Other Than English	2 years required of the same language *3 <sup>rd</sup> year recommended	Spanish 1-2 or French 1-2	Spanish 3-4 or French 3-4	Recommended		
F Visual or Performing Arts	1 year of Dance / Drama / Music / Visual Art					
G College Preparatory Electives	1 year of academic courses beyond the required classes in any of the above a-f areas. <i>*Classes in italics will count here.</i>					

Required "A-G" courses must be completed with a grade of C or better. Courses in which grades of D are earned must be repeated, EXCEPT in the areas of math and world language, where grades of D in the first semester can be validated by successful completion of the second semester with grades of C or higher.  
\*\*STEM: Four-year of Math & Science for students who are planning to major in science (including medical fields), technology, engineering and math.

**Approved by:**  
**Cheryl Cornejo, Principal**

## 2018-2019 Master Schedule

Dept	Name	Rm	SLC	Per 1	Per 3	Per 5	Per 7	///	Per 2	Per 4	Per 6	Per 8
English	Austin	1126	SACMAA	Conf.	1407 E Eng 3-4 ACC	1407 A Eng 3-4 ACC	1407 E Eng 3-4 ACC	///	Conf.	1407 A Eng 3-4 ACC	1407 E Eng 3-4 ACC	1408 G Eng 3-4
English	Carrillo	1412	CAL-J	Conf.	1595 Lit Wk	1595 Lit Wk	1595 Lit Wk	///	2837 AVID 10	2837 AVID 10	2837 AVID 10	Conf.
English	Danger	1108	CAL-J	Conf.	1410 J Eng 5-6	1410 J Eng 5-6	1474 G ERWC	///	1474 J ERWC	Conf.	1474 Mix ERWC	1474 E ERWC
English	<b>Gastelum</b>	406	CED	1449 U AP Lit	Conf.	1449 AP Lit	1449 AP Lit	///	Conf.	1456 AP Research	1456 AP Research	1456 AP Research
English	Hankinson	1410	AGL	Conf.	1442 G Multi Lit	1442 H Multi Lit	1442 H Multi Lit	///	Conf.	1410 G Eng 5-6	1410 G Eng 5-6	1442 J Multi Lit
English	Montooth	1117	CAL-J	Conf.	1408 J Eng 3-4	1407 J Eng 3-4 ACC	1458 AP Lang	///	1458 AP Lang	1408 J Eng 3-4	Conf.	1407 J Eng 3-4 ACC
English	<b>Pope</b>	402	CED	1411 G Eng 5-6 Hon	1411 H Eng 5-6 Hon	1411 A Eng 5-6 Hon	Conf.	///	Conf.	1411 E Eng 5-6 Hon	1411 J Eng 5-6 Hon	1449 AP Lit
English	Ramirez	1130	SACMAA	Conf.	1410 A Eng 5-6	1410 E Eng 5-6	1410 A Eng 5-6	///	Conf.	1442 E Multi Lit	1410 E Eng 5-6	1442 E Multi Lit
English	Romo	1116	CAL-J	<b>English APEX</b>	1403 J Eng 1-2 ACC	1403 E Eng 1-2 ACC	1403 J Eng 1-2 ACC	///	1401 J Eng 1-2	Conf.	1403 E Eng 1-2 ACC	1401 J Eng 1-2
English	Sarno	1115	AGL	1407 G Eng 3-4 ACC	1453 J AP Seminar	Conf.	Conf.	///	1407 G Eng 3-4 ACC	Conf.	1453 Mix AP Seminar	<b>AD Conf</b>
English	Serafini	1127	SACMAA	1458 AP Lang	1474 A ERWC	1425 A Film Analysis	Conf.	///	Conf.	1474 U ERWC	1425 A Film Analysis	1458 AP Lang
English	Shoop	1103	SACMAA	1403 G Eng 1-2 ACC	Conf.	1403 A Eng 1-2 ACC	1403 A Eng 1-2 ACC	///	1401 A Eng 1-2	Conf.	1403 G Eng 1-2 ACC	1403 A Eng 1-2 ACC
English	Smith	1107	CED	1715 Beg ELD	Transition ELD	1401 E Eng 1-2	Conf.	///	1716 Beg ELD Lab	1595 Lit Wk	Conf.	1401 E Eng 1-2
English	Tablada	1420	AGL	1401 G Eng 1-2	1408 G Eng 3-4	1401 G Eng 1-2	Conf.	///	Conf.	1401 G Eng 1-2	1408 G Eng 3-4	3671 TOR B Water Polo
English	Wilson	1134	SACMAA	1410 H Eng 5-6	Conf.	1408 E Eng 3-4	1410 H Eng 5-6	///	Conf.	1408 E Eng 3-4	1408 A Eng 3-4	1408 A Eng 3-4

Math	Andrews	1123	SACMAA	Conf.	2963 AAlg 2	2963 MixAlg 2	2964 MixAlg 2 ACC	///	2964 MixAlg 2 ACC	2963 AAlg 2	2964 MixAlg 2 ACC	Conf.
Math	Bravo	609	CED	2963 G Alg 2	1380 C AP Comp Sci	Conf.	2974 App Math	///	Conf.	2974 App Math	2974 App Math	2963 G Alg 2
Math	Espinoza	1131	CAL-J	Conf.	2964 Mix Alg 2 ACC	2964 Mix Alg 2 ACC	2963 H Alg 2	///	2963 J Alg 2	Conf.	2963 H Alg 2	2963 J Alg 2
Math	Fisher	607	CED	3898 E P.O.E.	2963 E Alg 2	Conf.	3158 AP Calc	///	Conf.	2503 E P.O.E. PLTW	2503 E P.O.E. PLTW	2503 E P.O.E. PLTW
Math	Foe-Aman, L	1104	SACMAA	2971 J Geom ACC	2971 A Geom ACC	2971 G Geom ACC	Conf.	///	2971 A Geom ACC	IDS	IDS	Conf.
Math	Gahungu	1111	CAL-J	Conf.	2970 J Geom	2970 J Geom	2970 J Geom	///	2961 CCR	2961 CCR	2961 CCR	Conf.
Math	Halterman	612	CED	Conf.	3055 Pre-Calc	3069 FST	3053 Pre-Calc	///	Conf.	3055 Pre-Calc	3055 Pre-Calc	3055 Pre-Calc
Math	James	1416	AGL	Conf.	2970 A Geom	2970 G Geom	2970 A Geom	///	STUDY LAB	2970 G Geom	2970 G Geom	2970 G Geom
Math	Kent	407	CED	2970 Mix Geom	Conf.	2970 E Geom	2971 E Geom ACC	///	2970 J Geom	Conf.	2971 E Geom ACC	2970 E Geom
Math	Martinez	1407	CAL-J	3199 A Inten Alg	3199 E/J Inten Alg	Conf.	3621 Football	///	3199 A Inten Alg	3199 E/J Inten Alg	Conf.	3621 Football
Math	Oliver	1413	AGL	Conf.	3199 G Inten Alg	3199 G Inten Alg	3199 G Inten Alg	///	Conf.	3199 G Inten Alg	3199 G Inten Alg	3199 G Inten Alg
Math	Sicaeros	1124	AGL	2986 G Alg 1	Conf.	2986 G Alg 1	3615 Baseball	///	2986 J Alg 1	2986 J Alg 1	2986 G Alg 1	Conf.
Math	Spurlin	1409	SACMAA	Conf.	2986 E Alg 1	2986 A Alg 1	2986 E Alg 1	///	Conf.	2986 A Alg 1	2970 A Geom	2986 A Alg 1
Math	S. Yarborough	611	CED	3053 Pre-Calc H	3158 AP Calc	3053 Pre-Calc H	Conf.	///	3053 Pre-Calc H	3158 AP Calc	3053 Pre-Calc H	Conf.

PE	Baer	Gym	CED	3707/3690 PE 10/Drill	3707 PE 10	Conf.	3617/3619 XC	///	3715 Yoga	3707 PE 10	Conf.	3775/3776 LAX
PE	Candelaria	Gym	CAL-J	3704 PE 9	3704 PE 9	3704 PE 9	Conf.	///	Conf.	3704/3691 PE 9/Spirit	3704 PE 9	3605 Girls Bball
PE	Lenzen	Gym	SACMAA	Conf.	3717 Weight Tr	3707 PE 10	3621 Football	///	3704 PE 9	3717 Weight Tr	3707 PE 10	Conf.
PE	Noyes	Gym	AGL	3707 PE 10	3712 Fitness	Conf.	3635 Soccer	///	Conf.	3707 PE 10	3704 PE 9	Freshman Soccer
PE	Robertson, T	1427	CAL-J	ROTC 1-2 ROTC 7-8	ROTC 1-2 ROTC 7-8	Conf.	ROTC 1-2 ROTC 7-8	///	ROTC 1-2 ROTC 7-8	ROTC 1-2 ROTC 7-8	ROTC 1-2 ROTC 7-8	Conf.
PE	Santillan	1428	CAL-J	ROTC 3-4	ROTC 3-4	Conf.	ROTC 3-4	///	ROTC 3-4	ROTC 5-6	ROTC 5-6	Conf.

PE/VPA	Clark-Booth	1206	SACMAA	Conf.	3693 Dance PE 9	3484 Dance 3-4	3485 Dance 5-6	///	Conf.	3693 Dance PE 9	3694 Dance PE 10	3487 Dance 9-10
CTE	Dowding	1418	AGL	1208 G Global Log	1208 G Global Log	1208 G Global Log	1208 G Global Log	///	X	Conf.	6038 G Virt. Ent.	6038 G Virt. Ent.
CTE	Foe-Aman, G	802	AGL	1234 G PIFT	1234 G PIFT	1234 G PIFT	1234 G PIFT	///	1357 A WWW	1357 A WWW	1357 A WWW	Conf.
CTE	Geib	1602	CHOC	8262 H Med. Term.	8262 H Med. Term.	X	X	///	Conf.	8262 H Med. Term.	X	X
CTE	Montgomery	Garage	CED	X	X	X	X	///	Conf.	2680 Auto Tech	2680 Auto Tech	2680 Auto Tech
CTE	Marquez	507	CED	2716 E Intro to Engrng	1077 E Intro PLTW	Conf.	2713 E Dig. Cir.	///	Conf.	1077 E Intro PLTW	2515 E Aerospace	1077 E Intro PLTW
CTE	Marsh	709	CED	6332 E D & F 1-2	2509 E EDD	Conf.	6334/2511 E CIM/D & F 3-4	///	6334/2511 E CIM/D & F 3-4	2509 E EDD	Conf.	6334/2511 E CIM/D & F 3-4
CTE	Zeeman	1405	AGL	3157 AP Stats	3157 AP Stats	Conf.	Conf.	///	1201 G Acct. 1-2	1201 G Acct. 1-2	Conf.	1201 G Acct. 1-2

Science	Cortes-Lopez	502	CALJ	Conf.	3831 A Chem 1-2	3831 A Chem 1-2	3831 J Chem 1-2	///	3831 A Chem 1-2	3831 J Chem 1-2	3831 J Chem 1-2	Conf.
Science	Gardner	1007	CALJ	Conf.	3801 J Bio 1-2	3803 J Bio ACC	3675 Wrestling	///	3803 J Bio ACC	3801 J Bio 1-2	3801 J Bio 1-2	Conf.
Science	Imatomi	1008	CED	3803 E Bio ACC	Conf.	3852 AP Bio	3852 AP Bio	///	Conf.	3803 E Bio ACC	3801 E Bio 1-2	3803 E Bio ACC
Science	Lucindo	506	CED	3831 E Chem 1-2	Conf.	3831 E Chem 1-2	3831 E Chem 1-2	///	3831 E Chem 1-2	3831 Mix Chem 1-2	4067 Mix Geo Sci	Conf.
Science	McCormick	1002	CHOC	Conf.	3813 H Anat & Phys	2802 AVID 11	2802 AVID 11	///	3813 Mix Anat & Phys	3813 Mix Anat & Phys	3813 H Anat & Phys	Conf.
Science	Meacham-Shirley	1004	AGL	2028 Academic Study Skills	Conf.	3801 G Bio 1-2	3801 E Bio 1-2	///	Conf.	3801 E Bio 1-2	3801 G Bio 1-2	2050 Health
Science	Shokair	1422	AGL	Conf.	4067 G - 9 Geo Sci	4067 Mix Geo Sci	4067 A - 9 Geo Sci	///	Conf.	4067 A - 9 Geo Sci	4067 G - 9 Geo Sci	4067 G - 9 Geo Sci
Science	Sosa	1012	AGL	3841 Physics 1-2	Conf.	3854 AP Physics	3841 Physics 1-2	///	Conf.	3831 G Chem 1-2	3831 G Chem 1-2	3831 G/E Chem 1-2
Science	Williams	508	CHOC	3831 H Chem 1-2	Conf.	4062 Forensics	4062 Forensics	///	Conf.	3832 Chem Hon	3832 Chem Hon	3831 H Chem 1-2
Science	Woodward	504	SACMAA	Conf.	4067 Mix Geo Sci	4067 Mix Geo Sci	3631 Girls Soccer	///	4067 Mix Geo Sci	4067 Mix Geo Sci	Conf.	3601 TOR Bad
Science	Zepeda	1015	SACMAA	3801 G Bio 1-2	Conf.	3801 A Bio 1-2	3801 A Bio 1-2	///	Conf.	3803 A Bio ACC	3803 A Bio ACC	3801 G Bio 1-2

