



Juan Cabrillo Elementary School

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**2019-20 School Accountability Report Card
Published During the 2020-21 School Year**



Wiseburn Unified School District

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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 Education Plans. The core curriculum at Cabrillo is built on developing critical skills in reading, writing, and mathematics, as well as building foundational knowledge in science and social studies, in accordance with California State Standards. Our math teaching uses the principles of cognitively guided instruction, and our Language Arts program is developing the use of a workshop model. Additionally, we provide students with extensive experience in music, physical education, health, and visual arts.

Juan Cabrillo Elementary School also offers students a variety of additional supports and services. Our English Language Learners are provided with a rich program of both integrated and designated instruction to meet their needs. We also offer a range of counseling supports at all tier levels provided by our counselors, speech pathologists, and school psychologist. Our focus on Positive Behavior Supports (PBS) teaches and reinforces positive behaviors at school, while our system of restorative consequences addresses misbehavior in a constructive, learning-focused way. Students receive "Cub Cards" to acknowledge positive behaviors, and Student Success Assemblies are held to publicly acknowledge these students. 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. Our goals this year include:

1. Cabrillo school will ensure equitable conditions of learning to all students through safe and secure campuses, access to highly qualified teachers and required materials, as well as programs and resources to ensure their social-emotional wellbeing.
2. Cabrillo School will ensure an instructional program that is focused on supporting individual student growth and achievement, as well as social-emotional development, by creating systems that meet the needs of all students.
3. Cabrillo school will ensure that students are equipped for future success by focusing on collaboration, critical thinking, problem solving, and creativity across all curricular areas, while also nurturing student growth as confident, resilient learners, and responsible citizens.
4. Cabrillo school will increase family and community involvement in school activities and decisions and ensure regular communication with families through multiple formats.
5. Cabrillo school will regularly evaluate and manage organization procedures and practices in order to maintain a strong fiscal position in support of advancing school site goals.

Our faculty engages in a consistent cycle of goal-setting and reflection to ensure our programs and instruction are always evolving to best meet the needs of our students. Our leadership team of teachers, called our Guiding Coalition, lead our grade level teams in collaborative planning and progressing monitoring. Our school uses data gathered from ST Math, STAR Reading, STAR Early Literacy, and STAR Math to help monitor student academic progress. We have a robust reading intervention program in place to identify and address the specific needs of students, as identified by our screening measures. Our goal at Cabrillo is to maintain a nurturing, academically rigorous environment that provides all students with opportunities and supports to develop their academic, social, and physical abilities in a manner that promotes a life-long love of learning.

Major School Achievements:

- * Named a 2019 Platinum Award Winner by the California PBIS Coalition
- * In 2019 Cabrillo initiated a two-year Writer's Workshop cohort, including one mentor teacher and six teaching fellows (through a grant from the Cotsen Foundation)
- * In 2018 Cabrillo received a Cotsen Foundation grant for \$8,000 to sustain Cognitively Guiding Instruction in math
- * In 2016 Cabrillo was named a Gold Ribbon School.
- * In 2015 Cabrillo initiated a two-year Cognitively Guided Instruction cohort, including one mentor teacher and five teaching fellows (through a grant from the Cotsen Foundation)
- * A continued commitment to the arts, including Hands-on Art for every classroom, family art nights (in collaboration with the organization P.S. Arts), multicultural dance instruction (provided by support of our PTA), and music for every student (with support of the Wiseburn Education Foundation)
- * 2011-2012 and 2007 California Distinguished School designation
- * 2011-2012 Title 1 Academic Achievement School

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 and access to

prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	169
Grade 1	148
Grade 2	143
Total Enrollment	460

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.1
Asian	3.9
Filipino	1.3
Hispanic or Latino	54.8
Native Hawaiian or Pacific Islander	0.9
White	21.7
Two or More Races	10.9
Socioeconomically Disadvantaged	34.8
English Learners	18.3
Students with Disabilities	11.1
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Juan Cabrillo	18-19	19-20	20-21
With Full Credential	28	29	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Wiseburn Unified	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Juan Cabrillo Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

