

Juan Cabrillo Elementary School

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

Margaret Lynch, Principal
mlynch@wiseburn.k12.ca.us
www.juancabrillo.org

2013-14 School Accountability Report Card Published During the 2014-15 School Year

Wiseburn Unified School District

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

District Governing Board

Roger Banuelos

Israel Mora

Dennis Curtis

Nelson Martinez

JoAnne Kaneda

District Administration

Dr. Tom Johnstone
Superintendent

Dr. Chris Jones
Deputy Superintendent

David Wilson
Chief Business Official

Ana Montes
**Director Human Resources and
Maintenance & Operations**

Cathy Waller
Director of Psychological Services

School Description

Welcome to Juan Cabrillo Elementary School, a California Distinguished 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 kindergartens, six first grade classes, seven second grade classes, three special education preschool 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. 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 2012-2013 Cabrillo's Academic Performance Index (API) of 888 remained strong and above the state goal of 800.
- Cabrillo students' performance on the California Standards Tests in language arts and math exceeded the statewide average of all students in California.
- Cabrillo's API growth for all students and for subgroups has met the target goals for improvement. There is essentially no gap between the overall achievement scores of students and the focus subgroup of English Language Learners.
- 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. Cabrillo has been identified as providing services funded by Title I (a federal program that provides funds to work with educationally disadvantaged students) in the Wiseburn School District for over 20 years. Most of this funding is allocated to hire instructional aides who work with students during the Early Bird reading time. This practice has proved successful, because each year fewer students are performing below grade level, fewer are recommended for retention, and more students achieve scores in the Advanced and Proficient ranges on the standardized test given in the spring.
- The PTA and the Wiseburn Education Foundation (WEF) support a strong infusion of visual and performing arts with the core curriculum. In 2013-2014 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 Music Center trained professional. 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.

Focus for Improvement

- A district and school focus for 2013-2014 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. A teacher from each grade level represented Cabrillo in the district committee for language arts and in the district committee for math. The grade level reps for the district committee in language arts piloted writing projects aligned to the new Common Core Standards for English language arts. Grade level reps for the district committee in math guided their grade level team in identifying consistencies and differences between the current State Standards and the new Common Core Standards. Teachers looked at ways to address the Common Core standards with teaching strategies and current adoption materials.
- In 2013-2014, the Common Core Math Committee evaluated state approved materials and guided teachers in recommending McGraw Hill "My Math" for adoption at the K-5 level.
- In 2013-2014, 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
 - 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
- In 2013-2014, the district purchased "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. In addition, Lexia is a universal screening and progress monitoring tool for all students.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (310) 725-5400.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	166
Gr. 1	168
Gr. 2	151
Total	485

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.9
American Indian or Alaska Native	0.2
Asian	1.6
Filipino	1.0
Hispanic or Latino	57.7
Native Hawaiian/Pacific Islander	0.2
White	18.8
Two or More Races	10.3
Socioeconomically Disadvantaged	40.4
English Learners	22.1
Students with Disabilities	9.7

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	12-13	13-14	14-15
Fully Credentialed	25	26	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wiseburn Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	121
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Juan Cabrillo Elementary School	12-13	13-14	14-15
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

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

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

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 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]			
Interior: Interior Surfaces		[X]		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]			
Electrical: Electrical	[X]			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]			
Safety: Fire Safety, Hazardous Materials	[X]			
Structural: Structural Damage, Roofs	[X]			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]			
Overall Rating	Exemplary	Good	Fair	Poor
		[X]		
				Ceiling tiles show stains

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science				66	66	69	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	82	80	72	71	73	73	54	56	55
Math	88	78	77	51	51	52	49	50	50
HSS				68	69	70	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	10	9	9
Similar Schools	10	10	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level 2013-14 Percent of Students Meeting Fitness Standards

Grade Level	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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced		
	11-12	12-13	13-14
All Students in the LEA			
All Student at the School			
Male			
Female			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Students Receiving Migrant Education Services			

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	40	-22	-18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	58	-54	-1
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	67	-48	-20
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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

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 the Walk-a-thon, 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 Art Night, and also specific classroom events such as the final gardening 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 Parent/Student Handbook and monthly messages from the principal.

We inform parents 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. The daytime custodian was recognized as Wiseburn employee of the year for his dedication to excellence in job performance 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, lockdown, 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 revised if necessary. 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. 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. All visitors are required to check-in through the office and obtain a visitors pass. 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	11-12	12-13	13-14
Suspensions Rate	0.2	0.5	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.8	1.2	1.2
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		25.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	23.1	24	21	2	1	1	5	7	7	0		
Gr. 1	23.3	24	21	0		4	32	24	28	0		
Gr. 2	18.6	28	22	42		6	18	36	36	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	42,639	40,329
Mid-Range Teacher Salary	62,436	69,435
Highest Teacher Salary	84,579	79,279
Average Principal Salary (ES)	98,048	
Average Principal Salary (MS)	101,624	
Average Principal Salary (HS)		
Superintendent Salary	191,009	
Percent of District Budget		
Teacher Salaries	46%	
Administrative Salaries	5%	

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	2,547,187	242,205	2,304,982	63,690
District	♦	♦	10,936,390	64,433
State	♦	♦		69435
Percent Difference: School Site/District			-78.9	-1.2
Percent Difference: School Site/ State				-8.3

Types of Services Funded at Juan Cabrillo Elementary School

Types of services funded in 2013-14 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. In addition, Cabrillo Elementary provided supplemental instructional services per the District's Federal Title I entitlement.

Professional Development provided for Teachers at Juan Cabrillo Elementary School

During the 2013–2014 school year, our teachers attended 3 days of staff development that tied into our overall professional development plan for the implementation of Common Core State Standards. 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 hubs and the Common Core Transition Committees. We also continued our focus on student results as teacher created grade level assessments based on an analysis of student achievement on California Content Standards to supplement district assessments. Each Wednesday, students have an early dismissal for grade-level and site-level planning activities. 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.