ASB	Itson	307	SACMAA	X	2800 Stu Council	2811 Pathway Amb.	X	///	X	X	X	X
	Maestas	Link Learning Center	CAL-J	X	X	X	X	///	X	X	X	X
IS	Boone-Beagle	412	AGL	4443 IS	4443 IS	4443 IS	Conf.	///	4443 IS	4443 IS	4443 IS	Conf.
IS	Bradshaw	1132	AGL	Conf.	4443 IS	4443 IS	4443 IS	///	Conf.	4443 IS	4443 IS	4443 IS

SocSt	Ben-Haim	601	CED	2271 E MWH	2271 E MWH	2311 E Econ	2311 E Econ	///	2311 E Econ	2271 E MWH	2271 E MWH	Conf.
SocSt	Crissman	1125	CAL-J	2271 J MWH	2271 J MWH	2253 G USH	Conf.	///	Conf.	2271 J MWH	2253 G USH	3639 Softball
SocSt	<b>Freeman</b>	1129	SACMAA	2807/2803 AVID 12	Conf.	2253 A USH	2271 A MWH	///	Conf.	2271 A MWH	2253 A USH	2271 A MWH
SocSt	Garrett	608	CED	2253 E USH	2236 AP USH	2236 AP USH	Conf.	///	Conf.	2236 AP USH	2236 AP USH	2253 E USH
SocSt	<b>Gorgol</b>	1133	SACMAA	Conf.	2318 Mix AP World	2241 U US Govt	1453 Mix AP Seminar	///	2318 A AP World	2318 J AP World	2318 G AP World	Conf.
SocSt	Gunde	1119	CHOC	Conf.	2253 H USH	2227 Intro Psych	2253 H USH	///	2224 AP Psych	2227 Intro Psych	2224 AP Psych	Conf.
SocSt	Montalvo	1110	CALJ	2253 J USH	2253 J USH	2253 J USH	Conf.	///	CPA	2207 J Crim Law	2207 J Crim Law	Conf.
SocSt	Newman	1114	CAL-J	2208 J Foundation In Law	2208 J Foundation In Law	2208 J Foundation In Law	2208 J Foundation In Law	///	2206 J 21st Cent	2206 J 21st Cent	2206 J 21st Cent	Conf.
SocSt	Olefer	1408	AGL	2271 G MWH	Conf.	2311 G Econ	3651/3655 Tennis	///	2271 G MWH	2311 G Econ	2271 G MWH	Conf.
SocSt	Ryan	1128	SACMAA	2241 A US Govt	2241 A US Govt	2234 A AP Govt	Conf.	///	Conf.	2234 G AP Govt	2234 U AP Govt	3663/3667 Volleyball
SocSt	Sims	610	CED	Conf.	2713 E Dig. Cir.	2241 H US Govt	2241 H US Govt	///	2253 A USH	2253 E USH	Conf.	2241 A/H US Govt
SocSt	View	1113	CAL-J	2241 J US Govt	2215 J Journey	2215 J Journey	Conf.	///	2323 AP Human	Conf.	2323 AP Human	3670 Girls Water Polo

Sp Ed	Dorman	1009	SACMAA	APEX	Applied Math	Comp Apps	Conf.	///	APEX	Conf.	Applied Math	TOR
Sp Ed	Banares	1105	CAL-J	5778 IRC	5778 IRC	Conf.	5778 IRC	///	Conf.	5778 IRC	5778 IRC	5778 IRC
Sp Ed	Fauver	1010	CAL-J	Conf.	Earth Sci	Health	Life Sci	///	Earth Sci	Health	Conf.	Life Sci
Sp Ed	Esqueda-Corona	1122	SACMAA	Eng 5-6	Eng 3-4	Eng 7-8	Conf.	///	Eng 7-8	Conf.	Eng 3-4	Eng 5-6
Sp Ed	McWaid	1102	CAL-J	Conf.	2836 AVID 9	Eng 1-2	Eng 1-2	///	Conf.	2836 AVID 9	2836 AVID 9	2836 AVID 9
Sp Ed	Kaur	418	CED	Alg AB	Conf.	Alg CD	Career Math	///	Alg CD	Career Math	Alg AB	Conf.
Sp Ed	Roland	606	CED	MWH	Govt/Econ	Conf.	Govt/Econ	///	USH	MWH	USH	Conf.
Sp Ed	Hull	604	CED	X	X	X	X	///	SFS 9	SFS 10	Conf.	Push-In Adv
Sp Ed	Ingwersen	1106	CHOC	SFS 9	SFS 9	Comm Building	Conf.	///	Push-In Adv	Push-In Adv	SFS 9	Conf.
Sp Ed	Lewis	1013	SACMAA	5034 SFS10	5034 SFS10	Conf.	5034 SFS10		5034 SFS10	Push-In Adv	Push-In Adv	Conf.
Sp Ed	Lamprecht	1402	AGL	SFS 11	Push-In Adv	Conf.	Boys Basketball	///	SFS 11	SFS 11	Conf.	AD Conf.
Sp Ed	Peters	414	CED	Conf.	SFS 11	SFS 11	3659/3661 Boys/Girls Track	///	Conf.	Push In	SFS 11	3659/3661 Boys/Girls Track
Sp Ed	Thibeau	1112	SACMAA	Conf.	SFS 12	SFS 12	Push-In Adv	///	Push-In Adv	Conf.	SFS 12	SFS 12
Sp Ed	Hashimoto	403	AGL	5434 Func ELA	5338 Func Math	Conf.	5344/5545 Pathways 1-2 Employ Skills	///	5434 Func ELA	5338 Func Math	5346 Pathways 3-4	Conf.
Sp Ed	Ofoegbu	411	AGL	5039 CBI	5430 Func ELA	5336 Func Math	Conf.	///	5336 Func Math	5344 Pathways	5430 Func ELA	Conf.
Sp Ed	Richter	417	CAL-J	5039 CBI	Conf.	5430 Func ELA	5336 Func Math	///	5430 Func ELA	Conf.	5336 Func Math	5554 Practical Living
Sp Ed	Gawel	410	CAL-J	5545 Employ Skills	5545 Employ Skills	5545 Employ Skills	5545 Employ Skills	///	5545 Employ Skills	5545 Employ Skills	5545 Employ Skills	5545 Employ Skills

VPA	Blackwell	1011	SACMAA	Conf.	1044 A Anim 1-2	1044 Mix Anim 1-2	1044 A Anim 1-2	///	1045 A Anim 3-4	Conf.	1045 A Anim 3-4	1063 A Anim 5-6
VPA	Bolstad	308	CED	1028/1030 Photo 1-2/ 3-4	1028 Photo 1-2	1028 Photo 1-2	Conf.	///	Conf.	1028 Photo 1-2	1028 Photo 1-2	1028 Photo 1-2
VPA	Godfrey	304	CALJ	1005 Draw 1-2	1005 Draw 1-2	1006 Draw 3-4	Conf.		X	X	X	X
VPA	Holt	305	CED	3786 Marching Band	3313 Drums 3-8	3315 Drums 3-4	Conf.	///	3311 Drums 1-2	3311 Drums 1-2	3417/3421 Choir	Conf.
VPA	Jacobs	Bbox	CALJ	Conf.	1511 J Oral Comm	1511 J Oral Comm	1511 J Oral Comm	///	Conf.	2833 Yearbook	3353/3355 6685 Drama/Stg Crew	3353/3355 6685 Drama/Stg Crew
VPA	Lunt	1001	SACMAA	Conf.	1046 A Dig Art 1-2	1061 A Dig Art 3-4	1061 A Dig Art 3-4	///	1061 A Dig Art 3-4	1061 A Dig Art 3-4	Conf.	1046 Mix Dig Art 1-2
VPA	Sherry	301	AGL	3604 PE Marching Band	Conf.	3477/3479 Guitar 1-2/3-4	3477 Guitar 1-2	///	3444 Jazz Band	Conf.	3453 Orch 5-6	3477 Guitar 1-2
VPA	Turian	306	SACMAA	1005 Draw 1-2	Conf.	1005 A Draw 1-2	1005 A Draw 1-2	///	Conf.	1005 A Draw 1-2	1005 Draw 1-2	1005 A Draw 1-2
VPA	E. Yarborough	302	CALJ	Conf.	1010 3D Art 1-2	1010 3D Art 1-2	1010 3D Art 1-2	///	1010/1011 3D Art 1-2/3-4	Conf.	1039 AP Art Hist	1010 3D Art 1-2

World Lang	Castrejon	1120	SACMAA	Conf.	1838 SSS 1-2	1838 SSS 1-2	1838 SSS 1-2	///	1838 SSS 1-2	Conf.	1860 AP Span	1838 SSS 1-2
World Lang	Cervantes	603	CAL-J	1831 Span 1-2	1831 Span 1-2	1831 Span 1-2	Conf.	///	Conf.	1831 Span 1-2	1831 Span 1-2	1831 Span 1-2
World Lang	Greenburg	1424	AGL	1832 Span 3-4	1832 Span 3-4	Conf.	1832 Span 3-4	///	1832 Span 3-4	Conf.	1831 Span 1-2	1832 Span 3-4
World Lang	Laczko	1118	CED	Conf.	1833 Span 5-6	1832 Span 3-4	1831 Span 1-2	///	1831 Span 1-2	1832 Span 3-4	1832 Span 3-4	1832 Span 3-4
World Lang	Miles	1414	AGL	Conf.	1801 French 1-2	1801 French 1-2	1801 French 1-2	///	Conf.	1803/1805 French 3-4/5-6	1803 French 3-4	1801 French 1-2
World Lang	Ruiz-Lopez	1121	SACMAA	1839 SSS 3-4	Conf.	1838 SSS 1-2	1838 SSS 1-2	///	1839 SSS 3-4	1838 SSS 1-2	1839 SSS 3-4	Conf.

## Master Schedule Timeline for 2019-2020

Activity	I. Person(s) Responsible	II. Target Date
<b>Phase 1 – Preliminary Tasks</b>		
1. Master Schedule Team meeting to update Timeline	Master Schedule Team	December 12 @ 11:45-1:30pm
2. AP, Honors, Accelerated goal planning (Identify target numbers)	Principal/VP Head Counselor AP Coordinators Pathway Coordinator	December 14, 2018 @9:45am
3. Email staff Academic Rush Week procedure	AP Coordinators Principal/VP	December 20
4. Email faculty the Master Schedule timeline	Head Counselor	December 21
5. Elective course proposal forms due	Head Counselor	Window 12/17/18- 1/18/19
6. Pathway Leads and Counselors meet with Pathway Coordinator regarding cohorted classes	Pathway Leads Counselors Pathway Coordinator	January 15, 2019 @ 9:45am
7. Distribute Druthers sheet to Faculty via Google form	Head Counselor	February 1
8. Academic Rush Week, new adds to US	AP Coordinators	January 14-18
9. Students request change in Pathway, addition of U	Pathway Coordinator, Head Counselor	January 7-February 1
10. Initial Sports TOR discussions and sports periods	Principal, VP Head Counselor Athletic Directors	January 28 @ 1:30pm
11. Druthers Sheet Google form submittal due	Head Counselor	February 22 @ 4:00pm
12. Finalize Sports offerings and period scheduled	Head Counselor AP of Athletics Athletic Directors	February 15 @ 4:00pm
13. Review and finalize course offerings/electives and update for next school year.	Head Counselor Pathway Coordinator Principal/VP	January 30 @ ILT 3:00pm
14. Finalize Pathway course request sheets	Head Counselor	January 31
15. AP/H/ACC/US rush google form data to counselors---10 <sup>th</sup> to 12 <sup>th</sup> Grade	Head Counselor AP Coordinators	February 11
16. Pathway Change Request Sorting Day	Head Counselor Pathway Coordinator	February 5
17. Update House, SLC, Counselor	Data Technician	February 6
18. Create lists of constraints and requests	Head Counselor	February 25
19. Review lists of constraints and requests	Master Schedule Team	March 1 @ 11:45 pm
20. Initial ASB/Yearbook/Dance/ROTC/Band lists	Activities Director	March 6
21. Review placement guidelines for 8 <sup>th</sup> graders	Principal/VP Counselors	March 8 @ 8:30am
22. First draft of Athletic rosters (10-12 <sup>th</sup> )	Coaches Athletic Directors AP of Athletics	May 2
<b>Phase 2 – Tally Process</b>		

