

The Single Plan for Student Achievement



School: Juan Cabrillo Middle School
CDS Code: 43-69674-6048854
District: Santa Clara Unified School District
Principal: Stan Garber
Revision Date: 04-25-2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Stan Garber
Position: Principal
Phone Number: (408) 423-3700
Address: 2550 Cabrillo Avenue
Santa Clara CA, 95051
E-mail Address: sgarber@scusd.net

The District Governing Board approved this revision of the SPSA on 6/14/18.

Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations	5
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results	12
CELDT (All Assessment) Results	13
Chronic Absenteeism Data	14
Planned Improvements in Student Performance	15
School Goal #1	15
School Goal #2	21
School Goal #3	25
School Goal #4	29
School Goal #5	35
School Goal #6	36
School Goal #7	37
Summary of Expenditures in this Plan	38
Total Allocations and Expenditures by Funding Source	38
Total Expenditures by Goal	39
School Site Council Membership	40
Recommendations and Assurances	41

School Vision and Mission

Juan Cabrillo Middle School's Vision and Mission Statements

The Cabrillo staff seek to provide students with an education that addresses the more than one thousand middle school content standards that the State of California has established. Staff members have worked with other school district personnel in defining the subject area essentials and in developing instructional activities that have proven to be effective.

Specific strategies for delivering instruction rely upon Gardner's identification of multiple intelligences, differentiated instruction, the identification of essential questions and enduring understandings, Blooms Taxonomy, the major elements of clinical supervision, sequenced lessons, while always considering a growth mindset.

We strongly believe that the educational needs of students are best met in classrooms where students with varying educational abilities are able to share their strengths and interests. This heterogeneous approach to grouping poses challenges for all students and teachers, yet the benefits outweigh those challenges.

In our last WASC Self-Study, our vision was declared as, "Cabrillo is a community of learners dedicated to creating a safe, caring environment producing students who are lifelong learners and contributing members of a democratic society."

School Profile

Cabrillo was originally opened as an intermediate school in 1962. It was closed in 1982 because of declining enrollment, accompanied by a decision to house all middle school students in the district on two other campuses. Ten years later, an upturn in the student population, along with a desire to provide students with smaller, more personalized middle schools, resulted in reopening the campus. With the arrival of the 49ers in Santa Clara and the construction of Levi's Stadium, four years ago, Cabrillo became the home of the 49ers STEM Leadership Institute.

As Cabrillo rededicated itself to overall excellence, an emphasis has been placed on all students becoming proficient or advanced in language arts and math on the SBAC and other assessments. Reading and Writing across the curriculum, science and technology are also priorities. In recent years, accountability systems at the State and Federal levels have served as great motivation to the Cabrillo staff to focus on strategies to decrease the Achievement Gap among our under-performing subgroups, namely Hispanic / Latin students, socioeconomically disadvantaged students, students with disabilities and Foster youth.

Cabrillo teachers are deeply involved in educational decision making. Twenty staff members serve as department, grade level, team or program chairpersons or co-chairpersons, and one serves as an ELSAT, serving our second language learners. The school library program benefits from the services of a fully credentialed teacher/librarian and a library assistant funded by both the school and the district.

Students are assigned to one of three fully credentialed school counselors who provide academic and emotional support. We have also acquired a Wellness Coordinator to manage our school-based counseling caseload, which currently serves fifty students.

Our student population is diverse. Fifty percent of our students receive free or reduced-price breakfast and lunch, and the occupational and educational levels of the parents run a gamut from those with advanced degrees to those who failed to complete high school. Nearly 15% of our population receives support from our special education department, and more than 40% of Cabrillo students are being educated in a language other than the one native to their homes. Diversity makes Cabrillo rich, as students have an opportunity to get a world-view within the confines of twenty-six acres.

Providing a diverse student population, with a common set of standards for success, represents our greatest challenge and our greatest dream! Cabrillo is a community of learners dedicated to creating a safe, caring environment that will produce students who are lifelong learners and contributing members of a democratic society.

We believe in the importance of

- a strong academic environment where students take responsibility for their own learning and behavior
- a diverse community in which all students have equitable access to challenging and rigorous curriculum

- collaboration to support meaningful, relevant learning experiences
- an atmosphere of mutual respect that invites the participation of all members of the community, including students, staff, and parents.

Expected Schoolwide Learning Results (ESLRs)

Students will be contributing citizens who:

- Demonstrate integrity, responsibility, and perseverance as productive members of society
- Respect cultural, physical, economic, intellectual, age, sexual, and gender diversity
- Recognize the rules and processes that govern society
- Actively participate in the community
- Act as caretakers of the environment

Students will be effective communicators who:

- Speak with clarity of meaning and listen to understand
- Read and comprehend a variety of materials
- Convey information and ideas in written and visual form

Students will be informed, productive thinkers who:

- Use creative and critical thinking skills
- Use diverse strategies in solving problems, making decisions and evaluating results and applying them in real life situations

Students will be self-directed learners who:

- Set priorities, plan and take action to accomplish goals
- Manage time and resources efficiently and independently
- Take on challenges and accept responsibility for making choices

Students will be collaborative workers who:

- Perform a variety of roles within a team
- Develop high-quality products and services
- Evaluate effectiveness and apply results to improve performance

Students will be information processors who:

- Select a variety of resources, including technology, to research and access information
- Choose the most effective tools to organize, evaluate and apply information

Cabrillo Middle School is completely invested in the LCAP Goals established by the Santa Clara Unified School District.

1. All students will be educated in 21st century learning environments
2. All students will make measurable progress in mastering California Standards, and in graduating from high school, college and career ready
3. All students will participate in engaging learning environments that cultivate the four Cs - Communication, Collaboration, Creativity, and Critical Thinking and promote their social-emotional well-being
4. SCUSD will partner with family, business and community stakeholders to ensure college and career readiness
5. Students demonstrating the greatest needs and risk factors are provided with additional support to ensure academic and social-emotional success

Great effort has been made by the Cabrillo Middle School community to closely align our goals with SCUSD's LCAP Goals. Cabrillo's practices and procedures thoughtfully reflect the District's vision, goals, policies and regulations.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We'll survey the parent community through Site Council and PTSA to determine the effectiveness of the flow of information through our website. Parents suggested improvements to our website that included posting morning announcements, sporting events and other school activities.

Students were surveyed on the effectiveness of our character development lessons, such as our Anti-Bully Day, our Respect, Responsibility and Integrity Day and our Anti-Sexual Harassment Day. The majority of children reported that the lessons were well received, beneficial and brought up issues relevant to them. We believe that these lessons are in part responsible for Cabrillo receiving the Caring School Climate Award last year in 2016 from Project Cornerstone.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In addition to the thirty-three certificated staff members who were formally evaluated during the school year, all other certificated staff members were informally observed on a regular basis. These evaluations and observations focused on supporting teachers in Common Core Instruction for the purpose of improved student performance, especially on the SBAC testing.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants. Also, the most recent labor agreement between the Board of Trustees of the SCUSD and the Teachers Association (UTSC) provides for a Teacher Support Program for which certificated staff has begun to utilize.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

A structured plan has been developed for subject area departments to also serve as professional learning communities, allowing teachers time to collaborate on early-out days to analyze student work and assessment information. This information is used to plan and share lessons and work to improve teaching and learning on campus.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

14. Research-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include PIP, support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

18. Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Description of Barriers and Related School Goals

Student to teacher ratio is at or near capacity in many academic classes, especially at the seventh and eighth grade levels and there is a shortage of classroom space, which will be alleviated next year with the construction of our locker-room / classroom complex, which will add five additional classrooms.

Cabrillo still maintains the highest ratio of special ed. to regular ed. students of any secondary school in the SCUSD (approx. 150 students), including housing the District's middle school (SED) Severely Emotionally Disturbed program and another SDC class which serves students with moderate to severe learning disabilities.