All textbooks used in the core curriculum at Cabrillo Elementary School are aligned to the California Standards and Frameworks.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill "Wonders" 2017 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%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. An electronic work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two full time evening custodians are assigned to Juan Cabrillo. The day custodian is responsible for:

- Campus trash cleanup
- Office cleaning
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Gym and community center area cleanup
- Campus trash cleanup
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: December 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Exterior lights

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Possible leaks
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Soft surface
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA		N/A		N/A		N/A
Math		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

Parents have a wide array of opportunities to get involved at Juan Cabrillo Elementary! 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 the Cabrillo Jogathon, and are invited to Student Success Assemblies and student performances. Our Watch D.O.G.S. (Dads of Great Students) program gives fathers and father-figures the chance to volunteer at school, assisting in their child's class and providing extra campus support. 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 multicultural events and student performances. Parents are also involved as advisers and decision-makers in the school governing process as part of the School Site Council and the English Language Advisory Committee. For parents interested in supporting the arts and sciences throughout the entire school district, there are many opportunities to participate in events with the Wiseburn Education Foundation.

To share information about our school, we hold incoming parent orientations in June and September of each year and communicate weekly by email through the principal's newsletter. Parents are informed about their children's progress with progress reports mid-way through each semester and a report card at the end of each semester. Parent-teacher conferences are held in the fall and in the spring. Separate orientations for incoming kindergartners, prospective school families, and the families of English Language Learners are also held each year.

Contact information for parent involvement:
PTA - <http://cabrillopta.org/>
Wiseburn Education Foundation - <https://wiseburnedfoundation.org/>
For more information on School Site Council, Watch D.O.G.S., or the English Learner Advisory Committee, please call (310) 725-5400

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

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. Classroom space, library, office, and restroom 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. Each October we conduct a full disaster-preparedness drill, practicing all teams and procedures for student evacuation, search/rescue, first aide, and student release that might occur should an actual emergency take place. Following this drill, the staff reflects on what went well and what improvements are needed. This feedback is given to the School Safety Subcommittee (a representative teacher from each grade level, school administrator, parent representative, and a classified employee) who meet to monitor and adjust our plan and procedures. The most recent meeting was 12/10/2020. The Comprehensive Safety Plan is then updated each fall and reviewed each year in February by the School Site Council (most recently 2/14/2020). This year a section is being added to detail district and school pandemic response plans. Parents, students and staff are advised of any significant changes in the plan once it is approved. The Comprehensive Safety Plan includes sections on safety assessment data, child abuse reporting procedures, disaster procedures, school rules and regulations, suicide prevention, safe ingress and egress, nondiscrimination policies, and uniform complaint procedures.

We have a closed campus, and all visitors must check into the office before entering campus, having their IDs scanned through our Raptor visitor management system. This system screens for sex offenders, alerts staff of custody violations, and provides schoolwide data and reporting on our visitors. Volunteers must take a TB test and attend a training session before they are allowed to work in a classroom on a regular basis. Each year staff members complete online training courses on pest management, sexual harassment, mandated child abuse reporting, bloodborn pathogen protocols, and school intruder safety measures (through the ALICE Training Institute). This year staff also took courses in COVIC 19 safety and awareness. In Wiseburn we are privileged to have wonderful law enforcement and firefighter 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.9	1.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	1

*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 Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	21	2	6		20	2	6		17	2	6	
1	23	1	5		23	1	5		21	0	6	
2	22	1	5		21	2	4		20	0	6	
Other**	10	1			14	1			11	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Each year teachers are provided with 3 full days of professional development as part of their contractual school year, along with multiple opportunities for supplemental professional development. Each Wednesday teachers have planning time for one hour, followed by one hour of professional learning. One Wednesday per month, teachers have the option of staying for one extra paid hour to extend their grade-level team collaboration time. The topics and focus areas for professional development are determined based on analysis of student academic data (STAR Reading, STAR Math, ST Math, 3rd grade CAASPP scores from our partner school), analysis of school survey results, and in consideration of school district learning goals and initiatives. Professional Development focus areas and highlights over the past three years are as follows:

2017-2018: Using the support of a full-time Teacher on Special Assignment in math, the professional development goals revolved around bringing Cognitively Guided Instruction practices into all classrooms. Teachers created common grade-level assessments based on analysis of the California State Standards for Mathematics. Time during Wednesday meetings was also devoted to professional learning of the newly-adopted English Language Arts Curriculum.