23. Scheduling Conferences begin 23a. 9 <sup>th</sup> grade Conferences 23b. 10 <sup>th</sup> grade Conferences 23c. 11 <sup>th</sup> grade Conferences	Counselors Counselors Counselors	February 13-March 8 February 13-February 20 February 21-February 27 February 28-March 8
24. Complete student course selection process and ALL requests in computer (District deadline)	Counselors Clerks	March 8 @ 4:00 pm
25. Clean up of Course Tally Requests 25a. Complete schedules – no holes report	Counselors	March 11-March 15
26. Produce course tallies by Pathways-checking for errors	Head Counselor Principal/VP	March 15
27. Counselor “Hot Seat” Meeting to discuss final course selection data	Counselors Principal/VP	March 18 @ 8:30am
28. 8 <sup>th</sup> grade program cards picked up from research	Head Counselor	March 15 or TBA
29. Counselors pre-program 8 <sup>th</sup> grade cards 29a. Identify AVID candidates on cards	Counselors AVID Coordinator	March 19-22
30. 8 <sup>th</sup> grade scheduling visits/AVID Recruitment at Middle Schools (small schools first)	Counselors AVID Coordinator	March 19-March 22 or March 28-April 5
31. ILT Master Schedule (Principles and Priorities)	Master Schedule Team ILT	April 3 @ ILT (3:00pm)
32. Edit/update student course selections. 32a. Tally One review/edit/update	Master Schedule Team	April 9 @ 9:45am-3:45pm
32b. Tally Two review/edit/update	Master Schedule Team	April 29 @ 11:45am-3:45pm
32c. Tally Three review/edit/update	Master Schedule Team	May 3 @ 11:45am-2:30pm
32d. Tally Four (Final Tally)	Principal/VP Head Counselor	May 8 @ 8:15am
<b>Phase 3 – Construction</b>		
33. Produce Pathway course tallies	Data Technician Head Counselor	May 9 @ 8:00am
34. Produce conflict matrix. (Pathways & regular)	Data Technician Head Counselor	May 9 @ 10:00am
35. List courses affected by constraints: part-time teachers, lock-ins, off campus programs, etc. 36a. Prepare schedule board, order of sections.	Head Counselor AVID/AP Coordinator Pathway Coordinator	May 9 @ 2:00pm
36. Construct Master Schedule	Counselors Master Schedule Team	May 10-May 24
37. Create Section chips	Counselors Master Schedule Team	May 10 @ 8:15-2:00pm
38. Saturday Work Days	Master Schedule Team Counselors Key ILT members	May 11 @ 8:30-4:00pm May 18 @ 8:30-4:00pm
<b>Phase 4 – Analysis and Adjustment</b>		
39. Finalize Teacher to “Courses” after ILT input	Master Schedule Team ILT	May 29 @ ILT (3:00pm)
40. Input Master Schedule sections	Data Technician	June 3-7

41. Run Scheduler	Head Counselor	June 17
42. Analyze scheduling run and adjust Master Schedule. Resolve any previously undetected student course selection issues, reload Master Schedule. Repeat as necessary.	Principal Counseling Department	June 18-21
<b>Phase 5 – Final Tasks</b>		
43. Track down SEE COUNSELOR Students	Counseling Department	May 20-24
44. Distribute teacher assignments	Head Counselor	June 7
45. Counselor Adjustments (based on Spring grades) 45a. English Placements; Math/Science; World Languages	Counseling Department	June 17-21 (Ongoing through summer)
46. Resolve final conflicts student by student, as necessary	Counseling Department	June-August
47. Final Athletic roster deadline for grades 9-12	Athletic Directors Coaches	August 16
48. PE (Physical Fitness results)	Counselors	August 5
49. Generate final math and ELA placement lists for all grade levels based on spring and summer grades	Counseling Department	August 12-16
50. Use transcripts/data to check correct class placements for all grade levels	Counseling Department	August 12-23
51. Master Schedule goes live	Head Counselor Data Technician	August 16
52. Start school with the 80/20 rule: 52a. no conflicts, perfect balance 52b. no request for program changes 52c. happy teachers, happy students 52f. happy master schedule team & counselors 52g. world peace	All	August - September

## Department Summaries

### English Department:

#### Structure:

- 21 Teachers, including Special Education and ELD
- 2 Department Heads
- EL Coordinator
- 77 Sections

#### Professional Development:

- Summer and after-school institutes: 3 days of grade-level curriculum planning, developing single-subject integration lessons, Linked-Learning lessons, curriculum mapping, common assessments, looking at student data, integrating Equity and Access strategies, planning with *My Perspectives*, library webinars including banned books workshop and peer-reviewed database instruction, formative assessment strategies, learning targets, integrated versus designated EL instruction.
- Monthly curriculum/grade-level course collaboration meetings: includes sharing of successful best practices, lesson plans and activities, writing and revising plans and assessments, single-subject integration, and examining student data.
- Department walkthroughs: Members observe peers guided by CIV Understandings, and then discuss findings and areas for growth. Information is used to guide future PD and to meet district, site, and department action plan goals.
- District workshops and meetings: Teachers attend district workshops with curriculum leaders including single-subject integration, standards studies for units in *My Perspectives*, scaled grading, Turnitin.com, Google Apps for Educators, and Khan Academy.

#### Intervention and Accelerated Classes:

- Literacy Workshop 1-2 for transitioning EL students
- Beginning ELD for EL students who have been in the US less than 18 months
- Lindamood Bell Intensive Reading Clinic
- Saturday School tutorials and credit recovery for all grade levels
- Embedded college aides for RSP
- Honors/Accelerated classes at grade levels 9-11
- AP English Language and Composition, AP English Literature and Composition (11th and 12th grade)

#### Strengths:

- Development of strong, rigorous summative assessments
- Collaboration of content teachers
- Increased test scores across all grade levels
- Saturday School SAT and PSAT preparation
- In-house professional development, SBAC prep embedded in 9th-11th grade curricula for general and intervention classes
- Writing process and close reading strategies
- Near 1:1 student access to Chromebooks
- Use of Google Apps for Education

#### Growth Areas:

- Single-subject integration and Pathway integrated projects to meet CTE standards for Pathways
- Using *My Perspectives* unit and selection tests to collect grade-level data
- EL integrated lessons
- Research and argumentation papers containing credible and peer-reviewed sources
- Grades 9-11 SBAC test review

## Math Department:

### Structure:

- 15 Teachers (including one 2012 L.A. County Teacher of the Year)
- 2 Department Heads
- 12 different content classes
- 76 Sections

### Professional Development:

- Intensified Algebra – each year there are 2 full days of professional development and 2 days of lesson studies. In addition, all teachers of Intensified Algebra in the district meet to discuss best practices five times a year.
- Lesson Studies – there will be a total of two each for Algebra 1, Geometry and Algebra 2 this year. Last year, there was at least 1 lesson study per class.
- Unit studies – last year there were two each for the above content areas.
- Collaborations (approximately monthly) – Intensified Algebra and AP Statistics Intensified Algebra team attends consistently, AP Statistics attends on occasion. The teachers collaborate on content and assessments.
- Book Study: 5 Practices for Orchestrating Productive Mathematics Discussions This book covers how to structure a mathematics task to engage your students (select and sequence). The study was optional.
- Cabrillo Math Department Day at the Teacher Resource Center
- Math Coaches on-site this year to work with teachers
- Teachers in the department participated in a walk-around during the second semester. As a team, we spent at least 30 minutes in each teacher's classroom. Our focus was on Linked Learning single-subject integration and an overall best teaching practices with an emphasis on mathematical discourse.

### Intervention and Accelerated Classes:

- Geometry, Algebra 2 second semester for students who failed 1st semester
- Intensified Algebra (double block, yearlong class)
- College and Career Ready Math using ALEKS
- ACC Geometry
- ACC Intermediate Algebra
- AP Calculus, Honors Pre-Calculus, Pre-Calculus, AP Statistics
- Urban Math Collaborative
- Intro to Data Science

### Strengths:

- Common scopes and sequences
- Common unit guides
- Common unit assessments
- Increase in the number of students taking upper-level math, including AP courses
- Improved placement of students in Algebra based on multiple assessments
- Technology - scientific calculators, graphing calculators including TI-84 and HP Primes, Chromebooks, Khan Academy, Plickers, Kahoot

### Growth Areas:

- Raise percentage of students who pass math courses the first time
- Raise SBAC math scores
- Raise PSAT/SAT
- Continue to refine proper placement of students

## **History/Social Science Department:**

### Structure:

- 11 Teachers
- 2 Department Heads
- 66 sections of History/Social Science
- 6 electives (Intro to Psych, Foundations of Law, Criminal Justice, Journey, Civil Law)

### Professional Development:

- Department and Collaboration meetings
- Linked Learning Professional Development
- Inquiry-Based Professional Development
- Summer Institutes AVID and AP Training
- Department walkthroughs

### Intervention and Accelerated Classes:

- Modern World History, US History, US Government/Economics
- AP World History
- AP US History
- AP US Government
- AP Psychology
- AP Human Geography

### Strengths:

- Scheduled collaboration meetings focus on Linked Learning single-subject integration implementation
- Pathway groups working in vertical and cross-curricular teams

### Growth Areas:

- Develop more in-depth analysis of collaboration strategies
- Identify specific needs of students who are not excelling
- Increase cross-curricular and vertical collaboration through the Pathways
- Increase teachers' understanding of overall departmental goals/objectives through participation and implementation of next steps from the common planning and collaboration meetings
- Incorporate next steps into action plans for 2018-2019
- Develop more support for Linked Learning single-subject and interdisciplinary implementation

## Science Department:

### Structure:

- 11 Teachers
- 1 Department Head
- 14 Content classes (Life Science, Biology, ACC Biology, AP Biology, Anatomy and Physiology, Forensics, Chemistry, Honors Chemistry, Physics, AP Physics, Lab Earth Science, Environmental Geoscience, APEX Science, Health)
- 60 Sections

### Professional Development:

- AP Summer Institutes
- Monthly department meetings often separate into individual disciplines
- Single-subject integration with district curriculum leader on site for support

### Intervention and Accelerated Classes:

- Life Science
- Lab Earth Science/Environmental Science
- ACC Biology, AP Biology
- Forensics, Anatomy and Physiology
- Honors Chemistry
- Physics
- AP Physics
- Saturday School Remediation for Biology and Chemistry

### Strengths:

- Increase in upper division electives to make students more competitive for college
- Increased number of ACC Bio classes by 4 sections
- Decreased number of Life Science courses to increase college-approved science courses
- Increase in subject-area collaboration & working on single subject integration
- Pacing charts in all disciplines are being followed with increased consistency
- Usage of Chrome
- Credit recovery options, Saturday School, APEX

### Growth Areas:

- Increase willingness to make test questions relating to NGSS practices
- Increase number of hands-on investigations
- Increase use of common labs between teachers in all disciplines promoting common curriculum pacing

## **World Languages Department:**

### **Structure:**

- 6 Teachers (including 2 National Board Certified Teachers)
- 1 Department Chair
- 19 Sections Spanish (9 Spanish 1-2, 9 Spanish 3-4, 1 Spanish 5-6)
- 11 Sections Spanish for Spanish Speakers (8 SSS 1-2, 3 SSS 3-4)
- 1 AP Spanish Language
- 8 Sections French (4 French 1-2, 2 French 3-4, 1 French 5-6, 1 French 7-8)

### **Professional Development:**

- District Coaching and Professional Development
- AP Training
- AVID workshops
- CAFE Conference
- Occidental College World Language Project
- California Language Teacher Association World Language Jamboree

### **Accelerated Classes:**

- AP Spanish Language

### **Strengths:**

- Increased number of sections, particularly in Spanish
- AP Spanish passing rate of 95%
- Daily tutoring provided
- AP Spanish Tutoring (11 sessions)
- A new website to outreach to parents and public at large
- A District curriculum coach providing Professional Development
- Increased number of Spanish students enrolled
- Common writing Assessment
- Single-subject integration related to careers and professions (projects)
- Use of technology through Chromebooks

### **Growth Areas:**

- Improve writing, verbal and oral communication, and critical thinking skills
- Provide opportunities for oral practice and recording to align curriculum with national standards. Develop a department-wide rubric for evaluating and assessing student work

## Visual Arts Department:

### Structure:

- 6 Arts Educators (including one National Board Certified Teacher)
- 2 Department Chairs
- 34 Sections
  - Drawing and Painting 1-2, 3-4
  - Three-Dimensional Art 1-2, 3-4
  - Digital Art 1-2
  - Digital Film Making, Interactive Multimedia
  - Animation 1-2, 3-4, Interactive Animation
  - Photography 1-2
  - Graphic Design
  - Accelerated Classes:
    - AP Studio Art
    - AP Art History

### Strengths:

- Increase in department enrollment and personnel
- Collaboration and development of curriculum maps and common assessments
- Development of curriculum maps and common assessments based on data and state standards
- Growth in District EOC scores: at or above District levels on Drawing & Painting 1-2 and 3-D Art exams
- Department members involved in many leadership positions, committees, and clubs on campus
- Collaboration with colleges and elementary schools
- Exhibits: Cabrillo, CSULB "B" Word Exhibition, JCC Youth Art Show (this is our 3rd year of participation) Museum of Latin American Art, Long Beach Museum of Art, Expressing Your Feelings with the Light Bringer Projects, VANS, Spring Showcase of student project and achievement
- Project collaboration with other departments, such as Performing Arts during Black History Month

### Growth Areas:

- Instituting and developing beginning and upper-level courses and growth in the following areas:
  - Advanced Placement Studio Art, Advanced Placement 2 Dimensional Design
  - Three-Dimensional Art
  - Digital Photography
  - Digital Art and Imaging 3-4

Challenges for this include appropriate space, facilities, equipment acquisition and funding for qualified personnel.