We also have the greatest percentage of students who receive free and reduced price breakfast and lunch, EL students of any traditional comprehensive secondary school in the District. With so many targeted-need students, providing them with specific accommodations and interventions is difficult, while providing instruction to the many mainstream students, which include those in the 49ers STEM Leadership Institute.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	296	298	262	284	295		284	295		95.9	99	
Grade 7	318	311	321	306	309		304	309		96.2	99.4	
Grade 8	288	313	293	282	313		280	313		97.9	100	
All Grades	902	922	876	872	917		868	917		96.7	99.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2500.4	2492.0		11	11.86		30	23.73		25	29.49		34	34.92	
Grade 7	2535.4	2548.7		18	19.09		26	32.36		21	23.30		35	25.24	
Grade 8	2571.0	2565.8		16	20.13		35	31.31		29	23.32		19	25.24	
All Grades	N/A	N/A	N/A	15	17.12		30	29.23		25	25.30		29	28.35	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	11	13.90		43	43.39		46	42.71	
Grade 7	24	28.16		37	39.16		39	32.69	
Grade 8	27	30.35		43	38.02		30	31.63	
All Grades	21	24.32		41	40.13		38	35.55	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	18	16.27		46	43.05		36	40.68	
Grade 7	27	26.86		42	46.28		31	26.86	
Grade 8	28	27.80		46	44.41		25	27.80	
All Grades	24	23.77		45	44.60		31	31.62	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	13	9.49		64	66.78		23	23.73	
Grade 7	15	14.56		63	61.81		22	23.62	
Grade 8	19	18.85		66	65.81		16	15.34	
All Grades	16	14.39		64	64.78		20	20.83	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	30	18.31		47	49.49		23	32.20	
Grade 7	29	36.25		43	37.54		28	26.21	
Grade 8	32	31.31		49	47.28		19	21.41	
All Grades	30	28.79		46	44.71		23	26.50	

Conclusions based on this data:

1. Only 34% of sixth graders and 39% of seventh and eighth graders met or exceeded standard in ELA.
2. There were fewer students below standard in listening than in reading and writing.
3. There were more students above standard in eighth grade research and inquiry than in reading, writing and listening.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	296	298		288	297		288	297		97.3	99.7	
Grade 7	318	312		309	309		308	309		97.2	99	
Grade 8	289	313		284	313		284	313		98.3	100	
All Grades	903	923		881	919		880	919		97.6	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2508.2	2492.2		16	14.14		20	15.15		32	29.97		32	40.74	
Grade 7	2553.0	2546.1		25	27.83		19	14.56		31	27.18		26	30.42	
Grade 8	2568.2	2561.8		26	26.52		13	17.57		28	19.17		33	36.74	
All Grades	N/A	N/A	N/A	22	22.96		18	15.78		30	25.35		30	35.91	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	21	19.32		33	29.15		45	51.53	
Grade 7	31	32.36		34	29.77		34	37.86	
Grade 8	31	30.03		30	30.67		39	39.30	
All Grades	28	27.37		33	29.88		39	42.75	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	15	14.48		47	40.40		38	45.12	
Grade 7	29	29.45		45	38.19		26	32.36	
Grade 8	25	29.07		52	33.55		23	37.38	
All Grades	23	24.48		48	37.32		29	38.19	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	17	14.86		50	41.55		33	43.58	
Grade 7	29	29.13		47	43.69		24	27.18	
Grade 8	26	29.39		49	43.77		25	26.84	
All Grades	24	24.62		49	43.03		27	32.35	

Conclusions based on this data:

1. Space was not provided above for 2017 assessment data. Please see the attached graphs which were used to come-up with conclusions. Students scored higher in problem solving and modeling / data analysis and in communicating reasoning than they did in concepts and procedures.
2. The seventh grade scored higher than the sixth and eighth grades in all three areas. This shows an improvement for this grade level.
3. Only 30% of sixth graders, 35% of seventh graders and 26% of eighth graders met or exceeded standard in math.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
6	9	5		28	28		47	46		6	12		10	8	
7	12	7		44	38		29	31		8	10		7	14	
8	18	12		45	27		23	49		9	6		5	6	
Total	12	7		37	31		35	42		8	10		8	10	

Conclusions based on this data:

1. The percentage of students designated as beginning and early intermediate remained the same as last school year.
2. The percentage of students designated as intermediate increased by 9% to 40%.
3. The percentage of students designated as advanced and early advanced declined by 12%.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
6	10	7		27	28		42	46		6	11		16	9	
7	11	7		43	36		26	30		11	9		9	18	
8	17	13		44	26		21	47		10	8		8	6	
Total	12	8		36	30		32	41		8	10		12	11	

Conclusions based on this data:

1. Our largest number of LEP students is at the sixth grade level and our fewest number is at the eighth grade level.
2. Students in the intermediate range make-up the largest portion of our LEP population.
3. Of our LEP students, 41% are Early Advanced or Above, leaving 59% at Intermediate and Below.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	18	2	11.1
American Indian or Alaskan Native	1	1	*
Asian	203	6	3.0
Filipino	83	0	0.0
Hispanic or Latino	469	44	9.4
Pacific Islander	16	0	0.0
Two or More Races	39	3	7.7
White	162	13	8.0
Male	516	40	7.8
Female	482	28	5.8
English Learners	239	21	8.8
Students with Disabilities	186	20	10.8
Socioeconomically Disadvantaged	542	49	9.0
Migrant	23	2	8.7
Foster	1	1	*
Homeless	13	5	38.5
Grades 4-6	324	26	8.0
Grades 7-8	674	42	6.2
Grades K-8	998	68	6.8
Total	998	68	6.8

Conclusions based on this data:

1. With chronic absenteeism rates of 11.1%, 10.8% and 9.4 %, African Americans, Students w/ Disabilities and Hispanic Students are our greatest concern
2. Asian students have the lowest rate of absenteeism with 3.0%
3. Sixth graders have a higher rate of absenteeism (8.0%) than seventh and eighth graders (6.2%)

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA/LCAP GOAL:
LEA Goal: 1D, 2A-2F
LCAP Goal: 2. All students will make measurable progress in mastering California standards and in graduating from high school, college and career ready.

SCHOOL GOAL #1:

School Goal : ELL / LEA Goal

(Corresponding to LCAP Goals 2, 3, 6, 7, 9, 10,11, 17, 20,) In coordination with LCAP Goals and as a result of assessment data which indicates that our EL population's assessment performance lags behind that of Non-EL students, our goal is to provide a more rigorous instructional program for them, especially in math. Our target group are the EL students who are under-performing as is evidenced by those stuck at CELDT level three and by being in the basic bands on the SBAC.

In accordance with LCAP goals and with the assistance of our new English Language Support / Assessment Technician (ELSAT) to help monitor daily ELD instruction, we have allocated funds to be used to provide instruction for the ELs to help their improvement toward achieving our AYP goals. Other means used to improve achievement include: *ALEKS licenses for all ELs, ELs participation in the ALEKS in their math classes and many in our after school YMCA program, *More than one hundred EL students participating in our Read 180 intervention program, *Cabrillo's three counselors and our ELSAT meet with EL learners individually to explain the importance of the assessments for which they participate in, encouraging them to do their best on CELDT and SBAC testing. *The entire Cabrillo staff encourages EL students to participate in our many after school programs: the YMCA, ALEKS, Tutorial / On Track, Drama, Athletics, Clubs, etc. *In addition to the specialized language instruction provided to English Learners who have recently arrived in America, we provide a science class to provide them with greater support in that academic area. Though we are without an EL Facilitator and an ELP (English Language Para-Professional), our English Language Acquisition Committee meets throughout the school year, During those meetings, parents of EL students are taught many useful skills including how to access their children's grades using the School Loop system. *All EL students will participate in a series of academic field trips, which include visits to Wilcox and SCHS, the CCOC and the SJSU *The administration is also working to reduce "slippage" and expose all students to the core curriculum.

In addition to providing an instructional program for ELs, which includes Read 180 and a sheltered science class, the Site Council has approved funding to provide ELs with a sheltered math class to address under-performance in that academic area.

