Juan Cabrillo Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.
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.

2021-22 School Contact Information

School Name	Juan Cabrillo Elementary School
Street	5309 W 135th St.
City, State, Zip	Hawthorne
Phone Number	3107255400
Principal	Lisa Wilberg
Email Address	lwilberg@wiseburn.org
School Website	www.cabrillo.wiseburn.org
County-District-School (CDS) Code	19 65169 6023824

2021-22 District Contact Information

District Name	Wiseburn Unified School District
Phone Number	(310) 725-2101
Superintendent	Dr. Blake Silvers
Email Address	bsilvers@wiseburn.org
District Website Address	www.wiseburn.org

2021-22 School Overview

Welcome to Juan Cabrillo Elementary School, a proud part of Wiseburn Unified School District, where we engage, empower, and elevate all students. 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 transitional kindergarten (TK) classes, six 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. All classes at Cabrillo also support our students' social-emotional learning through a program called Second Step and through resources from our district counseling team. 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

2021-22 School Overview

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 progress 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	176
Grade 1	146
Grade 2	147
Total Enrollment	469

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8
Male	55.2
Asian	5.1
Black or African American	5.5
Filipino	1.5
Hispanic or Latino	52.2
Native Hawaiian or Pacific Islander	0.9
Two or More Races	10.4
White	23.7
English Learners	12.4
Homeless	0.2
Socioeconomically Disadvantaged	27.1
Students with Disabilities	13.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill "Wonders" 2017	Yes	0%
Mathematics	McGraw-Hill "My Math" 2014	Yes	0%
Science	Pearson Scott Foresman / 2008	Yes	0%
History-Social Science	Houghton Mifflin / 2007	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical			X	Exterior lights in need of replacement throughout campus
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 Facility Rate

Exemplary	Good	Fair	Poor
	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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

B. Pupil Outcomes	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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents have a wide array of opportunities to get involved at Juan Cabrillo Elementary. Due to COVID-19 safety protocols, opportunities for on-campus visitors have been limited; however, we look forward to welcoming our volunteers and parents back on to campus as soon as we are safely able. When allowable given public health and safety recommendations, parents can volunteer regularly in the classrooms or for PTA-sponsored activities, such as field days or Hands-on Art projects. The PTA website lists ongoing opportunities for parent involvement and volunteer needs. Typically, parents are able to chaperone field trips, assist in special events such as the Cabrillo Games field day, 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 writing celebrations 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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	486	479	9	1.9
Female	219	215	5	2.3
Male	267	264	4	1.5
American Indian or Alaska Native	0	0	0	0.0
Asian	26	24	0	0.0
Black or African American	26	26	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	253	250	9	3.6
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	50	50	0	0.0
White	117	115	0	0.0
English Learners	88	87	2	2.3
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	139	136	8	5.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	73	4	5.5

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	1.30	0.04	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.77	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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. 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 regular 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. The School Safety Subcommittee (a representative teacher, school administrator, and classified employee) meet in advance of the drill to review procedures and update roles and responsibilities, as needed. The most recent meeting was held on 9/30/2021, and the drill was held on 10/21/2021. Following this drill, the staff reflects on what went well and what improvements are needed. The Comprehensive Safety Plan is then updated each fall and reviewed each year in February by the School Site Council (most recently 2/10/2021). Last year a section was 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. Due to COVID-19 safety precautions, non-essential campus visitors have not been allowed this year, although we hope to safely welcome them back once we can do so safely. Once allowed, volunteers must provided TB verification 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, blood-born pathogen protocols, and school intruder safety measures (through the ALICE Training Institute). This year staff also took courses in COVID 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	6	
1	23	3	15	
2	21	5	36	
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	6	
1	21	3	18	
2	20	12	30	
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	5	
1	21	3	18	
2	21	3	18	
3				
4				
5				
6				
Other	24		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	3.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,927	$904	$8,023	$89,424
District	N/A	N/A	$6,971	$88,878
Percent Difference - School Site and District	N/A	N/A	14.0	0.6
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	-5.1	14.9

2020-21 Types of Services Funded

The services funded in 2020-2021 are all in support of the overall educational program for the student of Cabrillo Elementary school. Cabrillo had two transitional kindergarten classes, six 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, social-emotional learning, and visual arts.

The school also provides supplemental instructional programs to students who displayed need. Our English Language Learners are provided with a rich program of both integrated and designated instruction to meet their needs, facilitated by two credentialed teachers. We also offer a range of counseling supports at all tier levels provided by our district counseling team and school psychologist Two reading intervention instructors are funded to provided intensive reading support to students with demonstrated need. Our school assistant principal organizes our positive behavior support program and facilitates the Student Study Team process, linking together all school systems in a multi-tiered system of supports.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,910	$48,119
Mid-Range Teacher Salary	$87,158	$74,665
Highest Teacher Salary	$104,953	$98,160
Average Principal Salary (Elementary)	$123,417	$118,542
Average Principal Salary (Middle)	$120,808	$125,068
Average Principal Salary (High)	$0	$133,516
Superintendent Salary	$246,959	$194,199
Percent of Budget for Teacher Salaries	38%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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. Teachers also have 50 minutes per week of Teacher Collaboration Time during the school day, when grade levels teams meet to focus on instructional planning. 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:

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 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.

2021-2022: The primary focus this year is on bringing Writers Workshop instructional strategies into all classrooms. There were two full days of training before the school year began, which provided an introduction to Writers Workshop, as well as resources to support the first unit on narrative writing. Our second professional development day in November focused on informational writing, and the third day in March will focus on argumentative writing. In between these full days, teachers are also supported by a district teacher on special assignment who focuses specifically on writing. Secondary focuses for professional development include social-emotional learning and continuing to build math skills using cognitively guided instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Wiseburn Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Wiseburn Unified School District
Phone Number	(310) 725-2101
Superintendent	Dr. Blake Silvers
Email Address	bsilvers@wiseburn.org
District Website Address	www.wiseburn.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1706	NT	NT	NT	NT
Female	841	NT	NT	NT	NT
Male	865	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	65	NT	NT	NT	NT
Black or African American	257	NT	NT	NT	NT
Filipino	22	NT	NT	NT	NT
Hispanic or Latino	977	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	152	NT	NT	NT	NT
White	221	NT	NT	NT	NT
English Learners	144	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	623	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	190	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
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Filipino	22	NT	NT	NT	NT
Hispanic or Latino	977	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	152	NT	NT	NT	NT
White	221	NT	NT		NT
English Learners	144	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	623	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	190	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.