## Performing Arts Department:

### Structure:

- 1 Department Head
- 1 Stage Technician
- 2 Sections of Stage Crew
- 1 Theatre Arts Teacher - 3 Theatre Sections
  - Introduction to Theatre Arts
  - Intermediate Theatre Arts
  - Advanced Theatre Arts
- 1 Dance Teacher - 6 Dance Sections
  - Dance PE 9 & 10
  - Intermediate & Advanced Dance
  - Dance Company - 2 Music Teachers/2 Music Assistants
- 2 Music Teachers
  - Concert Choir
  - Beginning, Intermediate, & Advanced Steel Drums
  - AP Music Theory when enough students are qualified and interested
  - Jazz Band 3-8 & Marching/Concert Band
  - Orchestra
  - Guitar 1-2

### Strengths:

- Performing Arts students have more than tripled over the past six years
- Increased participation in parades, festivals, and competitions in Southern California
- Drama program collaborates with dance, music and after-school programs to produce well-attended, quality shows
- Bigger and better productions in theatre
- Increased attendance at shows and productions
- Cabrillo hosts the Westside Music Festival for steel drum programs in Long Beach
- Steel Drum Program collaborates regularly with professional artists to present concerts
- Grants have supported steel drum events since 2014-15 school year
- Dance Team awarded Grand Master State Championship in 2012
- National title in Hip Hop
- Most Spirited Award
- Host of Annual Dance Invitational

### Growth Areas:

- Retaining students in programs
- Add Mariachi classes
- Increase enrollment in Theatre & Choir
- Grow Stage Crew and increase responsibilities and expertise of students enrolled

## Special Education Department:

### Structure:

- 16 Teachers **and** 1 Career transition specialist
- 1 Department Head
- 1 Intensive Reading Clinic Teacher
- 6 RSP Teachers
- 10 Special Day Classes (SDC) Mild/Moderate, Moderate/Severe, Emotional disabilities (ED in MM rotation)
- Certificate/Functional Curriculum program for Mild Moderate & Moderate to Severe, non-diploma bound students

### Professional Development:

- Monthly Department Meetings include PD
- Department Walkthroughs
- Conferences, District workshops, and meetings
- Computerized/online IEP process

### Interventions Support to Mainstreaming:

- Intensive Reading Clinic for reading comprehension intervention
- 4 Intensive Reading Clinic sections for basic reading strategies (1st – 3rd grade reading levels)
- 3 Functional Language Arts sections, 3 Functional math sections
- 6 Algebra sections
- Mainstreaming available for students who meet requirements
- Strategies for Success resource support class for mainstreamed students

### Strengths:

- Teacher collaboration
- Monitoring student progress utilizing district protocol
- Career Education Work Experience Program

### Growth Areas:

- Increase level of rigor in all classes
- Differentiate instruction
- Develop learning stations
- Writing process

### Department Smart Goals:

1. Increase collaboration between stakeholders, including consistent use of IEP google calendar in scheduling IEPs and inviting team members, so that 90% of all SPED students are passing classes the first time they take them.
2. Teachers will use Formative Assessment in all classes focusing on Learning Targets.
3. Teachers will teach 1 Single Subject Integration (SSI) warm up per week & 1 SSI lesson per month.

Designated instructional services include Speech and Language, Career Transition services, as well as counseling by our counseling staff and psycho-educational services. Beginning in 9th grade, special education students receive career awareness training, followed by job skills training and participation in the Work Ability and Work Investment Act during which they can work off campus and may receive a salary.

## Physical Education Department:

### Structure:

- 6 Teachers
- 1 Department Head
- 33 sections:
  - 3 sections of Beginning Dance
  - 5 elective fitness or weight-training classes
  - 1 elective yoga

### Professional Development:

- Twice-monthly meetings

### Strengths:

- Raise expectations of fitness levels above state standards
- Implementing State and District content standards
- Use state fitness test data to drive instruction focus
- Explore and use new activities to meet needs and interests of the students
- Award-winning Dance Program
- Real-world training in dance
- Work-based instruction in dance using professional company dancers as instructors

### Growth Areas:

- Continue to work at embedding appropriate content standards
- Expand course offerings of electives that interest the current student population: ballroom dance, field sports, etc.
- Student placement in appropriate levels
- Use of Collaborative Conversations

## **NJROTC Department:**

### Structure:

- 2 Instructors
- 16 Sections
- Naval Science 1-2, 3-4, 5-6, 7-8

### Strengths:

- Program growth and experience
- Robust physical fitness training for students
- Distinguished Unit, 2006-2017
- Distinguished Unit with Honors, 2018
- Maintaining strong enrollment over the last few years
- One of top 10 units out of 54 in Area Eleven
- Instilling habits of orderliness and precision while developing a high degree of personal honor, self-reliance, self-discipline
- Cadets learn to be effective communicators, leaders and advocates
- Cadets are held to a high standard of ethical behavior and work as individuals, leaders and teams to attain individual, team and unit goals
- Supporting Linked Learning through community service with a goal of exceeding 6,000 hours of school and community service
- Supporting learning of civics through lessons in history, culture, government and personal responsibility

### Growth Areas:

- Developing experience to qualify for national competition
- Increasing level of academic proficiency
- Developing robust recruiting to maintain strong NJROTC enrollment in light of decreasing school enrollment
- Developing learning strategies for English Learners
- Increasing awareness, preparation, and applications for college scholarships, particularly for ROTC and Service Academies

## **Computers/Technology Department:**

### Structure:

- 9 Teachers
- 20 courses including: Engineering Technology, Principles of Information Technology, Principles of Engineering, Accounting and International Finance, Animal Care, Aerospace Engineering, Computer Integrated Manufacturing, Virtual Enterprise, Web Page Development, Transportation Technology, Law Enforcement, Criminal Justice in 21<sup>st</sup> Century, Engineering Design Development, Digital Electronics, Computer Programming, Global Logistics, Digital Art Imaging, Animation 1-2, Digital Film Making, Interactive Multimedia

### Strengths:

- Students are taught applications that will enable them to be competent within the college setting and/or workplace. (e.g. MOUS Certification, A+ Certification)
- Courses are aligned with State Standards for students
- Courses demonstrate how students can make use of technology in all other subjects of secondary education

### Growth Areas:

- Align instruction of technology skills to support critical academic needs of all students (Linked Learning)
- Develop a long-range plan in order to keep hardware and software on the forefront of today's technological needs (CTEIG)

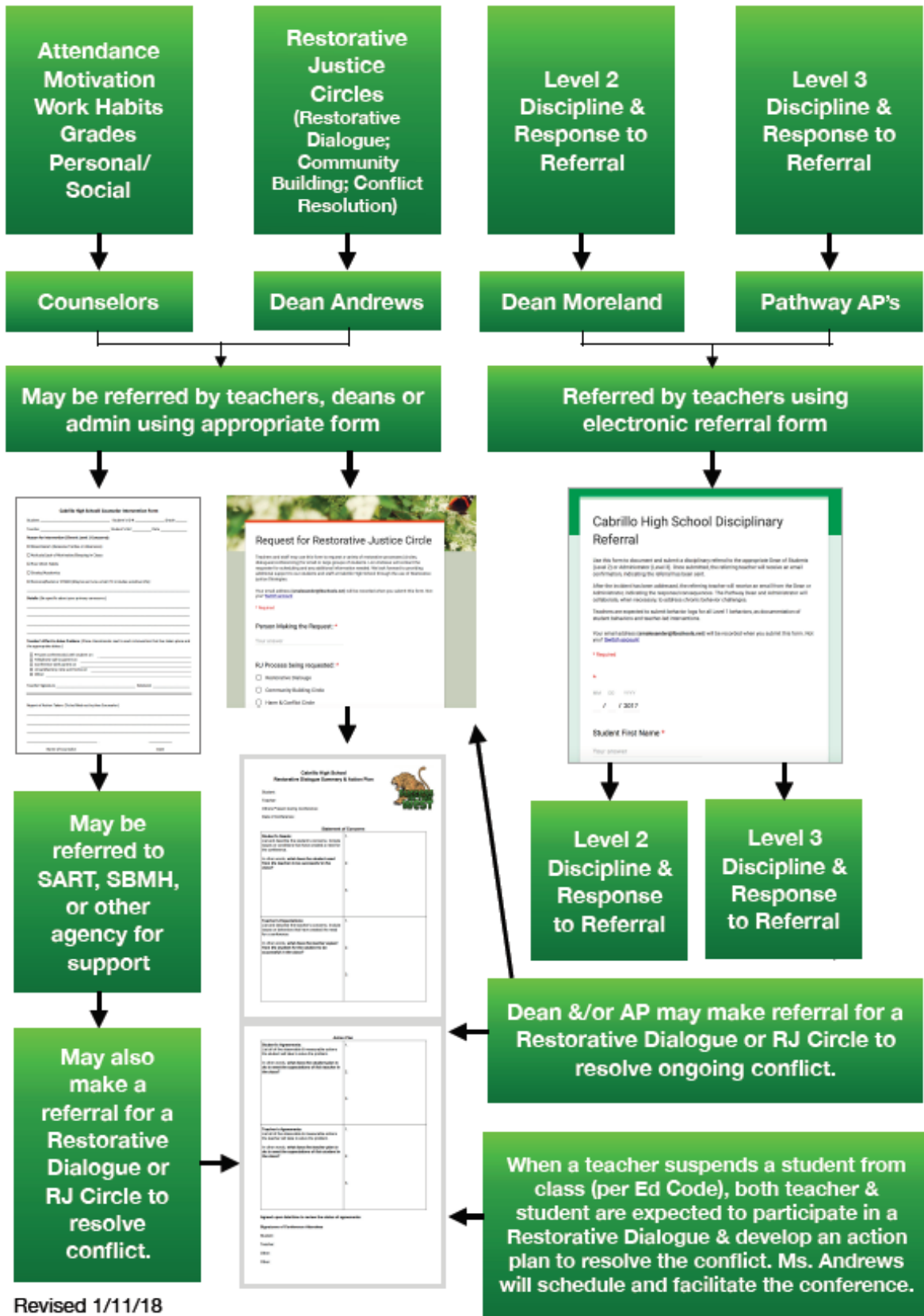
Causes for Referrals			
Violations	2017-2018	2016-2017	2015-2016
Almost Fight	4.42%	4.58%	5.58%
Arguing/Gossip	1.18%	2.51%	2.51%
Arranging the Sale of Controlled Substances	0.15%	-	-
Assault with Serious Injury	0.15%	-	-
Assault/Battery	0.59%	0.84%	0.92%
Bullying	-	0.25%	0.40%
Class Disruption	16.67%	13.55%	18.51%
Damage to Property	0.59%	0.25%	0.44%
Defiance	19.45%	15.12%	15.66%
Dishonesty/Forgery/Cheating	1.33%	0.69%	0.04%
Display Dangerous Object (e.g. knife over 3 ½")	0.15%	-	-
Display Knife (less than 3 ½") or Dangerous Object	0.15%	-	-
Failure to Serve Detention	1.47%	2.61%	2.86%
Fight/Gang Overtones	1.03%	1.18%	0.79%
Fighting	3.53%	4.53%	3.87%
Gambling	0.00%	0.15%	0.53%
Gang Gestures/Acts	0.74%	0.20%	0.75%
Graffiti	-	0.34%	0.09%
Harassment/Bullying	0.44%	1.77%	1.14%
Harassment/Bullying/Disability	-	-	0.04%
Harassment/Bullying/Racial	0.74%	0.59%	1.06%
Harassment/Bullying/Sexual	0.15%	0.39%	0.62%
Hit/Slap Another Student	0.44%	0.39%	0.53%
Improper Gesture	-	0.10%	0.44%
Improper Language	2.51%	2.81%	1.63%
Left Class Without Permission	27.73%	13.05%	12.33%
Left School Without Permission	3.83%	0.94%	0.57%
Obscene Act/Vulgarity	-	0.20%	0.31%
Possession of Controlled Substance	0.30%	-	-
Possession of Dangerous Object	0.30%	-	-
Possession of Dangerous Object (e.g. Lighter)	0.44%	0.05%	0.48%
Possession of Drug Paraphernalia	0.74%	0.74%	0.75%
Possession of Drugs/Alcohol	-	0.99%	1.45%
Possession of Knife	0.30%	-	-
Possession of Marijuana	0.74%	-	-
Possession of Minor Weapon	-	0.15%	0.13%
Possession of Pornographic Material	-	0.05%	-
Possession of Tobacco	0.89%	0.05%	0.09%
Possession of Weapon (3 ½" knife or gun)	-	0.05%	0.04%
Possession/Use of Electronic Device	0.44%	23.55%	21.33%
Receiving Stolen Property	-	0.10%	0.13%
Robbery/Extortion	-	-	0.09%
Sale of Drug Paraphernalia	0.15%	-	-

Sale/Furnishing Controlled Substances	0.30%	0.05%	0.04%
School Disruption	3.39%	3.94%	0.35%
Sexual Assault	-	0.05%	-
Sexual Contact/Touching	-	0.10%	0.22%
Sexual Harassment	0.30%	0.15%	0.04%
Terroristic Threat	0.15%	-	.09%
Theft of Personal Property	0.30%	0.44%	0.75%
Theft of School Property	-	0.15%	-
Threaten Staff	0.59%	0.25%	0.18%
Threaten Student	0.30%	0.64%	0.66%
Threaten/Intimidate/Harass	0.59%	0.25%	0.35%
Under the Influence of a Controlled Substance	-	1.23%	1.23%
Under the Influence of Marijuana	1.18%	-	-
Use of Controlled Substance	1.18%	-	1.23%