Staff is also dedicated to providing a rigorous and relevant Common Core standards based instructional program to meet the needs of one of its smaller subgroups, fifteen Migrant Ed. students. These Migrant Ed. students are involved in district programs specific to them, as well as other programs for which other students participate like summer school, after school homework support, academic support classes, Read 180, ALEKS and other academic support structures. Performance data for Migrant Ed. students is shared with the school community at Site Council meetings and with the staff at faculty, leadership, department and team meetings.

The Migrant Ed. program (Title 1, part C) is a federal categorical program that seeks to ameliorate a number of academic, social, and developmental barriers that the children of migratory workers face. These students are at a particular academic disadvantage due to their migratory work lifestyle which causes periodic school year interruptions. These students are also susceptible to a host of medical / physical problems as well as mental maladies such as depression and anxiety disorders. In coordination with the Region 1 Migrant Program of the Santa Clara Unified School District, implementation of a two pronged intervention model to provide services to these students include a liaison based case-management service and kinder readiness, tutoring, credit recovery and summer school. Currently, the fifteen migrant ed. students at Cabrillo are scoring in the range of their EL counterparts.

All migrant ed. students are regularly canvassed by the District's migrant liaison. The liaison links the students and his / her family to the various programs advocating for students and their families to help them gain access to school, community, regional, state and federal services to which they are entitled and help alleviate any barriers to academic success that these students may be facing. Additionally, the liaison will assure that migrant students are already being served (as long as they qualify) by any district, site, categorical (Title I and III) or granted programs that exist to provide intervention services to identified students. Whenever tutoring or academic interventions are not found or are insufficient in duration or content, migrant monies will be utilized to provide these programs. Tutoring will be conducted whenever possible by the students' own teacher, and these groups will be maintained at no more than five students. Certificated tutors will make use of state and district adopted curriculum to carry out the program. Pre and post assessments will be carried out to provide an evaluation of tutoring services at the end of the specified period. Parents will be informed of the availability of such programs and will also be involved to maintain student attendance.

Data Used to Form this Goal:

A thorough analysis of the testing results from SBAC, CELDT, SRI, PBAs and other local assessments provided us with the data that we required to establish our ELL goal.

Findings from the Analysis of this Data:

The analysis revealed that EL learners were out performed by other subgroups and require additional supports, like that being offered in math next year.

How the School will Evaluate the Progress of this Goal:

We will analyze the data during District and Site Professional Development Days, early-out collaboration time, team and department meetings and the results of our findings and goal development will be reported out at faculty meetings and Site Council meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1 Improvement of Instruction, Task #1, Many of our EL students are enrolled in Read 180 and have access to the language arts curriculum during an additional class. To provide those students with the EL materials that they need and a larger collection of Read 180 materials.</p> <p>To provide a Read 180 program for our EL students, significant funds have been allocated for computer replacement and for furniture.</p> <p>Also, years ago, a science class was established at Cabrillo for EL learners at all three grade levels. It was designed to provide a more hands-on approach to the science content standards for the EL learner. With direction from the District's curriculum and Cabrillo has implemented a program where the site administrators perform Walk-Throughs in classrooms to determine if eight desired behaviors are being demonstrated by students and teachers. The data from these Walk-Throughs will be used to improve our instructional practices.</p>	July 1, 2017 to June 30, 2018	<p>The faculty</p> <p>An individual science teacher</p> <p>The EL facilitator</p> <p>The administration</p>	EL Materials Including Read 180 Books	None Specified	
<p>2 All ELs at Cabrillo are provided with a license for ALEKS, an internet based math program. These students make use of the ALEKS program in their math classes, some access ALEKS after school through our YMCA program and others make use</p>	July 1, 2018 to June 30, 2019	<p>Math teachers</p> <p>Clerical Support</p> <p>Administration</p>	EL Math Teacher	Targeted Allocation	29,844

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>of ALEKS on their home computers or at the public library.</p> <p>The Site Council approved \$25,000 for math teacher Wilson Tsang to teach an EL math class during the 2017-2018 school year. This class will strengthen the instructional program offered to these students, who already have a sheltered science class and take Read 180.</p>					
3 Knowing that the ability to read is key to students' success, staff will use testing data: SRI, CELDT and CST to determine which EL students will benefit most from Read 180 instruction. Our instructional program will accommodate one hundred ELs into four sections of Read 180. This instruction will give the "Stuck LEP Threes" the boost that they need to attain proficiency.	July 1, 2017 to June 30, 2018	Read 180 teachers Ed. Tech. Coord. School Administration		None Specified	
4 Cabrillo's EL Facilitator makes presentations at three English Language Acquisition Committee (ELAC) meetings during the school year. One of those meetings is coordinated with our ALEKS / Math Night. Many parents / guardians participate in these meetings and benefit from them by learning how to gain access to their children's grades using Pinnacle. They also learn how to monitor their children's progress on ALEKS and in our Read 180 program.	July 1, 2017 to June 30, 2018	EL Facilitator Administration	ELAC Meetings	Targeted Allocation 16-17	
5 In addition to the compelling instructional program provided for our EL students during the school day, many special activities are provided for them after school has been dismissed. Some of these activities include: *Five athletic leagues, participation in our school play, our YMCA after-school program, On Track (sixth grade homework support), Tutorial (seventh and eighth grade homework support), Band and orchestra concerts, a Talent show and a Multi-Cultural Day Celebration.	July 1, 2017 to June 30, 2018	The Cabrillo faculty The YMCA staff The Administration		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
6 After disaggregating the SBAC data and consulting with the EL Facilitator, the counselors meet with under-performing EL students to assign them to the appropriate interventions; after school homework support, Read 180, ALEKS, etc. The counselors also impress upon the EL students the importance of taking the assessments seriously. EL students are encouraged to earn the incentives available to them for becoming proficient or advanced in math or ELA according to the measures below.	July 1, 2017 to June 30, 2018	Counselors EL Facilitator Administration	None Specified		
7 With the restructuring of support for our EL students, we're replacing our EL Facilitator with classified personnel who will provide clerical support and testing coordination. Funding for substitute teachers to cover for certificated staff members who will provide additional instructional support to our EL students is also an essential part of our plan. It is anticipated that the cost for the classified position and substitute teachers will be \$26,700.	July 1, 2017 to June 30, 2018	EL Support / Assessment Tech TOSAs	EL Support Personnel	Targeted Allocation 16-17	
8 Cabrillo currently has fifteen students who are part of the migrant education program, the largest number of students in this category of any of the middle schools in the District. Staff has selected this group of students as a target group, regularly monitoring their grades and their performance on formative and summative assessments. The administration and counselors will meet with these students regularly throughout the year to keep them informed of their performance and motivate them with positive parental contact. Staff will encourage the parents / guardians of the migrant ed. students to participate in District PAC meetings and ensure that these students have full access to intervention programs such as summer school, Read 180, ALEKS, after school homework support, programs specific to migrant	July 1, 2017 to June 30, 2018	The administration counselors	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
ed. students.					

