



# Juan Cabrillo Elementary School

5309 West 135th St. • Hawthorne, CA 90250 • (310) 725-5400 • Grades K-2

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Wiseburn Unified School District

13530 Aviation Blvd.  
Hawthorne, CA 90250  
(310) 643-3025  
www.wiseburn.k12.ca.us

#### District Governing Board

Israel Mora  
JoAnne Kaneda  
Roger Banuelos  
Nelson Martinez  
Neil Goldman

#### District Administration

Tom Johnstone, Ed. D.  
**Superintendent**  
Chris Jones, Ed. D.  
**Deputy Superintendent**  
David Wilson  
**Chief Business Official**  
Ana Montes  
**Director Human Resources**  
Cathy Waller  
**Director of Psychological Services**  
Vince Madsen  
**Director Facilities Planning**  
Aileen Harbeck, Ed. D.  
**Director Curriculum, Instruction & Technology**

### School Description

Welcome to Juan Cabrillo Elementary School, a California Gold Ribbon School, "where we grow and learn together." We specialize in early childhood education and the celebration of learning. Our school is special because it caters to the academic capabilities and development of young children. We have two TEDDE (Transitional Extended Developmentally Directed Education) kindergarten, six academic kindergarten classes, six first grade classes, six second grade classes, an SDC class for students with special needs and an RSP program to also serve students with Individual Learning Plans. The core curriculum at Cabrillo is built on the basics of language arts, reading, writing, and mathematics. Our academic focus gives students extensive experience in language arts, math, science, history/social science, visual and performing arts, physical education, and health. Our focus on Positive Behavior Supports (PBS) also teaches and positively reinforces positive behaviors of school. The Cabrillo staff is committed to providing an effective educational program that meets the learning needs of individual students. We rewrite our Single Plan for Student Achievement annually to address and embrace these needs. We nurture all students with experiences to develop their academic, social and physical abilities so they begin their academic careers loving school.

Margaret Lynch, PRINCIPAL

### Major Achievements

- In 2016 Cabrillo was named a Gold Ribbon School.
- This follows a long trend of academic excellence recognition: Cabrillo School became a California Distinguished School in 2007, was invited to reapply for California Distinguished School in 2011-2012, and was again awarded that distinction. In addition to California Distinguished School, Cabrillo was recognized as a Title I Academic Achievement School in 2011-2012 for academic growth and success. Under the new California testing system, testing does not begin until 3rd grade.
- In 2015-2016, the Cotsen Foundation selected 5 teachers and 1 mentor to become Cotsen fellows and mentors in Cognitively Guided Instruction in Math. The philosophy of the Cotsen Foundation for the Art of Teaching is to take good teachers and make them to great. This is the first year of a two year grant.
- The PTA and the Wiseburn Education Foundation (WEF) support a strong infusion of visual and performing arts with the core curriculum. In 2015-2016 the PTA helped to fund and teach Hands-on Art in every classroom. In addition, every kindergarten, first, and second grade class participated in a series of dance classes from a professional dance instructor with funding shared by PTA, WEF, and Cabrillo donations. A district grant from the William Keck foundation through P.S. Arts provided a teaching artist for one trimester of classes for every first and second grade classroom. P.S. Arts, the school PTA, and Cabrillo donation account also helped fund the creation of a school mural created entirely by students. Students generated the images and painted two eight foot by eight foot panels under the guidance of the P.S. Arts teaching artist. The mural depicting the school motto of "we learn and grow together," was unveiled at Open House in May 2014. Another mural titled "Our Kinder Garden" was created in the fall by Kindergarteners guided by the same muralist and unveiled in December 2015.
- The district hired a part-time counselor for Cabrillo for the first time and the counselor guided the school in creating a Positive Behavior Support (PBS) school-wide plan to support and reinforce positive student behavior. This has reduced the number of warnings and white slips and increased the number of Cabrillo "cub cards" students receive each month.

**Focus for Improvement**

- A district and school focus for 2015-2016 was to continue thoughtful implementation of the Common Core standards in English Language Arts and Math. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide.
- In 2015-2016, teachers implemented McGraw Hill "My Math" at the K-5 level.
- In 2015-16, the District English Language Arts Committee guided teachers in focusing on the following six focus Common Core standards:

- 1) Collaborating with others to study and learn
- 2) Reading to study and learn in the content areas

**About the SARC**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

- 3) Reading and studying literature in depth
- 4) Using the writing process to study and learn the types of writing
- 5) Using technology to study and learn
- 6) Acquiring and using academic language

Teachers narrowed down possible language arts programs for adoption to Houghton Mifflin Harcourt or Mc Graw Hill and those two series will be piloted in early for 2016-17 for recommendation for adoption.

- In 2015-2016, the district renewed "Lexia Reading Core 5" licenses for all Kindergarten, first, and second grade students. Lexia, a web-based, individualized reading curriculum specifically supports students meeting the foundational skills of the Language Arts Common Core standards: print concepts, phonological awareness, phonics, and fluency. Lexia provides explicit, systematic, and structured practice on the foundational skills of reading as well as the essential skills of vocabulary and comprehension.
- At the end of 2015-2016, the district purchased AR STAR licenses for all students to use as a universal screener and progress monitoring tool for all Kindergarten, first and second grade students.