Causes for Suspensions			
Violations	2017-2018	2016-2017	2015-2016
Almost Fight	11.56%	12.93%	11.85%
Arguing/Gossip	-	3.40%	3.33%
Arranging the Sale of Controlled Substances	0.68%	-	-
Assault/Battery	2.04%	4.08%	4.44%
Assault with Serious Injury	0.68%	-	-
Bullying	-	1.36%	-
Class Disruption	9.52%	2.38%	5.19%
Damage to Property	0.68%	-	0.74%
Defiance	6.80%	9.18%	7.78%
Dishonesty/Forgery/Cheating	-	0.34%	-
Display Dangerous Object (e.g. knife over 3 ½")	0.68%	-	-
Display Knife (less than 3 ½") or Dangerous Object	0.68%	-	-
Failure to Serve Detention	-	1.36%	3.33%
Fight/Gang Overtones	4.76%	7.82%	4.44%
Fighting	16.33%	26.87%	16.67%
Gang Gestures/Acts	2.72%	0.34%	2.22%
Graffiti	-	-	0.37%
Harassment/Bullying	1.36%	3.74%	1.48%
Harassment/Bullying/Racial	2.04%	2.38%	6.30%
Harassment/Bullying/Sexual	0.68%	2.04%	2.59%
Hit/Slap Another Student	-	0.68%	0.74%
Improper Gesture	-	-	0.37%
Improper Language	0.68%	1.36%	1.48%
Left Class Without Permission	3.40%	0.68%	2.59%
Left School Without Permission	0.68%	0.34%	1.48%
Obscene Act/Vulgarity	-	-	0.37%
Possession of Controlled Substance	1.36%	-	-

Possession of Dangerous Object	0.68%	-	-
Possession of Dangerous Object (e.g. Lighter)	1.36%	-	0.37%
Possession of Drugs/Alcohol	-	5.78%	4.44%
Possession of Pornographic Material	-	0.34%	-
Possession of Knife	1.36%	-	-
Possession of Marijuana	1.36%	-	-
Possession of Tobacco	3.40%	0.34%	0.74%
Possession of Weapon (3 ½" knife or gun)	-	0.34%	-
Possession/Use of Electronic Device	0.68%	-	0.37%
Receiving Stolen Property	-	-	0.37%
Robbery/Extortion	-	-	0.74%
Sale/Furnishing Controlled Substances	-	-	0.37%
Sale of Drug Paraphernalia	0.68%	-	-
School Disruption	6.12%	5.10%	1.85%
Sexual Assault	-	0.34%	-
Sexual Harassment	0.68%	1.02%	-
Sexual Contact/Touching	-	-	1.11%
Terroristic Threat	0.68%	-	-
Theft of Personal Property	0.68%	0.68%	-
Theft of School Property	-	0.34%	2.22%
Threaten/Intimidate/Harass	0.68%	0.34%	1.85%
Threaten Staff	1.36%	0.68%	0.37%
Threaten Student	0.68%	1.36%	1.85%
Under the Influence of a Controlled Substance	0.68%	0.34%	3.33%
Under the Influence of Marijuana	3.40%	-	-
Use of Controlled Substance	4.08%	-	-

# Intervention & Discipline Flow Chart



Revised 1/11/18

## Procedures for Tiered Interventions, Referrals, & Progressive Discipline

Our goal at Cabrillo High School is to support students' success toward becoming a productive member of the community. Students often work toward this goal by engaging in productive classroom work, respecting the rights of others, respecting personal and school property, and demonstrating socially-acceptable behaviors. We understand that situations occur where students engage in behavior that can interrupt the instructional process, in and out of the classroom, and cause harm to the school, its students, and staff.

This document outlines the process for addressing classroom behaviors and disciplinary referrals. Additional resources will be provided to assist in implementing this system and provide support with classroom management strategies.

**Proactive Classroom Management Strategies:** Remember, teachers are the single most effective change agent of student behavior. Taking the time to develop relationships can be the most effective classroom management tool you can use (especially with the "toughest" students). Being proactive and positive significantly increases the likelihood and frequency of student compliance. Creating a fresh start each day also allows students the opportunity to self-correct their behavior. Some additional proactive classroom management strategies include:

- Don't Ask...If It Isn't a Question
- Use Proximity & Speak Softly
- Say What You Want Them to "Do" (Instead of "Not Do")
- Be Specific & Descriptive
- Give One Request at a Time
- Give the Student Time
- Don't "Nag"
- Provide Choices
- Don't Get Emotional
- Celebrate All Success (Big & Small)

**Counseling Intervention:** Attendance, including tardies and truancies, and poor grades are not disciplinary infractions. Other behaviors that warrant a counseling intervention include sleeping in class, lack of materials, and limited/no work completion. Arrangements to address these concerns should be made directly to the student's counselor using the Counselor Intervention Form.

**Disciplinary Action:** Through the use of progressive discipline, there are three tiers to the disciplinary process. Each level addresses specific behaviors through the use of teacher/classroom supports, interventions, and consequences, then progresses up to the Dean of Students and Pathway Administrator.

**Level 1: (Teacher Intervention)** These behaviors are distracting &/or disruptive and interfere with instruction, in which the teacher will address and encourage student to remedy.

- Inappropriate use of electronics (*see policy*)
- Not following adult direction
- Cheating/plagiarism
- Inappropriate name-calling/language/comments/profanity
- Out of seat without permission
- Excessive talking/noise
- Yelling across the room; shouting out
- Chewing gum; eating/drinking in class
- Off-task; unfocused
- Wearing non-Cabrillo headgear
- Incorrect use of materials

### **Level 1 Interventions:**

- Document specific behavior(s) on the electronic Behavior Log
- Redirect student to expected behavior
- Hold a private conference with the student; provide examples of appropriate replacement behaviors
- Must make parent contact (phone call, phone message, email, and/or School Messenger; continue attempts to contact until 2-way communication occurs)
- May assign a teacher monitored detention up to 15 minutes (before or after school)
- Other classroom consequences, intervention(s) & motivational strategies\*

\*Potential Level 1 classroom consequences, intervention(s) or motivational strategies:

<i>Private/Respectful Corrections</i>	<i>Positive Teacher-Student Interactions</i>	<i>Motivational Strategies</i>
<i>Praise for Desired Behavior</i>	<i>Moderate Classroom Consequences</i>	<i>Practicing Correct Behaviors</i>
<i>Student Conferences</i>	<i>Positive Classroom Management Strategies</i>	<i>Loss of Classroom Privileges</i>
<i>Parent Contact</i>	<i>Mild Classroom Consequences</i>	<i>Behavior Correction Form</i>

### **Communication & Notification Procedures for Level 1 Behaviors:**

1. Teachers are expected to address Level 1 behaviors in class. Support and interventions should include classroom management and motivational strategies, parent contact (not just message or email), private redirection/conversation with student and may include, at teacher discretion, detention before/after school (up to 15 minutes).
2. Teachers are encouraged to use the electronic Behavior Log for ongoing data collection and communication with Counselor, Dean of Students, and Administrator.
  - a. Teacher may alert Dean of Students via email or phone when a behavior log has been submitted
  - b. Students should not be sent out of the classroom for more than 5 minutes. Teachers remain responsible for student supervision during this time and are expected to conference privately with the student prior to their return to class.
3. **Chronic Level 1 behaviors** - *Student behavior is considered "chronic" when it has occurred for more than 3 days/class periods, despite teacher-parent contact, classroom support, and teacher intervention.* The teacher may submit a Level 2 referral directly to the Dean of Students.
  - a. Once a student's behavior is considered chronic, the teacher is expected to document ongoing incidents via the electronic Behavior Log
  - b. Teacher may keep student in class (or with buddy teacher) and alert Dean of Level 2 referral
  - c. Teacher may request student be escorted to Dean by CSO. Teacher must submit electronic behavior logs & a Level 2 referral prior to the student's arrival to Dean. **Students will be returned to class without this documentation.**
  - d. Dean of Students will follow up with student, using progressive discipline, and the teacher in a timely manner. Administrator's involvement will be at the discretion of the Dean of Students.

**Level 2: (Dean Intervention)** These are behaviors that may warrant additional notification or action. Teachers may decide to handle the situation within the classroom or request support from the Dean.

- Profanity Directed Toward Adult
- Out of Class/Left Class without Permission
- No Show to Teacher Detention
- Verbal Harassment/Provoking Others
- Defiance toward an Adult
- Rude/Disrespectful Behavior Directed at Adult
- Throwing Objects in Class
- Inappropriate Use of School Equipment/Safety Risk

- Refusal to Work
- Argumentative with Teacher
- Chronic Level 1 Infractions

**Level 2 Interventions:**

- Continue to document specific behavior(s) on Behavior Log
- Hold private conference with student
- Warn student of impending referral to Dean of Students
- May have student complete a Behavior Reflection Sheet
- May develop teacher-student behavior contract
- May submit a Level 2 referral to Dean of Students
- Two-way Parent Contact by phone &/or schedule a parent-teacher conference
- Consider other consequences (as specified in your syllabus), intervention(s) & motivational strategies\*

*Note: At this point, please ensure that the Behavior Logs have been submitted. Provide copies of any student reflection sheets (if not previously provided) to Dean of Students*

\*Potential Level 2 classroom consequences, intervention(s) or motivational strategies

<i>Verbal Redirection/Reprimand</i>	<i>Use of "Planned Ignoring"</i>	<i>Parent-Teacher Conference</i>
<i>Retaught Appropriate Behavior</i>	<i>Two-Way Parent Contact</i>	<i>Teacher Detention</i>
<i>Sent to Buddy Teacher</i>	<i>Positive Classroom Management Strategies</i>	<i>Use of One-Liner</i>
<i>Proximity Correction</i>	<i>Student-Teacher Conference/Contract</i>	<i>Counselor Intervention Form</i>

**Communication & Notification Procedures for Level 2 Behaviors:**

1. Teachers are expected to support and intervene using classroom management and motivational strategies, parent contact (not just message or email), private redirection/conversation with student and may include, at teacher discretion, detention before/after school (up to 15 minutes).
2. Teachers may decide to handle the situation within the classroom (or with buddy teacher) or request support with the student from the Dean.
  - a. Teacher will alert Dean of Students via email or phone if behavior log has been submitted
  - b. Students should not be sent out of the classroom for more than 5 minutes. Teachers remain responsible for student supervision during this time and are expected to conference privately with the student prior to their return to class.
3. **Chronic Level 2 Behaviors** - *Student behavior is considered "chronic" when it has occurred for more than 3 days/class periods, despite teacher-parent contact, classroom support, and teacher intervention.* Teacher may submit a Level 3 referral to Dean of Students
  - a. Teacher may call x7009 to have student escorted to Dean of Students. Teacher must have documented previous behavior logs &/or Level 2 referrals prior to CSO's arrival. **Students will be returned to class without this prior documentation.**
  - b. Student may be sent to On-Campus Suspension, at Dean/Administrator's discretion, while the incident is being investigated
  - c. Dean of Students will follow up with student using progressive discipline. Administrator's involvement will be at the discretion of the Dean of Students.

**Level 3: (Administrator Intervention) These behaviors warrant immediate attention and may violate California Education Code. Level 3 incidents will be handled by the Dean & Pathway Administrator.**

- Targeted Harassment/Hate Speech (Racial, Sexual, Sexual Orientation, Gender Identity, etc.)
- Verbal Threat

- Graffiti
- Extortion/Robbery
- Committing Obscene Acts
- Fight/ Physical Injury/Assault
- Physical Threat/Intimidation
- Theft of Personal/School Property
- Vandalism
- Play-fighting/“Almost Fight”
- Receipt/Possession of Stolen Goods
- Forgery/Altering School Records
- Under the Influence
- Possession and/or Sale of Illegal Substance and/or Paraphernalia
- Possession Weapon or Dangerous Object
- Chronic Level 2 Infractions

**Level 3 Interventions:**

- Call x7009 to request immediate assistance & student removal from class
- A Level 3 referral must be submitted in a timely manner so that the Dean of Students or Pathway Administrator may address the issue effectively.

**Communication & Notification Procedures for Level 3 Behaviors:**

1. Teachers call x7009 for Campus Security to remove the student from the classroom.
2. A Level 3 referral must be submitted in a timely manner so that the Dean of Students or Pathway Administrator may address the issue effectively.
3. Student may be sent to On-Campus Suspension, at Dean/Administrator’s discretion, while the incident is being investigated.

**Progressive Discipline: Administrators, Deans & Counselors will use a progressive discipline model to address student behavior at all levels. This list is not exhaustive and may not be applied in the order listed below:**

Parent Contact by Teacher and Dean	Referral for School-Based Mental Health
Apology or Restitution	Referral to Other Community Resources
Behavior Contract	Saturday School
Parent Conference upon Return to Class/School	Period Suspension
Lunch or After School Detention	On-Campus Suspension
Recommend Tutoring	Suspension to Home
Referral for SST	RIA for Placement

Chronic student behaviors and referrals may be discussed in Administrative Operational Meetings to calibrate interventions and next steps. Staff is encouraged to discuss any concerns regarding student discipline with Deans &/or Administrators at any time.

**Suspension:** When suspension is necessary due to the safety and well-being of the student, classroom, or school community, the goal is always to address and repair the harm that was caused by & to all parties involved. To do that, the following procedures are in place for any/all suspensions:

**Period Campus Suspension (PCS)**

- PCS refers to suspending a student for one period only, for up to two days.
  - In order to suspend, teachers are expected to contact and conference with parent. Teachers may request a Dean or Administrator attend this meeting.

- Student is not held responsible for teacher's inability to contact parents
- Teachers are required to send work to PCS with the student
- Teachers are expected to attend a restorative conference regarding the incident with the Dean/Administrator and student prior to the student's return to class (may be held before/after school or during teacher's conference period). This may occur within the parent conference.

### **On-Campus Suspension (OCS)**

- OCS refers to suspension for a full-day of suspension on campus.
- Any student escorted to the Dean for a Level 2 or Level 3 referral may be sent to OCS for a period, up to an entire school day.
- Student will not be sent back to class if the student was sent to the Dean & an appropriate referral was received
- Administrator or Dean may hold a restorative conference regarding the incident. Parents &/or teachers may be expected to attend the conference.