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Reading/Language Arts
LEA/LCAP GOAL:
LEA Goal: 1A, 1E LCAP Goal: 5. Students demonstrating the greatest needs and risk factors are provided with additional support to ensure academic and social emotional success.
SCHOOL GOAL #2:
School Goal : Reading/Language Arts (Corresponding with LCAP Goals: 2, 3, 6, 7, 10, 20) Improvement of student performance on SBAC, CELDT Testing and other assessments is essential. We need to continue to make state mandated goals for all of our subgroups in order to meet our AYP. Two of strategies to improve achievement in ELA include: *Providing all students with access to the District adopted Common Core ELA standard curriculum, implementation of seven sections of Read 180 (4 regular ed. / 3 special ed.), serving seven groups of twenty-five students. All students targeted for this program performed in under performing SBAC bands. Most of the students enrolled in this program are also socioeconomically disadvantaged and Latino. Other strategies include: participation of every Cabrillo student and teacher in Teen Read Week, checking out more books from our library than any other secondary school in the District, humanities teachers will be involved in our after school homework support programs, On Track and Tutorial, every Monday, Tuesday and Thursday *Cabrillo will continue our tradition of publishing The Collage (our literary magazine) and The Claw (our school newspaper), with an instructional emphasis of writing across the curriculum, counselors will continue to meet with students who are basic or below on assessments to arrange for interventions and accommodations which provide for better performance on this year's SBAC assessment, teachers will continue to use CDE approved test ready materials for ELA in preparations for this year's SBAC assessment and production of numerous performances of our annual school play.
Data Used to Form this Goal:
Testing data used to establish this goal include: SBAC, CELDT, SRI, PBAs and other local assessments.
Findings from the Analysis of this Data:
Since performance data indicates that our previous ELA goals and strategies have led to an increase in student performance, we will maintain the instructional strategies and interventions that we have in place.
How the School will Evaluate the Progress of this Goal:
During District and site professional development days, early-out collaboration, team and department meetings, staff will evaluate performance data and establish goals and strategies to increase student achievement in ELA.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 The Cabrillo staff will use SBAC scores, SRI data, grade reports and other assessment information to identify students in need of remediation in reading. These students will be enrolled in one of our six sections of Read 180. These students will still be enrolled in a language arts class, but social studies will be deferred because Read 180 requires a two period instructional block. The BrainPop application will also be used to supplement Language Arts Instruction.	July 1, 2017 to June 30, 2018	Administration Counselors Teachers	Read 180	None Specified Targeted Allocation 16-17	
2 Cabrillo will provide an after school enrichment activity for GATE students and others who choose to participate. Destination Imagination is a competition between schools, which primarily makes use of language arts, math and science skills. Two hundred dollars is allocated for the purchase of supplies.	July 1, 2017 to June 30, 2018	Teacher to facilitate the activity	Supplies for after school GATE program	None Specified	
3 Involvement of all teachers, especially those in language arts, in professional development activities which focus on differentiation and the implementation of the Common Core instruction is a school-wide focus. To this end, teachers are encouraged to collaborate and participate in conferences and other professional development activities. After a long moratorium on conferences, \$1,000 is being allocated for that purpose.	July 1, 2018 to June 30, 2019	All staff members Administration District resources	Staff participation in conferences and P.D. Substitute Teachers	Targeted Allocation Targeted Allocation	500 500
4 In the aftermath of our WASC visitation and accreditation last school year, language arts teachers will adhere to the WASC recommendations which include participation in district and site professional development activities around meeting the needs of all students. Teachers will make use of the district's pacing guides, curriculum maps and instructional	July 1, 2017 to June 30, 2018	Language Arts Teachers Administrators District Resources		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
blueprints to ensure that all instructional units are covered, preparing students for success on summative assessments.					
<p>5 We devote an entire week in October to Teen Read Week (TRW). During that week all students will be exposed to hundreds of new and existing books in our library collection. Staff, parents and community members will present these books to every ELA class on campus. The purpose of TRW is to show students that staff, parents and community members read for enjoyment. Titles which appeal specifically to our EL population will be added to our library collection and presented that week. Our full time library assistant is essential to the success of TRW as a presenter and because she checks out thousands of books to the students. The Site Council has allocated money to purchase books for TRW.</p> <p>Cabrillo's library assistant's salary is included in this action item.</p>	July 1, 2018 to June 30, 2019	Teacher Librarian Library / Media Assistant The Administration Staff Parents Community	<p>Library Assistant Targeted Allocation 35,479</p> <p>Books and Instructional Materials Targeted Allocation 7,000</p>		
<p>6 Cabrillo will maintain its successful after school homework support programs, On Track for the sixth grade and Tutorial for the seventh and eighth grades. Available to students for an hour after school on Mondays, Tuesdays and Thursdays, these programs provide invaluable support to students who need extra help with their school work.</p> <p>Clerical support for these programs is paid for through SOAR money.</p>	July 1, 2017 to June 30, 2018	Staff assigned to the programs Clerical staff who maintain the record	None Specified		
<p>7 The school administration will begin to visit classes with far greater regularity. These walk-throughs are designed to ensure that: learning objectives are on grade level, learning objectives</p>	July 1, 2017 to June 30, 2018	The school administration	<p>Targeted Allocation 16-17</p> <p>Targeted Allocation 16-17</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
are evident to students, lessons are well organized with clear academic tasks, teachers provide models of desired outcomes, students are on task, teachers check for understanding from their students, classrooms are set-up to promote learning and predictable routines exist. During these walk-throughs special attention will be paid to student use of technology, in accordance with the SCUUSD ED Tech Plan (2017-2020)					
8 To align with the district strategic plan, the Library labs need to be updated to reflect the rapidly evolving environment; to prepare students to be successful, responsible members of our global society.	July 1, 2017 to June 30, 2018				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
LEA Goal: 1B, 1E LCAP Goal: 2. All students will make measurable progress in mastering California standards and graduating from high school, college and career readiness
SCHOOL GOAL #3:
School Goal : Mathematics (Corresponding to LCAP Goals: 2, 3, 4, 6, 8, 10, 11, 16, 20) Historically, math assessment results have lagged behind those of ELA, To improve these assessment results, we will implement the following strategy, which includes: · Operate a full time ALEKS lab · Provide ALEKS licenses for ELs, Special Education students and most sixth grade students Pilot at least one other internet based math program Institute a Sheltered Math Class for EL students · Coordination with the YMCA after school program to support our after school ALEKS program · Teacher adherence to the established pacing-guides and blueprints in each math course · Counselors to meet with students with poor grades in math to encourage better performance · The administration will make sure that District adopted materials are in use by teachers · Our after school homework support programs (On Track / Tutorial) are staffed with at least one math teacher · Continuing the tradition of having ALEKS / Math Nights for parents / guardians · Implementation of the Math Forward program and student use of Texas Instruments hand held computers · Providing advanced sixth grade students with an opportunity to take pre-algebra · Offer three sections of algebra and three sections of geometry · Provide basic math classes for special education students
Data Used to Form this Goal:
We primarily relied on SBAC data, but also the MDTP and end of the semester finals to form this goal and the strategies by which to achieve it.

Findings from the Analysis of this Data:

Since performance on math assessments like the SBAC have lagged behind ELA and have failed to meet or exceed our expectations, we are implementing the strategy in School Goal #3.

How the School will Evaluate the Progress of this Goal:

Assessment data will be disaggregated during District and site level professional development days, early-out collaboration time and during team and department meetings. Improving student performance on our math assessments will be the primary function of our math department at these meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1 To supplement our already improved math instruction, Cabrillo will continue to purchase licenses for the internet-based math program ALEKS for all sixth and seventh grade students and those eighth grade students enrolled in general math. ..</p> <p>Improvement of Instruction, Task # 2, To support the involvement of students not associated with the 49ers STEM Leadership Institute.</p> <p>Staff Development and Professional Collaboration, Task # 3, Funds have also been made available for math teachers to attend conferences that support improvement of instructional strategies, especially as it pertains to the Common Core and Science.</p>	July 1, 2018 to June 30, 2019	Math teachers The administration After school YMCA support staff	<p>ALEKS Licenses</p> <p>Supplies and Materials for STEM Lab</p> <p>Teacher Conferences</p> <p>Substitute Teachers</p>	<p>Targeted Allocation 16-17</p> <p>None Specified</p> <p>Targeted Allocation</p> <p>Targeted Allocation</p>	<p></p> <p></p> <p>1,000</p> <p>500</p>
<p>2 With a recent adoption of instructional materials in math, Cabrillo's math department will continue to focus its professional development activities on the alignment of instruction with the content standards, with emphasis on implementation of Common Core. These efforts will also include adherence to the district's pacing guides, curriculum maps and instructional blueprints.</p> <p>Task #5, Five Cabrillo math teachers who were trained in the use of the Texas Instruments Math Forward program will continue to make use of that technology in their classes.</p>	July 1, 2017 to June 30, 2018	District resources The administration Math teachers		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3 To maintain the three computer labs, which are part of our library / media center complex, the purchase of computers, computer related technology and furniture to support the technology is necessary. These labs are accessible to students both during the school day and after school and are used by every department. The after school usage through the YMCA has greatly increased learning time for the more than one hundred students involved in their program. Also, to provide for adequate proctoring during SBAC testing and other assessments.	July 1, 2017 to June 30, 2018	The faculty YMCA staff	Computers and equipment Computers Substitute Teachers Furniture and equipment Computers	None Specified	
4 Students who failed the sixth or seventh grade last year and who are enrolled in our Academic Success classes will participate in the NWEA testing program. The results of testing will inform the teachers' instruction with regard to what the students need to know to be successful on the SBAC. We have begun to NWEA test all students in math.	July 1, 2017 to June 30, 2018	Academic Success Class teachers Math teachers YMCA staff		None Specified	
5 Staff development and collaboration for members of Cabrillo's math department focus on the use of the district's pacing guides, curriculum maps and instructional blueprints. Coordinating these documents is essential to covering the standards which are assessed on the SBAC, especially with the implementation of Common Core.	July 1, 2017 to June 30, 2018	Math teachers The administration District resources		None Specified	
6 Cabrillo will continue to present ALEKS / Math Nights for the parents of our students. At least one ALEKS / Math Night will be held in coordination with our ELAC (English Language Advisory Council) meeting.	July 1, 2017 to June 30, 2018	Math teachers The administration District resources		None Specified	
7 Cabrillo's YMCA after school program has been in	July 1, 2017 to June	The YMCA staff		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
existence for eight years. During that time, the program has developed into a tremendous resource for its more than one hundred participants. One of the main functions of our after school YMCA program is the operation of our ALEKS lab, which supplements classroom instruction in math.	30, 2018	Faculty support The administration			
8 Cabrillo's counseling department is responsible for meeting with all students who are basic or below in math on the CSTs. The counselors communicate this under-performance with the students' parents / guardians and develops an Academic Assistance Plan (AAP). Through the AAP, students are assigned to participate in interventions designed to improve their performance.	July 1, 2017 to June 30, 2018	Counselors	None Specified		
9 SBAC testing in math (and ELA) require that the technology in our computer labs operate efficiently.	July 1, 2017 to June 30, 2018	Administration	None Specified		

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate/Culture
LEA/LCAP GOAL:
<p>LEA Goal: 1E</p> <p>LCAP Goal: 3. All students will participate in engaging learning environments that cultivate the four Cs of Communication, Collaboration, Creativity and Creative Thinking to promote their social-emotional well-being.</p>
SCHOOL GOAL #4:
<p>School Goal : School Culture / Climate</p> <p>(Corresponding to LCAP goals: 1, 2, 3, 4 & 5) Our goals which are clearly set-out in our WASC Self-Study are to support programs and practices designed to increase student connectedness to school, to increase school safety and to find new innovative ways to connect the students and their parents to school.</p>
Data Used to Form this Goal:
If students feel more connected to school, there should be a reduction in disciplinary actions, which includes referrals, suspensions and expulsions. Student connectedness should also lead to increased student performance on the SBAC, the MDTP, PBAs, other assessments and their grades.
Findings from the Analysis of this Data:
Many of our subgroups failed to meet their AYP and SBAC goals and though there has been a reduction in student failure (violations of our promotional policy) in recent years, student failure still exceeds our expectations and reducing it is a priority to us.
How the School will Evaluate the Progress of this Goal:
Staff will analyze student performance data and grade reports during their collaboration time, paying special attention to evaluations collected during our three Anti-Bully Days.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Cabrillo has many recognition programs: Student of the Month, Employee of the month, Principal's List, Honor Roll, The Cougar Credit Card, Public	July 1, 2018 to June 30, 2019	Classroom teachers The administration Counselors	School Culture Events and Incentives	Targeted Allocation	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>School Week Awards, The SPARK Recognition Program, quarterly incentives, incentive gift cards from the vice principal and a variety of others.</p> <p>We also provide for an ASB Leadership Class who arrange for dances, lunchtime games, participate in leadership training and various activities.</p> <p>In addition, we have established two lunchtime clubs, CATT or the Kick Ash Club and Too Good for Drugs and Alcohol, which encourage students to lead healthy lives by discouraging the use of drugs, alcohol and tobacco. Students are provided lunch during the clubs' lunchtime meetings which is paid for through school site funds.</p> <p>Improvement of Instruction - Our band and orchestra also perform concerts for our school community throughout the school year.</p> <p>Historically, we have chosen a SIP Coordinator to manage incentives and special activities, but this expenditure is no longer permitted by the District.</p>		<p>Support Staff</p> <p>Students</p> <p>Parents/Families</p>	<p>SPARK Reward/CATT</p> <p>Student Recognition Programs</p>	<p>Targeted Allocation</p> <p>Targeted Allocation</p>	<p>400</p> <p>2,600</p>
<p>2 The vice principal, in coordination with the Culture Climate Committee, is responsible for designing curriculum for our Anti-Bullying Days. This may include a speaker, movie and discussions questions. The vice principal is responsible for designing schedules for these special days.</p>	July 1, 2017 to June 30, 2018	<p>The Culture Climate Committee</p> <p>The vice principal</p> <p>Staff</p> <p>Students</p>	Character Development Days	Targeted Allocation	
<p>3 Design a variety of events and experiences to increase school spirit. These activities include staff / student games, spirit days / week, motivational / student recognition assemblies, cultural recognitions, holiday celebrations, etc.</p> <p>Auxiliary Services for S & P, Our literary</p>	July 1, 2018 to June 30, 2019	<p>School Culture Action Team</p> <p>Administration</p> <p>Staff</p>	<p>Supplies for school activities</p> <p>Collage - Literary Magazine</p>	<p>Targeted Allocation</p> <p>Targeted Allocation</p>	<p></p> <p>3,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
magazine, The Collage, has been published annually for nearly twenty years. It is academic, inspires students to be creative and encourages school spirit.					
<p>4 Cabrillo offers two after-school homework support programs, On Track for sixth graders and Tutorial for seventh and eighth graders. Students who fall behind on their work are required to attend On Track and encouraged to attend Tutorial. The programs operate after school on Mondays, Tuesdays and Thursdays for an hour.</p> <p>To make better use of this program, all students receive a Time Tracker, an academic calendar. Sixth graders are required to write their homework assignments in their Time Trackers. Seventh and eighth graders are encouraged to do the same.</p> <p>Student expectations are listed in the Time Trackers, along with other valuable information.</p> <p>7th and 8th grade tutors had been paid through SOAR monies in the past but with the new restrictions, Cabrillo no longer fell under the guidelines. This after school program is very beneficial for our students and reduced the non-graduate numbers drastically.</p> <p>We are implementing a second section of our Academic Success Class, renamed Middle School Matters. Enrolled in these classes are students in jeopardy of violating the District's promotional policy and students returning from the former Opportunity School Program. These classes are capped at fifteen (15) students and are designed to eliminate academic failure.</p>	July 1, 2018 to June 30, 2019	Tutoring teachers	On Track & Soar Tutoring	Targeted Allocation	9,358