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.4
Asian	3.2
Filipino	1.1
Hispanic or Latino	59.7
Native Hawaiian or Pacific Islander	0.4
White	21.2
Two or More Races	9.2
Socioeconomically Disadvantaged	36.7
English Learners	21.9
Students with Disabilities	10.1
Foster Youth	0

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	179
Grade 1	146
Grade 2	141
<b>Total Enrollment</b>	<b>466</b>

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Juan Cabrillo Elementary School	14-15	15-16	16-17
With Full Credential	30	28	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wiseburn Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	127
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Juan Cabrillo Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.2	0.8
High-Poverty Schools	99.4	0.6
Low-Poverty Schools	97.7	2.3

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

All textbooks used in the core curriculum at Cabrillo Elementary School are aligned to the California Standards and Frameworks. The new K-5 ELA textbook adoption is scheduled for 2017.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin / 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw-Hill "My Math" 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Scott Foresman / 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin / 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

	14-15	15-16	14-15	15-16	14-15	15-16
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\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison								
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)							
	School			District			State	
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

We actively solicit parent participation at Cabrillo School. Parents can volunteer regularly in the classrooms or for PTA-sponsored activities such as Hands-on Art projects. The PTA website lists ongoing opportunities for parent involvement and volunteer needs. Parents chaperone field trips, assist in special events such as Field Day, and are invited to Student Success Assemblies and student performances. Parents are invited to school-wide events such as Back-to-School Night, Open House, Family Literacy Night, Family Technology Night, Family Art Night, and also specific classroom events such as the final gardening class, visual art class, or dance class. Parents are involved as advisors and decision-makers in the school governing process as part of the School Site Council and the English Language Advisory Committee. We hold incoming parent orientations in June and September of each year and communicate in writing through the annual Parent/Student Handbook, monthly messages from the principal, and weekly school emails.

Parents are informed about their children's progress with progress reports twice a year (if a child is receiving a D or an F) and through the standards-based report card three times a year. Parent-teacher conferences are held in the fall and in the spring.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

We provide a clean, safe environment for learning at our school. Our custodial staff performs basic cleaning operations in each classroom every day and there is a regular schedule of ongoing maintenance. In the past four years, both the daytime custodian and the health clerk have been recognized as Wiseburn employee of the year for their dedication to excellence in job performance, commitment to safety, and positive attitude. Classroom space, library, office, and rest room facilities are adequate to support our instructional programs. Teachers and instructional aides provide playground supervision. Vandalism incidents continue to remain low. Students benefit from a clean, safe facility that reinforces the high value placed on education by the school community. We hold monthly emergency drills for earthquake, fire, lock-down, shelter-in-place, earthquake and fire preparedness. Following each drill, the staff reflects on what went well and what improvements are needed. This feedback is given to the School Safety Team (a representative teacher from each grade level and a classified employee) who meet three times a year to monitor and adjust our plan and procedures. The Safety Plan is reviewed each year in February by the School Site Council and updated. Parents, students and staff are advised of any changes in the plan at the beginning of the school year and throughout the year. We have a closed campus, and all visitors must check into the office before entering campus and obtain a visitors pass. Volunteers must take a TB test and may be fingerprinted before they are allowed to work in a classroom on a regular basis. Staff members wear badges to identify themselves as members of the Cabrillo community. Throughout Wiseburn we are privileged to have wonderful law enforcement and fire fighter support. The rapid response time of fire fighters and presence of our local law enforcement officers patrolling our neighborhoods and schools is recognized and appreciated by all.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.2	1.1
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.62
Psychologist	.85
Social Worker	0
Nurse	.10
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	21	21	1	1	1	7	8	8			
1	24	24	24				28	24	24			
2	22	21	21	6	5	5	36	42	42			

### Professional Development provided for Teachers

During the 2015-2016 school year, our teachers attended 3 days of staff development that tied into our overall professional development plan for the full implementation of Common Core State Standards and the newly adopted, standards aligned, Math curriculum. Each of the days had a strand of Cognitively Guided Instruction (CGI) in Math to begin district implementation of CGI. Through our continued partnership with the Talking Teaching Network, the focus was on both English Language Arts and Mathematics through the work of grade level and the Common Core Transition Committees. We also continued our focus on student results as teachers created grade level assessments based on an analysis of student achievement on California Content Standards to supplement district assessments. The two tech mentors guided professional development for teachers piloting one to one devices and teachers agreed to recommending the district purchase Chrome books for their students in Kindergarten, first, and second grade. TEDDE teachers requested an extension of piloting devices to be determined in the 2016-17 school year. Each Wednesday, students have an early dismissal to designate time for teacher grade-level planning and site-level professional learning. When planning staff training, teachers and administrators look at student test scores and review the most pressing issues of the previous year to choose specific topics to focus on and refine instruction.



FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,739	\$42,063
Mid-Range Teacher Salary	\$78,639	\$64,823
Highest Teacher Salary	\$94,694	\$84,821
Average Principal Salary (ES)	\$114,060	\$101,849
Average Principal Salary (MS)	\$123,359	\$107,678
Average Principal Salary (HS)		\$115,589
Superintendent Salary	\$219,048	\$169,152
Percent of District Budget		
Teacher Salaries	39%	35%
Administrative Salaries	6%	6%

### Types of Services Funded

Types of services funded in 2015-16 were the overall educational program to the students of the Cabrillo Elementary School. The school also provided supplemental instructional programs to students who displayed need.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7,134	1,097	6,037	75,121
District	♦	♦	5,411	78,484
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			11.6	-4.3
Percent Difference: School Site/ State			6.3	11.5

\* Cells with ♦ do not require data.