### **Suspension to Home**

- Suspension refers to sending a student home for one to five consecutive school days.
- Suspension is limited to Ed Code Violations and student's academic designation.
- Administrator or Dean will hold a parent-student conference regarding the incident. Teachers may be expected to attend the conference.

### **Communication & Notification Procedures for Suspensions:**

1. Only Administrators, Deans, or Counselors may assign a student to PCS.
2. Only Administrators or Deans may assign OCS or suspend to home.
3. Administrator or Dean will contact a parent/guardian regarding the suspension
4. Referring teacher will be notified via email of student's PCS/OCS/Suspension to Home
5. OCS Supervisor adjusts attendance when a student is placed in PCS/OCS
6. OCS Supervisor sends email to staff of all students suspended to OCS for that day
7. Attendance Clerk notifies student's teachers of home suspension and adjusts attendance in Synergy

### **Updates to the Referral & Discipline Process**

*(Effective January 29, 2018)*

#### **What revisions and changes have been made?**

Dean Lori Andrews will continue to serve as our Technology Coordinator and facilitate Restorative Justice Circles and Restorative Dialogues for small and large groups of students and teachers. She will begin providing intervention-based circles that specifically support identified sub-groups - chronic absences/tardies, multiple D/Fs, etc.

- A space has been designated (room 416) as the Restorative Justice (RJ) Center, where circles will take place regularly. Additional opportunities for guest speakers and other RJ strategies and activities will be presented to teachers as they become available.
- There is now a Google Form for requesting circles. This will streamline the process & allow us to better collect data on the expansion of Restorative Justice at Cabrillo High School.  
<https://docs.google.com/forms/d/e/1FAIpQLScOa6j96fUuYtkOfIuncnHglZGs3y5j4c8aQN9qgSBKP1TvKw/viewform>
- Dean Alex Moreland will respond to ALL Level 2 referrals, regardless of Pathway. She will also continue to lead the tardy process.
- Level 3 referrals will be addressed by the Assistant Principal supporting the student's Pathway

#### **What remains in place?**

- Counselor Intervention Form
- Tiered Interventions, Referrals, & Progressive Discipline SOP (revised and provided to teachers at roundtables in August)

- Electronic Behavior Intervention Log:  
[https://docs.google.com/forms/d/e/1FAIpQLSdrZoYiiM7\\_aNkkcxsoOZ-jH9SJnwJ5nqGBxt-x75HL8BKGPw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdrZoYiiM7_aNkkcxsoOZ-jH9SJnwJ5nqGBxt-x75HL8BKGPw/viewform)
  - 324 behavior logs have been submitted between September and December
- Electronic Referral Form:  
<https://docs.google.com/forms/d/e/1FAIpQLSfCGvtFC8EEoJ0UaYoz7OsEGAILNfEoGB2iaPf-m-WPI9UWwA/viewform>
  - 384 referrals have been submitted between September and December
    - Level 2: Information Only (65 - 17%); Admin Follow-up (279 - 73%)
    - Level 3: 40 (10%)
    - Additional data will be available after the end of the semester
  - Google Form remains active for teachers to provide feedback regarding the process  
<https://goo.gl/forms/6ic1NSGfUk9aM0Qg2>
- Tardy Policy (response to tardies is described below)

**What remains “in process”?**

- We continue to make adjustments to our tiered response to tardies, seeking and examining solutions that are intervention-based (rather than solely punitive) and have a positive impact on student tardy data.

## Tardy Policy

### Cabrillo High School's Tardy Expectations

The staff of Cabrillo High School encourages each student to strive for academic excellence. Teachers are committed to providing quality lessons, which are challenging, rewarding, and interesting for students. All students are expected to be punctual and prepared for each class daily. A student is tardy if he/she is not in his/her class at the ringing of the tardy bell. Students who arrive tardy to class **are expected to follow teacher's policy and enter without disruption of the classroom instruction or activity** taking place.

★ At the end of each semester, students with 5 or fewer tardies overall, will earn 5 Pride Points! ★

### **LESS THAN 15 MINUTES LATE TO 1<sup>ST</sup>/2<sup>ND</sup> PERIOD OR LESS THAN 5 MINUTES LATE TO CLASS TO ALL OTHER PERIODS**

**1<sup>st</sup> – 5<sup>th</sup> unexcused tardy to any one class, each semester:**

The classroom teacher may administer any or all of the following:

- Verbal warning
- Teacher detention
- Behavior reflection
- Phone call home/ parent conference
- Referral to athletic coach, club advisor, etc.



**6<sup>th</sup> – 10<sup>th</sup> unexcused tardy to any one class, each semester:**

- May affect conduct grade

Student is also eligible for Counselor intervention. Any or all actions may follow:

- Student conference
- Parent phone call home
- Attendance contract with Counselor or Community Liaison



**11<sup>th</sup> – 15<sup>th</sup> unexcused tardy to any one class, each semester:**

Any or all of the following consequences may occur:

- Parent phone call home
- Student conference with Dean
- Tardy Intervention Circle



**16<sup>th</sup> & each subsequent unexcused tardy to any one class, each semester:**

Any or all of the following consequences may occur:

- Parent conference with Dean
- Referral to the SART team
- Saturday School assigned
- Tardy Intervention Circle



### **16 – 50\* MINUTES LATE TO 1<sup>ST</sup>/2<sup>ND</sup> PERIOD OR 6-50\* MINUTES LATE TO ALL OTHER PERIODS**

Student is responsible for getting an Unexcused Tardy Notice from the nearest Administration building or CSO and then immediately reports to class; student must arrive in class no later than 50\* minutes after the start of the period. Teacher marks the student tardy.

\*Due to the shortened periods on Monday & minimum day schedules, an Unexcused Tardy will be issued after 20 minutes into each period.

### **MORE THAN 50\* MINUTES LATE**

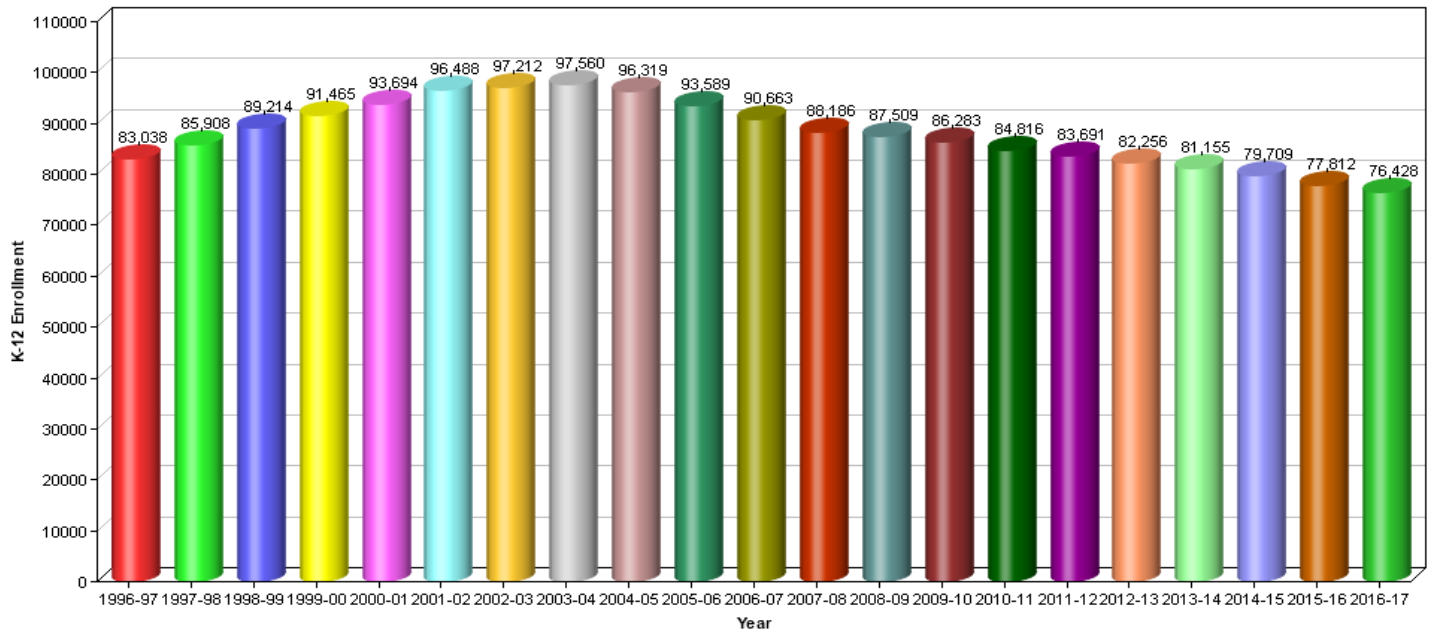
Student is considered truant. A CSO will escort the student to Room 1604. Student is expected to work on classwork or Khan Academy (Chromebook provided) for the remainder of the period.



**Chronic tardies (to any period) and/or unexcused absences will result in a 4-hour Saturday School assignment. Each session attended will clear up to 1 absence & 10 tardies.**

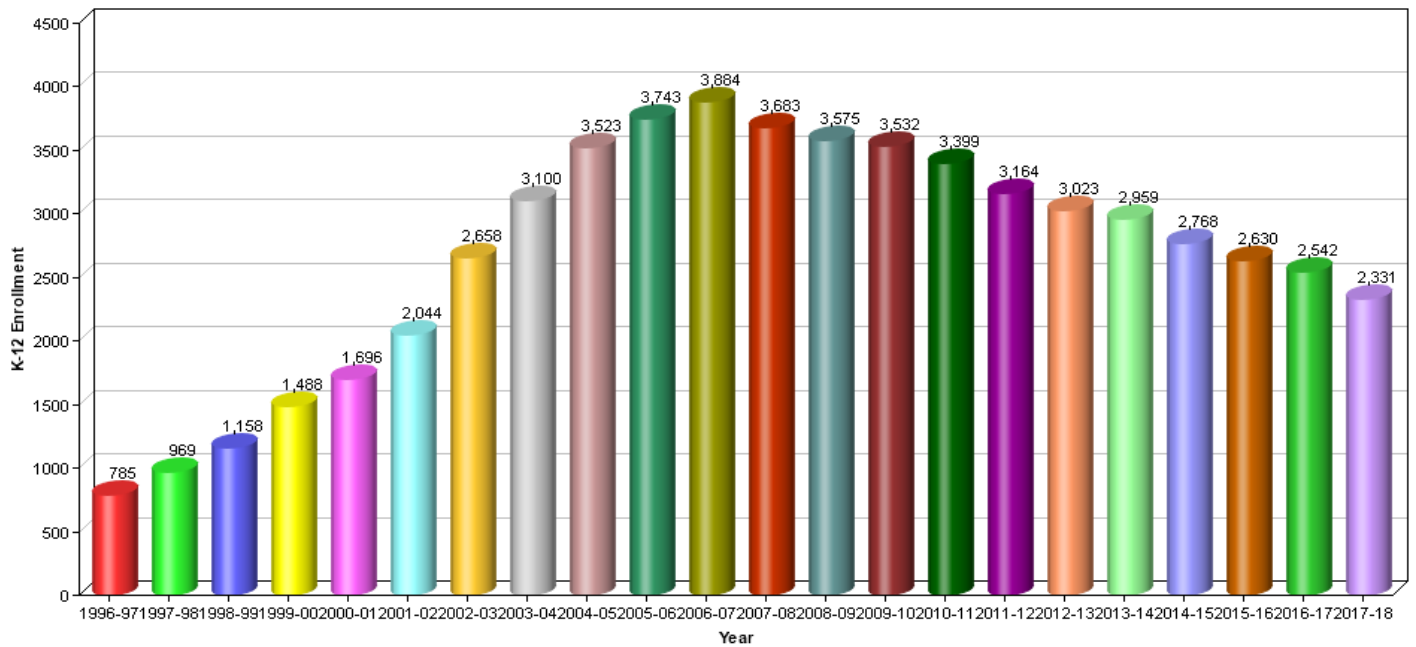
# Enrollment Data

## District Enrollment



ChartDirector (unregistered) from www.advsofteng.com

## Cabrillo Enrollment



ChartDirector (unregistered) from www.advsofteng.com

## 2018-19 Cabrillo HS Meeting Calendar

DATES TO REMEMBER	GRADING PERIODS	ILT (Wed)	CPFM (Thurs)	DEPT (Thurs)	WASC	PATHWAYS (Thurs)
Optional PD 8/27 Opening Day 8/28		8/17	8/29	8/28	8/16 Leadership	8/27 Administration
		9/26	9/20	9/27	9/13	9/5
Back to School 10/3		10/24	10/25	10/18	10/4	10/11
Thanksgiving 11/19 - 11/23	Quarter 1: 8/30-11/2 (47 days) <b>Mark: Q1</b> <b>Grades Due: 11/7/18</b>	11/28	11/29	11/15	11/1	11/8
Winter Break 12/24 - 1/4	PS1: ending 12/12 (+22 days, 69 days) <b>Mark: PS1</b> <b>Grades Due: 12/18/18</b>	No Dec.	12/20	12/13	No Dec.	12/6
	Q2/Sem 1: ending 1/18/19 (90 days) <b>Mark: S1</b> <b>Grades Due: 1/30/19</b>	1/30	1/17	1/24	1/31	No Jan.
CIV (TBD)		2/27	2/28	2/14	2/21	2/7
		3/20	No March	3/6	3/24-27	3/7
Spring Break 4/22-26	Quarter 3: ending 4/4/19 (47 days) <b>Mark: Q3</b> <b>Grades Due: 4/9/19</b>	4/3	4/4	4/18	4/4	4/11
Open House 5/23	PS2: ending 5/10/19 (+20 days, 67 days) <b>Mark: PS2</b> <b>Grades Due: 5/15/19</b>	5/15	5/16	5/30	No May	5/9
	Q4/Sem 2: ending 6/13/19 (90 days) <b>Mark: S2</b> <b>Grades Due: 6/13/19</b> <b>Senior Grades Due: 6/10/19</b>					

## **Pathways Descriptions**

### *The Port of Long Beach Academy of Global Logistics (AGL)*

AGL focuses on careers in global logistics, supply chain management, and international finance. This Pathway was adopted by the Port of Long Beach in 2016 and transitioned from a general business Pathway, to a more technically specified program focusing directly on global logistics. This program works directly with the Port of Long Beach and the Center for International Trade and Transportation at California State University Long Beach. In 2016, AGL was awarded Pathway certification by the National Academy Foundation, and in 2018 was awarded Silver certification by the Linked Learning Alliance for developing a cohesive Pathway that supports students preparation for college and career.