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5 The administration has worked with our PTSA to increase the number and quality of activities offered to students and their families and to communicate with them more effectively through electronic media. There has also been an emphasis on minimizing fund raising activities. The administration is working with the PTSA to increase parent and teacher membership. We are also continuing to Increase the attendance at our ELAC meetings.	July 1, 2017 to June 30, 2018	PTSA The School Administration Other staff	None Specified		
6 We understand the importance of communicating clearly and regularly with our parent community. Some of our efforts to improve this communication include making better use of the school's website and School Loop's messaging capacity, phone blasts, the marquee, newsletters and providing clear and relevant morning announcements over the loud speaker.	July 1, 2017 to June 30, 2018	The School Administration Cabrillo's Technology Committee	None Specified		
7 By grade level, every Cabrillo student will participate in a series of academic field trips, which include visits to SCHS or Wilcox, the CCOC and San Jose State University. These funds also provide for our promotional ceremony.	July 1, 2018 to June 30, 2019	Students Teachers Parent Chaperons Administrators Counselors Representatives from the venues visited	Academic Field Trips	Targeted Allocation	2,000
			Graduation Ceremony	Targeted Allocation	3,000
8 Increased Educational Opportunity, Task # 8, Cabrillo will offer its students the opportunity to participate in a school play. There will be two performances in the evening in our multi-purpose room, The Casa Cabrillo. There will be another performance during the day for the student body.	July 1, 2018 to June 30, 2019	· Student performers · Production staff · Administration	Production Costs / School Play	Targeted Allocation	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Historically, this event was paid for out of categorical funding.					
<p>9 Some special education teachers are in need of support writing their IEPs. The Site Council has allocated money to pay other special education teachers to provide this support.</p> <p>Involvement of teachers in professional development activities with focus on the differentiation and the implementation of the Common Core instruction is a school wide focus. To this end, teachers are encouraged to collaborate and participate in conferences and other professional development activities.</p>	July 1, 2018 to June 30, 2019	Administration	Staff Participation in conferences and Professional Development	Targeted Allocation	2,500
10 The Site Council has approved money to purchase a student planner for each student. These student planners are called Time Trackers.	July 1, 2018 to June 30, 2019	Administration	Student Planners	Targeted Allocation	4,000
11 The Site Council has approved money for extra counseling services for students in crisis and who are in such distress that their needs can't be met by guidance counselors and other staff members.	July 1, 2017 to June 30, 2018	Administration	Counseling		
<p>12 Classrooms are set-up to promote learning and predicable routines exist and the student use of technology is in accordance with the SCUSD ED Tech Plan (2017-20) - Improvement of Instruction</p> <p>Licenses for various teaching applications will be purchased for a more complete educational process.</p> <p>Funding is also for classrooms to set up commonly used class needs/supplies to better facilitate the education process.</p>	July 1, 2018 to June 30, 2019	Administration	<p>Technology/Equipment</p> <p>Non-Capital Equipment/Supplies</p> <p>Licensing</p>	<p>Targeted Allocation</p> <p>Targeted Allocation</p> <p>Targeted Allocation</p>	<p>20,000</p> <p>20,394</p> <p>2,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
13 With the District's decision to provide a Chrome book for each student, the SITE council agreed to pay for a class period for a teacher, Cheryl Chase, to roll-out, maintain and trouble shoot all Chrome book issues. Paying for Cheryl to do this allows us to expand our Master Schedule by one class period.	July 2, 2018 to June 20, 2019		Technology Support	Targeted Allocation	22,181

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Wellness - Counseling
LEA/LCAP GOAL:
LEA: 1C, 1D LCAP: 1 All students will be educated in 21st century learning environments & 3: All students will participate in engaging learning environments that cultivate the 4 C's - Communication, Collaboration, Creativity and Critical Thinking and promote their social-emotional well-being.
SCHOOL GOAL #5:
School Goal: Wellness Strengthen teaching and learning practices to support our most at-risk students (English learners, students with special needs and low-income foster & homeless youth), and the remainder of the student population.
Data Used to Form this Goal:
Student connectedness should lead to increased student performance on the SBAC, MDTP, PBAs and other assessments and their grades.
Findings from the Analysis of this Data:
Analysis of the data will enable us to prioritize which students have greater need for service from the Wellness Center being constructed next year.
How the School will Evaluate the Progress of this Goal:
Staff will analyze student performance data and grade reports during their collaboration time, paying special attention to evaluations collected during the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Funds have been allocated to provide for their social/emotional well being. With this goal comes the erection of our Wellness Center which planned for construction during the 2016-2017 school year.	July 1, 2018 to June 30, 2019	Administration	Non-Capital Equipment/Supplies	Targeted Allocation	10,000
			Substitute Teachers	Targeted Allocation	
			Teacher Conferences	Targeted Allocation	

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Targeted Allocation 16-17	203,333	203,333.00
Targeted Allocation	193,332	12,076.00
	181, 256	

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Targeted Allocation	181,256.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: English Language Development	29,844.00
Goal 2: Reading/Language Arts	43,479.00
Goal 3: Mathematics	1,500.00
Goal 4: School Climate/Culture	96,433.00
Goal 5: Wellness - Counseling	10,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Raleigh McReynolds		X			
Catherien Marshall-Smith		X			
Linda Varveris		X			
Krista Browne				X	
Ayodele Thomas				X	
Jessica Yee				X	
Hasitha Danika					X
Tobey Browne					X
Samantha Gong					X
Stan Garber	X				
Marc Auger			X		
Numbers of members of each category:	1	3	1	3	3

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

Recommendations and Assurances


The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This SPSA was adopted by the SSC at a public meeting on 04-25-2018.
6. This SPSA was revised on 04-25-2018.

Attested:

Stan Garber

Typed Name of School Principal



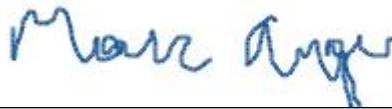
Signature of School Principal

4-25-2018

Date

Marc Auger

Typed Name of SSC Chairperson



Signature of SSC Chairperson

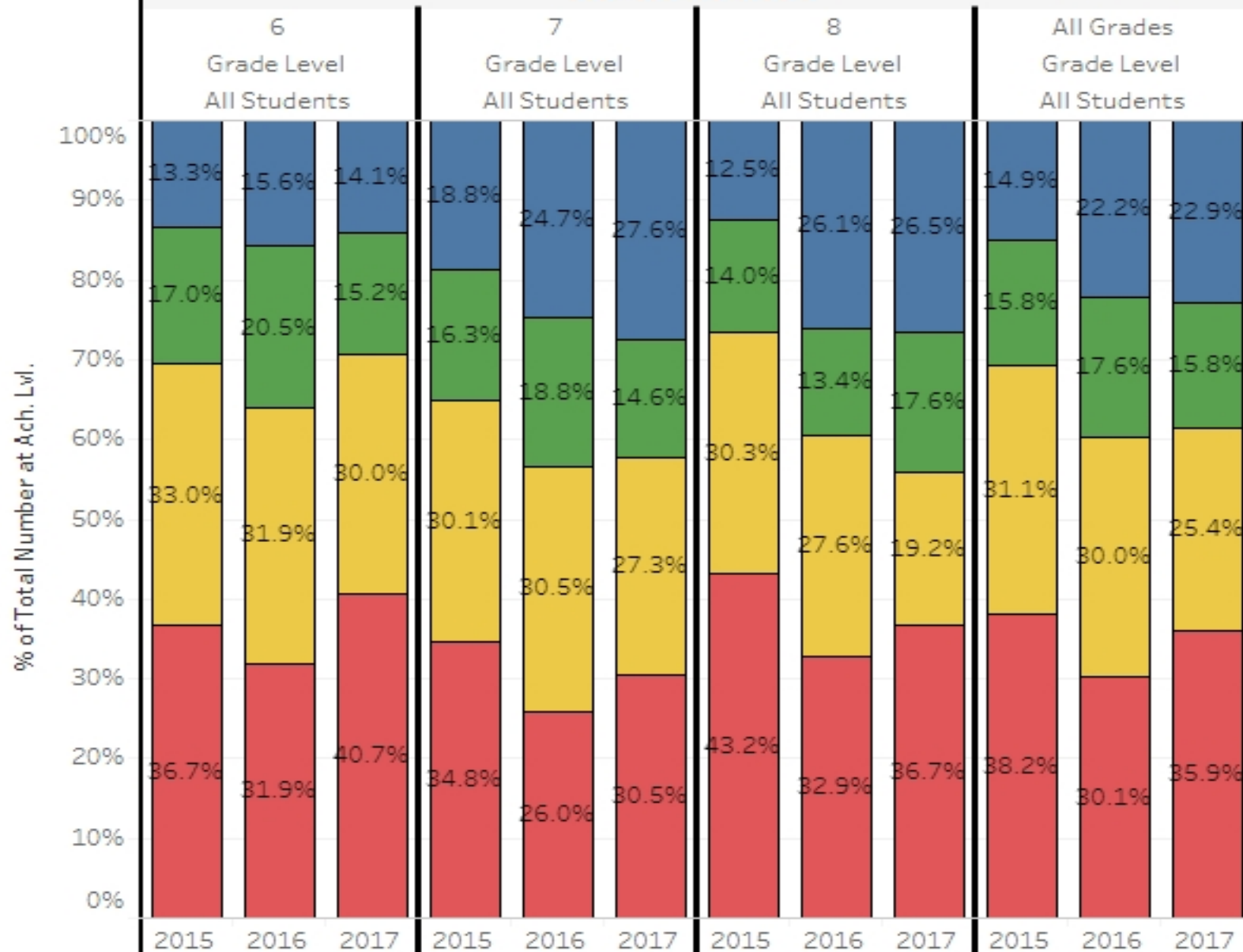
4-25-2018

Date

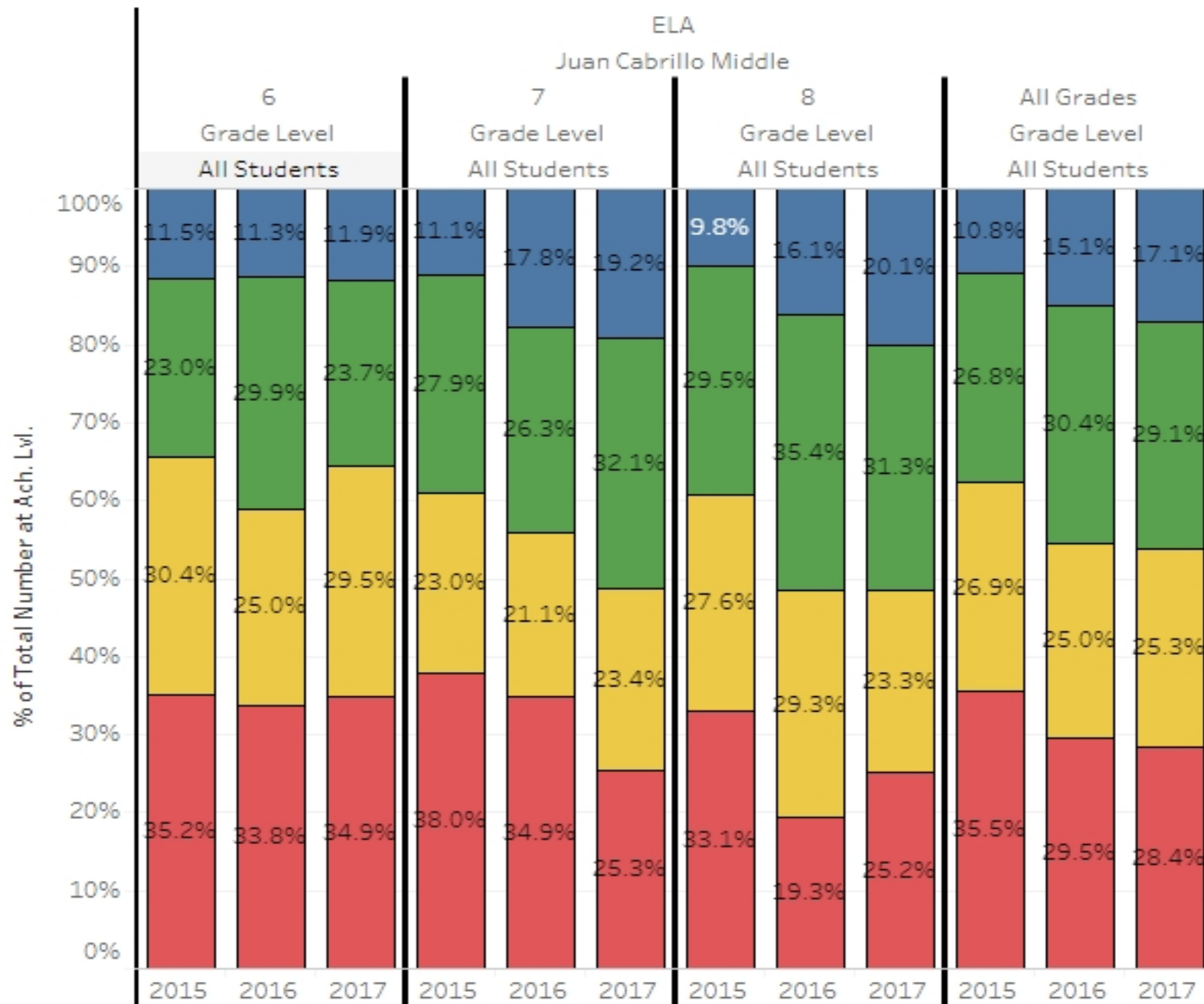
CAASPP Charts

Math

Juan Cabrillo Middle



CAASPP Charts



Budget By Expenditures

Juan Cabrillo Middle School

Funding Source: Targeted Allocation

\$193,332.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Math Teacher		\$29,844.00	English Language Development	All ELs at Cabrillo are provided with a license for ALEKS, an internet based math program. These students make use of the ALEKS program in their math classes, some access ALEKS after school through our YMCA program and others make use of ALEKS on their home computers or at the public library.
Staff participation in conferences and P.D.		\$500.00	Reading/Language Arts	The Site Council approved \$25,000 for math teacher Wilson Tsang to teach an EL math class during the 2017-2018 school year. This class will strengthen the instructional program offered to these students, who already have a sheltered science class and take Read 180. Involvement of all teachers, especially those in language arts, in professional development activities which focus on differentiation and the implementation of the Common Core instruction is a school-wide focus. To this end, teachers are encouraged to collaborate and participate in conferences and other professional development activities. After a long moratorium on conferences, \$1,000 is being allocated for that purpose.
Substitute Teachers		\$500.00	Reading/Language Arts	Involvement of all teachers, especially those in language arts, in professional development activities which focus on differentiation and the implementation of the Common Core instruction is a school-wide focus. To this end, teachers are encouraged to collaborate and participate in conferences and other professional development activities. After a long moratorium on conferences, \$1,000 is being allocated for that purpose.

Juan Cabrillo Middle School

Library Assistant	\$35,479.00	Reading/Language Arts	We devote an entire week in October to Teen Read Week (TRW). During that week all students will be exposed to hundreds of new and existing books in our library collection. Staff, parents and community members will present these books to every ELA class on campus. The purpose of TRW is to show students that staff, parents and community members read for enjoyment. Titles which appeal specifically to our EL population will be added to our library collection and presented that week. Our full time library assistant is essential to the success of TRW as a presenter and because she checks out thousands of books to the students. The Site Council has allocated money to purchase books for TRW.
Books and Instructional Materials	\$7,000.00	Reading/Language Arts	Cabrillo's library assistant's salary is included in this action item. We devote an entire week in October to Teen Read Week (TRW). During that week all students will be exposed to hundreds of new and existing books in our library collection. Staff, parents and community members will present these books to every ELA class on campus. The purpose of TRW is to show students that staff, parents and community members read for enjoyment. Titles which appeal specifically to our EL population will be added to our library collection and presented that week. Our full time library assistant is essential to the success of TRW as a presenter and because she checks out thousands of books to the students. The Site Council has allocated money to purchase books for TRW.
Teacher Conferences	\$1,000.00	Mathematics	<p>Cabrillo's library assistant's salary is included in this action item. To supplement our already improved math instruction, Cabrillo will continue to purchase licenses for the internet-based math program ALEKS for all sixth and seventh grade students and those eighth grade students enrolled in general math. ..</p> <p>Improvement of Instruction, Task # 2, To support the involvement of students not associated with the 49ers STEM Leadership Institute.</p> <p>Staff Development and Professional Collaboration, Task # 3, Funds have also been made available for math teachers to attend conferences that support improvement of instructional strategies, especially as it pertains to the Common Core and Science.</p>

