



# 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

## 2014-15 School Accountability Report Card Published During the 2015-16 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  
Neil Goldman  
JoAnne Kaneda  
Nelson Martinez

#### 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**  
Vince Madsen  
**Director Facilities Planning**

### 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, six 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 2014-2015 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 2014-2015 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 2014-2015, 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 2014-2015, 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 2014-2015, 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. In addition, Lexia is a universal screening and progress monitoring tool for all students.

## 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 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 at (310) 725-5400 or the district office.

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.4
Asian	2.8
Filipino	1
Hispanic or Latino	59.8
Native Hawaiian or Pacific Islander	0.4
White	20.5
Two or More Races	7.8
Socioeconomically Disadvantaged	39.4
English Learners	22.7
Students with Disabilities	8
Foster Youth	0.2

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	191
Grade 1	145
Grade 2	167
Total Enrollment	503

## 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	13-14	14-15	15-16
With Full Credential	27	30	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wiseburn Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	128
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Juan Cabrillo Elementary School	13-14	14-15	15-16
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

2014-15 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	96.9	3.1
High-Poverty Schools	96.5	3.5
Low-Poverty Schools	100.0	0.0

\* 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 2015-16)**

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
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 / 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 2016				
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	Stained/broken ceiling tiles replaced in Summer of 2015
<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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State

\* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science				66	69		59	60	

\* Results are for 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.

Grade Level	2014-15 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (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.

### School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

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 students that did not receive a score; 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 students with scores.

### School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

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 students that did not receive a score; 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 students with scores.

## 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 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 three 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 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 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	2012-13	2013-14	2014-15
Suspensions Rate	0.55	0.00	0.98
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate			1.16
Expulsions Rate			0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 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	20.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	24	21	21	1	1	1	7	7	8			
1	24	24	24				24	28	24			
2	28	22	21		6	5	36	36	42			

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)	.62
Psychologist	.85
Social Worker	0
Nurse	.10
Speech/Language/Hearing Specialist	0
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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (ES)	N/A	N/A
Average Principal Salary (MS)	N/A	N/A
Average Principal Salary (HS)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of District Budget		
Teacher Salaries	N/A	N/A
Administrative Salaries	N/A	N/A

\* 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/).

### Types of Services Funded

Types of services funded in 2014-15 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.

### 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, the county, and the state. 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.

### Professional Development provided for Teachers

During the 2014-2015 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. 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 teachers 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 to designate time for teacher 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6,598	1,157	5,442	66,814
District	◆	◆	4,983	71,824
State	◆	◆	\$5,348	N/A
Percent Difference: School Site/District			9.2	-7.0
Percent Difference: School Site/ State			1.8	N/A

\* Cells with ◆ do not require data.