AGL students are provided with a series of technical courses specifically aligned to concepts and content within the logistics field, and the California Career Technical Education Standards. Students also are provided with the opportunity to work on hands-on projects that are integrated across multiple content areas, and are also provided input and mentorship from various industry partners within the Pathways industry theme. Furthermore, AGL students are provided with multiple work-based learning opportunities by grade-level such as Harbor Tours, Industry Mixers, Career Modules, guest speakers, field work, and internships.

In 2017, the majority of Pathway teachers in AGL moved to the north campus and the area was branded by the Port of Long Beach in order to further develop Pathway identity amongst staff and students.

### *Cabrillo Academy of Law and Justice (CAL-J)*

CAL-J provides students with a Pathway to study about the law. CAL-J applied and received a California Partnership Academy grant through the California Department of Education in 2012. The 2012-13 school year was year one of implementation of the grant. The CPA grant supports the law Pathway which currently offers a series of law courses and requires all students in this Pathway participate in the Teen Court Diversion program. Students take A-G courses; develop leadership and organizational skills, along with building awareness of post-secondary options in the law and justice fields through multiple work-based learning experiences. CAL-J has a robust advisory board consisting of members from LBPD, Long Beach City Prosecutor's office, The Filipino Bar Association, the State Bar of California, and local community law and justice professionals.

In 2012, CAL-J began its Mock Trial/Debate program. Students in the Criminal & Civil Law course participate in mock trials through the mentoring of local professionals. Starting in 2016, the Pathway developed and annually hosts the LBUSD Intramural Mock Trial Competition in which schools across the district and county compete in a mock trial tournament.

Teen Court, a Los Angeles County sponsored diversion/judicial program, is now held in our school courtroom. Our students participate in actual trials of juvenile first-time offenders accused of misdemeanor crimes. LA County judges adjudicate and Cabrillo students act as the jury, clerk, and bailiffs. While during the day the CAL-J courtroom is utilized for instruction and activities, it is transformed into an actual LA Superior Courtroom during the teen court sessions.

### *Cabrillo Engineering and Design (CED)*

CED is designed for students who have an interest in math and science and want to be able to “Think, Create and Build” like an engineer. The program is supported through the award-winning, nationally-recognized Project Lead The Way (PLTW) curriculum, which allows for engineering students to earn college credit while in high school and follows a Pathway of courses throughout their four years at Cabrillo. Cabrillo was certified as a national Project Lead the Way School early on due to its effective use of the PLTW curriculum embedded in the course of study. Students in this academy have the opportunity to earn college admissions preference for engineering programs at over 70 universities in the nation by successfully passing an end-of-course examination in their engineering courses. Students starting in the ninth grade also begin working with current industry software such as Solidworks, Autodesk Inventor, and Mastercam, which are usually introduced only to college students. In addition, the MESA club was opened in 2012 for PLTW/engineering students.

The CED Pathway offers students multiple work-based learning opportunities in which students not only work with industry related equipment, but directly with industry partners. CED students have been awarded several internships with companies such as Jacobs Engineering, and Boeing. CED students are provided with multiple field trips, tours and activities at several engineering events each year, including events such as the Green Power USA Solar Car Race at the Indianapolis 500 track in 2017. The CED program works in partnership with Long Beach City College and provides students with multiple work-based learning opportunities.

The CED Pathway developed the first Girls in Engineering, Math, and Science club (GEMS) within LBUSD. While this club is open to all students, it primarily consists of female students within CED that create activities and events focused on supporting the goal of getting more female students engaged in the STEAM fields. This includes demonstrations and mentorship activities with the local Middle schools in the area.

### *Specialized Academy of Computer Media Arts & Animation (SACMAA)*

SACMAA is designed for students who have a passion for the Visual, Animation, and/or Computer Media Arts. This program allows students to continually develop their skills in two technological strands: Digital Art or Animation. SACMAA students complete a technical course each year focused on their Pathway theme, and have the option to further focus on one of the two strands after the ninth grade. Students are exposed to the varying skills needed and the multiple avenues within media arts over the course of their time in the Pathway. While one strand focuses on animation, and the other on digital art, all SACMAA students complete the World Wide Web Publishing course as their capstone. This class provides students multiple opportunities to further their technical skills, showcase their work in a digital platform, and learn marketing skills. Students in the capstone are provided with the opportunity to complete an end-of-year exam in which upon receiving a passing score, can earn a Web design certification. The SACMAA Pathway provides students with hands-on activities, utilizing state-of-the-art equipment, but also a foundation in visual art and art history. SACMAA students also compete in various film competitions and in 2016 took first place in 11 out of 13 categories at the Cherry Hill Film Festival in Long Beach.

### *Cabrillo Health Occupations and Careers (CHOC)*

CHOC students focus on exploring the world of high-demand careers in health and biotechnology through a series of courses and work-based learning activities. CHOC students are provided a technical core in the 9th and 10th grade that is comprised of nationally recognized Project lead the Way curriculum and also complete a course in which explores health related careers. In the 11th grade, CHOC students complete a dual enrollment Medical terminology course in which they have the ability to earn college credit from Long Beach City College upon completion of the course, and a passing score on the final exam. These students then move on to complete their Anatomy & Physiology capstone course in which they participate in hands-on activities and assignments. CHOC students are also provided opportunities to work with state-of-the-art equipment such as the CHOC "Apollo Man" simulator that is the same equipment utilized by medical schools across the country.

CHOC students are also provided with the opportunity to apply for the Long beach Memorial Simulation Lab internship each year to gain hands-on experience and to learn more about the medical field. Also, the CHOC Pathway maintains a student club that hosts a health fair each year during Open House, consisting of student projects, health demos, and support from their industry partners such as Molina Healthcare and Long Beach Memorial Hospital.

Although CHOC has been a Pathway since 2005, the decision was made in the fall of 2017 to close this Pathway to new students at the end of the 2017-18 school year due to declining school enrollment. This year's 10th grade CHOC students were integrated into other Pathways during the past spring semester and this year's 11th and 12th grade CHOC students remained in CHOC and still had opportunities to participate in similar health career related activities. In 2018-2019, all incoming 9th graders and 10th graders are now in other Pathways and the CHOC 11th and 12th graders will still be CHOC until the CHOC class of 2020 graduates.

## Pathways Data

A-G Completion Rates by Pathway			
	2016-2017	2015-2016	2014-2015
AGL	25.64%	22.89%	18.35%
CAL-J	28.43%	12.00%	18.07%
CED	52.14%	33.03%	20.00%
CHOC	25.93%	29.47%	22.73%
SACMAA	49.54%	33.83%	20.62%
University Scholars	79.63%	69.60%	45.83%

Graduation Rates by Pathway			
Pathway	2016-2017	2015-2016	2014-2015
AGL	96.30%	90.22%	92.37%
CAL-J	93.58%	97.40%	96.51%
CED	99.15%	100.00%	98.36%
CHOC	90.00%	91.34%	85.44%
SACMAA	98.20%	98.52%	95.10%
University Scholars	98.18%	100.00%	100.00%

D and F Rates in ELA Courses by Subgroup						
	2017-2018		2016-2017		2015-2016	
	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
All Students	27.38%	32.64%	22.78%	22.47%	29.22%	22.66%
African American	21.86%	30.80%	21.43%	22.70%	28.62%	27.46%
RSP	36.67%	31.62%	33.82%	30.92%	40.31%	40.27%
English Learner	35.06%	37.13%	34.30%	24.03%	35.53%	35.46%
RFEP	21.12%	27.65%	16.34%	19.59%	26.51%	19.08%

D and F Rates in Math Courses by Subgroup						
	2017-2018		2016-2017		2015-2016	
	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
All Students	22.66%	30.81%	15.18%	20.27%	24.54%	26.58%
African American	29.71%	30.59%	14.78%	21.77%	20.31%	29.93%
RSP	21.31%	24.05%	21.05%	26.83%	24.39%	23.26%
English Learner	33.69%	31.46%	21.29%	23.49%	24.18%	28.66%
RFEP	17.58%	20.80%	9.26%	18.60%	21.49%	21.80%

D and F Rates in Algebra Courses by Subgroup						
	2017-2018		2016-2017		2015-2016	
	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
All Students	35.52%	38.00%	33.03%	39.69%	46.56%	47.72%
African American	31.03%	38.23%	24.78%	32.39%	39.86%	42.14%
RSP	34.88%	39.58%	33.33%	42.53%	62.67%	58.02%
English Learner	40.79%	41.21%	44.23%	47.95%	53.73%	52.04%
RFEP	25.13%	26.11%	22.35%	26.82%	32.57%	40.74%

D and F Rates in ELA Courses by Pathway						
Pathway	2017-2018		2016-2017		2015-2016	
	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
AGL	21.20%	29.65%	28.82%	30.32%	42.96%	29.07%
CAL-J	23.61%	29.65%	20.96%	21.80%	25.79%	18.07%
CED	23.98%	26.22%	16.95%	18.04%	23.04%	18.33%
CHOC	30.23%	37.27%	29.67%	28.80%	38.28%	28.26%
SACMAA	23.23%	29.55%	13.62%	20.27%	24.76%	21.65%
US	7.22%	14.78%	9.62%	12.61%	11.56%	15.05%

D and F Rates in Math Courses by Pathway						
Pathway	2017-2018		2016-2017		2015-2016	
	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
AGL	24.61%	26.36%	18.60%	26.06%	19.53%	27.66%
CAL-J	26.01%	33.08%	20.00%	28.41%	30.96%	35.38%
CED	16.45%	16.81%	9.17%	15.49%	16.36%	19.09%
CHOC	33.75%	30.18%	6.00%	12.68%	18.32%	25.00%
SACMAA	14.13%	19.66%	17.39%	24.34%	22.91%	27.47%
US	7.10%	10.31%	3.85%	9.63%	10.40%	14.40%

D and F Rates in Algebra Courses by Pathway						
Pathway	2017-2018		2016-2017		2015-2016	
	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
AGL	36.73%	35.85%	40.38%	47.52%	29.36%	26.50%
CAL-J	20.79%	31.50%	27.54%	33.17%	31.67%	44.36%
CED	21.13%	25.00%	20.39%	30.99%	29.10%	31.25%
CHOC	37.50%	36.26%	27.49%	28.19%	39.09%	39.37%
SACMAA	26.67%	32.09%	23.46%	30.77%	24.00%	35.23%
US	0%	0%	8.96%	13.16%	16.39%	15.87%

## Pathways One Pager



### Juan Rodriguez Cabrillo High School

A Project Lead the Way, California Partnership Law Academy, and California Democracy School

2001 Santa Fe Avenue, Long Beach, CA 90810

(562) 951-7700 fax (562) 951-7797

<http://lbcabrillo.schoolloop.com>



**Cabrillo High School** is doing "Whatever it Takes!" to ensure that our students experience a challenging and rigorous standards-based education, with real world application, and multiple opportunities for work-based learning. Along with offering several accelerated and Advanced Placement courses, we also have a Project Lead the Way certified engineering program, a California Partnership Law Academy, a Port of Long Beach Global Trade and Logistics program, and are certified as a California Democracy school. We have designed our school around two secondary specialized and two non-specialized Linked Learning Career Pathways. These Smaller Learning Communities provide Cabrillo students with multiple opportunities to explore career pathways and to attain the skills necessary to be successful in college and career.

#### LINKED LEARNING CAREER PATHWAYS



**Port of Long Beach Academy of Global Logistics at Cabrillo (AGL)** focuses on careers in global logistics and supply chain management; global logistics is defined as the design and management of a system that directs and controls the flows of materials into, through, and across national borders. AGL works in direct partnership with the **Port of Long Beach, Center for International Trade and Transportation, LBCC, and CSULB**. Through partnerships with local colleges and industry partners, students will be exposed to the various pathways leading from Cabrillo to the world of finance, global logistics, and supply chain management.