Juan Cabrillo Middle School

Substitute Teachers	\$500.00	Mathematics	<p>To supplement our already improved math instruction, Cabrillo will continue to purchase licenses for the internet-based math program ALEKS for all sixth and seventh grade students and those eighth grade students enrolled in general math. ..</p> <p>Improvement of Instruction, Task # 2, To support the involvement of students not associated with the 49ers STEM Leadership Institute.</p> <p>Staff Development and Professional Collaboration, Task # 3, Funds have also been made available for math teachers to attend conferences that support improvement of instructional strategies, especially as it pertains to the Common Core and Science.</p>
SPARK Reward/CATT	\$400.00	School Climate/Culture	<p>Cabrillo has many recognition programs: Student of the Month, Employee of the month, Principal's List, Honor Roll, The Cougar Credit Card, Public School Week Awards, The SPARK Recognition Program, quarterly incentives, incentive gift cards from the vice principal and a variety of others.</p> <p>We also provide for an ASB Leadership Class who arrange for dances, lunchtime games, participate in leadership training and various activities.</p> <p>In addition, we have established two lunchtime clubs, CATT or the Kick Ash Club and Too Good for Drugs and Alcohol, which encourage students to lead healthy lives by discouraging the use of drugs, alcohol and tobacco. Students are provided lunch during the clubs' lunchtime meetings which is paid for through school site funds.</p> <p>Improvement of Instruction - Our band and orchestra also perform concerts for our school community throughout the school year.</p> <p>Historically, we have chosen a SIP Coordinator to manage incentives and special activities, but this expenditure is no longer permitted by the District.</p>

Juan Cabrillo Middle School

Student Recognition Programs	\$2,600.00	School Climate/Culture	<p>Cabrillo has many recognition programs: Student of the Month, Employee of the month, Principal's List, Honor Roll, The Cougar Credit Card, Public School Week Awards, The SPARK Recognition Program, quarterly incentives, incentive gift cards from the vice principal and a variety of others.</p> <p>We also provide for an ASB Leadership Class who arrange for dances, lunchtime games, participate in leadership training and various activities.</p> <p>In addition, we have established two lunchtime clubs, CATT or the Kick Ash Club and Too Good for Drugs and Alcohol, which encourage students to lead healthy lives by discouraging the use of drugs, alcohol and tobacco. Students are provided lunch during the clubs' lunchtime meetings which is paid for through school site funds.</p> <p>Improvement of Instruction - Our band and orchestra also perform concerts for our school community throughout the school year.</p> <p>Historically, we have chosen a SIP Coordinator to manage incentives and special activities, but this expenditure is no longer permitted by the District.</p>
Collage - Literary Magazine	\$3,000.00	School Climate/Culture	<p>Design a variety of events and experiences to increase school spirit. These activities include staff / student games, spirit days / week, motivational / student recognition assemblies, cultural recognitions, holiday celebrations, etc.</p> <p>Auxiliary Services for S & P, Our literary magazine, The Collage, has been published annually for nearly twenty years. It is academic, inspires students to be creative and encourages school spirit.</p>

Juan Cabrillo Middle School

On Track & Soar Tutoring	\$9,358.00	School Climate/Culture	<p>Cabrillo offers two after-school homework support programs, On Track for sixth graders and Tutorial for seventh and eighth graders. Students who fall behind on their work are required to attend On Track and encouraged to attend Tutorial. The programs operate after school on Mondays, Tuesdays and Thursdays for an hour.</p> <p>To make better use of this program, all students receive a Time Tracker, an academic calendar. Sixth graders are required to write their homework assignments in their Time Trackers. Seventh and eighth graders are encouraged to do the same.</p> <p>Student expectations are listed in the Time Trackers, along with other valuable information.</p> <p>7th and 8th grade tutors had been paid through SOAR monies in the past but with the new restrictions, Cabrillo no longer fell under the guidelines. This after school program is very beneficial for our students and reduced the non-graduate numbers drastically.</p> <p>We are implementing a second section of our Academic Success Class, renamed Middle School Matters. Enrolled in these classes are students in jeopardy of violating the District's promotional policy and students returning from the former Opportunity School Program. These classes are capped at fifteen (15) students and are designed to eliminate academic failure.</p>
Academic Field Trips	\$2,000.00	School Climate/Culture	<p>By grade level, every Cabrillo student will participate in a series of academic field trips, which include visits to SCHS or Wilcox, the CCOC and San Jose State University. These funds also provide for our promotional ceremony.</p>
Graduation Ceremony	\$3,000.00	School Climate/Culture	<p>By grade level, every Cabrillo student will participate in a series of academic field trips, which include visits to SCHS or Wilcox, the CCOC and San Jose State University. These funds also provide for our promotional ceremony.</p>
Production Costs / School Play	\$5,000.00	School Climate/Culture	<p>Increased Educational Opportunity, Task # 8, Cabrillo will offer its students the opportunity to participate in a school play. There will be two performances in the evening in our multi-purpose room, The Casa Cabrillo. There will be another performance during the day for the student body.</p> <p>Historically, this event was paid for out of categorical funding.</p>

Juan Cabrillo Middle School

Staff Participation in conferences and Professional Development	\$2,500.00	School Climate/Culture	Some special education teachers are in need of support writing their IEPs. The Site Council has allocated money to pay other special education teachers to provide this support.
Student Planners	\$4,000.00	School Climate/Culture	Involvement of teachers in professional development activities with focus on the differentiation and the implementation of the Common Core instruction is a school wide focus. To this end, teachers are encouraged to collaborate and participate in conferences and other professional development activities. The Site Council has approved money to purchase a student planner for each student. These student planners are called Time Trackers.
Technology/Equipment	\$20,000.00	School Climate/Culture	Classrooms are set-up to promote learning and predicable routines exist and the student use of technology is in accordance with the SCUSD ED Tech Plan (2017-20) - Improvement of Instruction Licenses for various teaching applications will be purchased for a more complete educational process.
Non-Capital Equipment/Supplies	\$20,394.00	School Climate/Culture	Funding is also for classrooms to set up commonly used class needs/supplies to better facilitate the education process. Classrooms are set-up to promote learning and predicable routines exist and the student use of technology is in accordance with the SCUSD ED Tech Plan (2017-20) - Improvement of Instruction Licenses for various teaching applications will be purchased for a more complete educational process.
Licensing	\$2,000.00	School Climate/Culture	Funding is also for classrooms to set up commonly used class needs/supplies to better facilitate the education process. Classrooms are set-up to promote learning and predicable routines exist and the student use of technology is in accordance with the SCUSD ED Tech Plan (2017-20) - Improvement of Instruction Licenses for various teaching applications will be purchased for a more complete educational process. Funding is also for classrooms to set up commonly used class needs/supplies to better facilitate the education process.

Juan Cabrillo Middle School

Technology Support	\$22,181.00	School Climate/Culture	With the District's decision to provide a Chrome book for each student, the SITE council agreed to pay for a class period for a teacher, Cheryl Chase, to roll-out, maintain and trouble shoot all Chrome book issues. Paying for Cheryl to do this allows us to expand our Master Schedule by one class period.
Non-Capital Equipment/Supplies	\$10,000.00	Wellness - Counseling	Funds have been allocated to provide for their social/emotional well being. With this goal comes the erection of our Wellness Center which planned for construction during the 2016-2017 school year.

Targeted Allocation Total Expenditures:	\$181,256.00
---	--------------

Targeted Allocation Allocation Balance:	\$12,076.00
---	-------------

Juan Cabrillo Middle School Total Expenditures:	\$181,256.00
---	--------------