2018-2019: The focus this year was on continuing to develop and sustain Cognitively Guided Instruction in math. Teachers attended three lab days to observe math instruction and extend their learning with an expert. They also attended monthly meetings to sustain their CGI practices using the Plan, Execute, Debrief, Reflect (PEDR) cycle. In addition, teachers received training on guided reading groups and the Next Generation Science Standards.

2019-2020: The focuses this year are on sustaining Cognitively Guided Instruction in math and creating a Professional Learning Community (PLC) within our school. To promote teacher leadership in alignment with the PLC process, seven teachers volunteered to participate on our school Guiding Coalition. These teachers have received three days of professional development, along with the school principal, on the elements of a PLC and team facilitation strategies.

These sessions all involved in-district training with hired experts. The Guiding Coalition meets twice per month with the principal to co-plan upcoming professional learning meetings for each grade level. This provides an opportunity for articulation across grade levels. These Guiding Coalition teachers then facilitate their grade level team meetings each Wednesday, guiding their teams through common planning, assessment creation, data analysis, and reflection. The Guiding Coalition teachers also participated in professional development through the Cotsen Foundation for the Art of Teaching on sustaining our CGI math practices. This ties together the two professional development goals of sustaining math practices and creating a PLC culture within our school. Teachers also attended two days of math lab days in grade-level teams, as part of the math sustainability goal. Teacher teams meet with grade-alike teachers from our other district school to work with a CGI expert and observe her model math instruction in actual classrooms. Other professional development topics have included NGSS implementation, social-emotional learning, and the basics of Writers Workshop. Through a grant from the Cotsen foundation, seven of our teachers are involved in intense, ongoing coaching and professional development to implement Writers Workshop in their classrooms.

2020-2021: The focus this year is on supporting teachers to effectively teach in a distance learning setting. An extra 5 days of optional professional development were provided before the school year began, and the large majority of teachers chose to participate. The focus was on learning to effectively use the learning management system adopted in our school district (Schools PLP) and also strategies for distance teaching (PD provided by Arizona State University). After learning the logistical components of the programs being used, the shift was made to focus on collaborative planning and planning for student engagement.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,387	\$47,145
Mid-Range Teacher Salary	\$86,295	\$74,952
Highest Teacher Salary	\$103,913	\$96,092
Average Principal Salary (ES)	\$119,270	\$116,716
Average Principal Salary (MS)	\$115,615	\$120,813
Average Principal Salary (HS)		\$131,905
Superintendent Salary	\$235,698	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39.0	31.0
Administrative Salaries	5.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,036	\$942	\$8,094	\$87,210
District	N/A	N/A	\$6,487	\$86,889
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	22.0	0.4
School Site/ State	4.3	14.1

Note: Cells with N/A values do not require data.

Types of Services Funded

Types of services funded in 2019-2020 were the overall educational program to the students of the Cabrillo Elementary School. Cabrillo had 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 Education Plans. The core curriculum at Cabrillo was built on developing critical skills in reading, writing, and mathematics, as well as building foundational knowledge in science and social studies, in accordance with California State Standards. Additionally, we provided students with extensive experience in music, physical education, health, and visual arts.

The school also provided supplemental instructional programs to students who displayed need. Our English Language Learners were provided with a rich program of both integrated and designated instruction to meet their needs, facilitated by two credentialed teachers and one instructional aide. We also offered a range of counseling and Tier 2 supports provided by our counselor, speech pathologists, and school psychologist. Two reading intervention instructors were funded to provide intensive reading support to students with demonstrated need.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.