**Cabrillo Academy of Law & Justice (CAL-J)** provides students with the opportunity to explore the fields of legal studies, criminal justice, or law enforcement; through a series of rigorous and thematic classes focused on topics and issues relevant to the pathway. Students' progress through a sequence of advanced technical courses and work-based learning opportunities such as Teen Court and Mock Trial, Law Week, professional mentorships, and internships. The legal studies pathway is now a **California Partnership Academy** with support from the **Long Beach and California Bar Associations and Los Angeles Superior Court**. Applicants must have a minimum GPA of 2.0. *Specialized Program* \*\*



**Cabrillo Engineering & Design (CED)** is designed for students who have an interest in math and science and want to be able to "Think, Create and Build" like an engineer. Our program is nationally recognized as a **Certified Project Lead The Way Program**, which allows for engineering students to earn college credit while in high school. CED students are also provided with multiple hands-on experiences including GEMS, Women in STEM events, Team American Rocket Challenge, Vex Robotics team, First Robotics team, Cyber-patriot team, and Green Power USA electric car racing team. The CED program works directly with **Matson Navigation, Jacobs Engineering Group Inc, and Andeavor**. Applicants must have a minimum GPA of 2.0. *Specialized Program* \*\*



**Specialized Academy of Computer Media, Arts and Animation (SACMAA)** is designed for students who have a passion for animation, digital art and computer media. This program allows students to complete their A-G requirements while continually developing their skills within one of the two strands: Animation or Digital Art. SACMAA offers Extended Work-Based Learning: Cherry Hill Film Festival, College tours, Internships, Job shadows, Professional Speaker Series and Work-Based Learning field trips.



**University Scholars** is an Honors program that is open to **ALL** pathway students at Cabrillo who meet the **minimum criteria**. US prepares Cabrillo's brightest, most academically driven students to sustain at least a 3.0 GPA while taking a rigorous course of study, including several selections of Accelerated, Honors, and Advanced Placement courses. Beyond the academic challenge, University Scholars' is **focused on leadership training, while receiving support through student advisory groups, after-school tutorials, with university tours and guest speakers**. Our mission is to ensure our University Scholars are prepared for a successful transition to college and possess the skills to be future leaders in our society. Applicants must have a minimum GPA of 2.75, and must be enrolled in Algebra for both semesters of 8<sup>th</sup> grade. **Students who apply will also select a career pathway from the options above.** *Specialized Program* \*\*

\*\* Specialized programs have prerequisites and students can apply for admission to these programs in their 8<sup>th</sup> grade year through the High School Choice process.



## Professional Development Plan 2018-2019

Date	PD Topic	Time	Presenter
<b>ALL</b>	<b>Fostering Resiliency</b>	<b>20-30 minutes each CPFM</b>	<b>Stacie</b>
August	Opening Faculty Meeting/Roundtables		
9/20	RJ - circle & dialogue example	15 minutes	Lori
10/25 & 11/29	AVID Reading/Writing Strategies	20 minutes	Ellen/Carlos
11/29	Formative Assessment	15 minutes	Stacie
1/17	Safe & Civil - Strategies	30 minutes	Alex
1/17	SBAC Preparation	15 minutes	TBD
2/28	TBD		
3/27	WASC Visit		
4/4	WASC?		
5/16	Graduation mtg		
6/14	Closing Faculty Meeting		
	<b>Safe &amp; Civil Strategies:</b>	30 minutes total	
	Attention Signal		
	Rules/Expectations & Procedures		
	Greet At the door		
	Non-Contingent Attention (3:1 Positive Ratio)		

## PSAT & SAT Scores

PSAT Scores				
	Grade	Average Total	Average Math	Average ELA
2017-2018	9th	739	370	369
	10th	790	397	393
	11th	826	411	414
2016-2017	9th	753	375	377
	10th	796	398	398
	11th	837	413	429
2015-2016	9th	740	367	372
	10th	782	395	386
	11th	870	442	427

SAT Scores				
		2017-2018	2016-2017	2015-2016
Combined Scores	Overall	870	868	869
	African American	843	842	839
	English Learners	749	758	731
	Special Education	746	746	729
English Language Arts	Overall	443	439	437
	African American	436	433	423
	English Learners	377	381	360
	Special Education	379	375	362
Math	Overall	427	429	432
	African American	406	408	415
	English Learners	371	376	371
	Special Education	367	371	367

## SCCAC USC Advisors Data Collection for 2017-2018

Categories of Colleges Seniors Applied To (Out of 751 Applications)	
	2017-2018
Less Competitive	137 (18.24%)
Competitive	162 (21.57%)
Competitive +	142 (18.91%)
Very Competitive	53 (7.06%)
Highly Competitive	71 (9.45%)
Highly Competitive +	1 (0.13%)
Most Competitive	75 (9.99%)
2- Year	108 (14.38%)
4-Year	643 (85.62%)

Categories with the Most Applications (Out of 751 Applications)	
	2017-2018
Long Beach City College	108 (14.38%)
California State University Long Beach	99 (13.18%)
California State University Dominguez Hills	94 (12.52%)
University of California Los Angeles	58 (7.72%)
California State University Los Angeles	47 (6.26%)
California State University Fullerton	43 (5.73%)
University of California Davis	30 (3.99%)
California State University Northridge	29 (3.86%)
San Diego State University	27 (3.60%)
San Francisco State University	24 (3.20%)

USC Advisors' Data				
	2017-2018		2016-2017	
	#	%	#	%
Student Totals				
Seniors	508		604	
Specific Interactions				
1-on-1s: Total	1206	2.37%	1296	2.15%
Group: Total	1761	3.47%	2151	3.56%
1-on-1s: At least one	351	69%	395	65%

Group: At least one	496	98%	566	94%
Parent Meetings	102	0.2%	91	0.15%
Parent Meetings: At least one	77	15%	83	14%
<b>Total Interactions</b>				
Met with 1+ Times (Group & 1:1)	501	99%	570	94%
Met with 3+ Times (Group & 1:1)	454	89%	497	82%
Met with 5+ Times (Group & 1:1)	300	59%	356	59%
Met with 10+ Times (Group & 1:1)	57	11%	74	12%
<b>College Apps Submitted</b>				
1+ Apps	359	71%	188	31%
3+ Apps	159	31%	95	16%
5+ Apps	79	16%	36	6%
2-year College	176	35%	71	12%
4-year College	215	42%	126	21%
Total # Submitted	1095	-	588	-
Students w/ Adviser Assisted Apps	341	-	-	-
Total # Adviser Assisted Apps	1025	-	-	-
<b>College Apps Accepted</b>				
1+ Apps	325	64%	83	14%
3+ Apps	54	11%	1	0%
5+ Apps	12	2%	0	0%
2-year College	161	32%	-	-
4-year College	172	34%	-	-
Total # Accepted	552	-	90	-
<b>College Waivers</b>				
Students w/ 1+	177	35%	110	18%
Total # Waivers	578	1.14%	451	0.75%
Total Waiver \$	\$34,510.00	-	\$26,730.00	-
<b>FAFSA/CADA</b>				
Submitted	346	68%	432	72%
Assisted	342	67%	-	-
Assisted & Submitted	342	67%	-	-

## Suicide Assessment Form & Protocol



JUAN RODRIGUEZ CABRILLO HIGH SCHOOL

2001 Santa Fe Avenue, Long Beach, CA 90810 • Telephone 562/951-7700 • Fax 562/951-7797

<http://www.cabrillohs.org/>

### SUICIDE ASSESSMENT FORM

Recorded by (name/title): \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Social Security #: \_\_\_\_\_ Height/Weight: \_\_\_\_\_' \_\_\_\_\_"/ \_\_\_\_\_ lbs.

Address: \_\_\_\_\_ Hair/Eye Color: \_\_\_\_\_

Parent Name: \_\_\_\_\_ | Phone Number: \_\_\_\_\_

Tell me about the problem that is causing you stress. \_\_\_\_\_  
\_\_\_\_\_

Are you thinking about killing yourself/committing suicide? Y N \_\_\_\_\_

If so, how do you plan to do it? \_\_\_\_\_

Where will you get the \_\_\_\_\_ (identify means)? \_\_\_\_\_

Is anyone else involved? Y N (indicate names) \_\_\_\_\_

Have you thought about killing yourself before? Y N \_\_\_\_\_

Approximately how many times? How often? \_\_\_\_\_

When was the last time you thought about suicide? \_\_\_\_\_

Have you ever tried to commit suicide? Y N \_\_\_\_\_

If so, how many times? When? How? \_\_\_\_\_

Do you have any weapons? Are there any weapons at home? \_\_\_\_\_  
\_\_\_\_\_

Have you ever been hospitalized for suicidal behavior? Y N \_\_\_\_\_

Approximately how many times? how often? \_\_\_\_\_

How is your appetite/sleep? \_\_\_\_\_

Do you take any medication? Drugs? \_\_\_\_\_

Name some reasons why you would like to keep living: \_\_\_\_\_

What do you think will happen if you commit suicide? \_\_\_\_\_

Do you know anyone that has committed suicide? Y N \_\_\_\_\_

If so, who was it? When did it happen? \_\_\_\_\_

Who are you closest to in your family? \_\_\_\_\_

Besides family and friends, tell me about anyone else that you trust talking to? \_\_\_\_\_

Are you currently seeing a counselor/therapist? Y N \_\_\_\_\_

If so, tell me how therapy has helped you? \_\_\_\_\_

Can you think of anyone who can help you? If so, who? How? \_\_\_\_\_

Do you think that your situation will change if you get help? \_\_\_\_\_

ACTION LOG	Name:	Date/Time:	Notes:
------------	-------	------------	--------

Parent reached	_____	____/____	
----------------	-------	-----------	--

PMRT Incident # \_\_\_\_\_  
310) 534-1083 or 800) 854-7771

Called	_____	____/____	
--------	-------	-----------	--

Arrived	_____	____/____	
---------	-------	-----------	--

Left: <input type="checkbox"/> Hospitalized	_____	____/____	
---	-------	-----------	--

<input type="checkbox"/> Home	_____	____/____	
-------------------------------	-------	-----------	--



**JUAN RODRIGUEZ CABRILLO HIGH SCHOOL**  
 2001 Santa Fe Avenue, Long Beach, CA 90810 • Telephone 562/951-7700 • Fax 562/951-7797  
<http://www.cabrillohs.org/>

**NOTIFICATION OF EMERGENCY CONFERENCE**

I/We, \_\_\_\_\_, the parents of \_\_\_\_\_  
 are notified in a conference with school personnel on \_\_\_\_\_. We have  
 been notified that our child is suicidal. We have been further advised that we  
 should seek some psychological/psychiatric consultation immediately from the  
 community. School personnel have clarified the district's role and will provide  
 follow up assistance to our child to support the treatment services from the  
 community.

\_\_\_\_\_  
 Parent/Legal Guardian

\_\_\_\_\_  
 Counselor

\_\_\_\_\_  
 Parent/Legal Guardian



**JUAN RODRIGUEZ CABRILLO HIGH SCHOOL**  
 2001 Santa Fe Avenue, Long Beach, CA 90810 • Telephone 562/951-7700 • Fax 562/951-7797  
<http://www.cabrillohs.org/>

**NOTIFICATION OF EMERGENCY**

I, \_\_\_\_\_, have met with \_\_\_\_\_ today and agree not to harm myself. If I am having thoughts of harming myself or committing suicide, I will do the following until I receive help:

- Get assistance from an adult
- Call the Crisis Hotline at 800) SUICIDE
- Text **START** to the Crisis Text Line at **741-741**
- Call the School Psychologist or Counselor at 562) 951-7700

I understand the contract that I am signing and agree to abide by it.

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Counselor

\_\_\_\_\_  
 Date

\*\*\*\*\*

I, \_\_\_\_\_, have met with \_\_\_\_\_ today and agree not to harm myself. If I am having thoughts of harming myself or committing suicide, I will do the following until I receive help:

- Get assistance from an adult
- Call the Crisis Hotline at 800) SUICIDE
- Call the School Psychologist or Counselor at 562) 951-7700

I understand the contract that I am signing and agree to abide by it.

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

# Suicide Assessment Protocol

California Education Code (EC) Section 215, added by AB 2246, requires the Local Educational Agency (LEA) that serves pupil in grades 7 through 12 to adopt a pupil suicide prevention policy that specifically addresses the needs of high risk groups.

## Teachers/Staff:

When a student has been identified as having self-harming thoughts or behavior:

- Contact the student's counselor, school psychologist or head counselor via phone immediately.
- Contact CSO if needed to assist in escorting student to the appropriate person.
- Do not leave the student unattended or allow the student to leave to their next class.

## Counselors & School Psychologist (Assessor):

- A suicide assessment would be conducted by using the Suicide Assessment Form questionnaire. (Attached)
- Assessor uses calm voice and non-judgmental demeanor to assist with rapport building with the student.
- Student could be searched for possible items that may be harmful.
- If a student is found to have low risk for suicide, parent will be notified of the incident. A discussion of mental health services with parent may occur.
- The assessor may request for parent to sign a release of information form to consult with student's therapist if necessary.
- If a student is suspected to have high risk for suicide,
  - Assessor may consult with the following agencies for further psychiatric evaluation to determine if hospitalization is needed:
    - PMRT (Psychiatric Mobile Response Team) – (310) 534-1083 Service Area 8 PMRT or (800) 851-7771 24-hour ACCESS
    - MET (Mental Evaluation Team) Police Department- (562) 435-6711
  - Parent must be contacted and notified of the suicide ideation.
  - If psychiatric hospitalization was determined by mental health clinician (PMRT) or MET, assessor would notify school administrators and office clerk for expectance of ambulance for transportation.
  - A school staff member must be present for the entire process.
- Assessor documents incident on the Student Conference screen on Synergy indicating the student was assessed for suicide ideation and admitted for further psychiatric evaluation.
- A conference may be held with parent and/or teachers after the student is released from the psychiatric hospital to discuss safety plan, mental health referrals and/or accommodations for make-up or missing assignments.