

School Accountability Report Card

Juan Rodriguez Cabrillo Elementary School

Patricia C. Dibos, Principal

3120 Talbot Street, San Diego, CA 92106

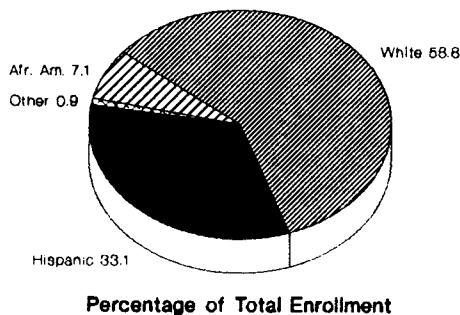
(619) 223-7154

School Profile

Cabrillo Elementary School is located in the Point Loma section of San Diego. The neighborhood had experienced a declining population of school-age children, but an increase has occurred over the past two years. The total enrollment in October 1990 was 315.

Of those students enrolled in Cabrillo at the start of the 1987-88 school year, (the most recent year for which data are available) 83.5 percent were enrolled in the school to the end of the school year, providing a stable environment for students. Approximately 50 percent of the students at Cabrillo participate in the free or reduced-price lunch programs. About 33 percent of the students speak a language other than English. Through the Voluntary Ethnic Enrollment Program (VEEP), 92 students chose to attend Cabrillo, thereby enriching the school's cultural diversity. Cabrillo Elementary emphasizes computers and bilingual instruction for those students who are non-English speakers.

Student Racial/Ethnic Composition
1990-91



Mission and Goals

It is the mission of the San Diego City School District to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a multicultural society through excellence in teaching and learning.

All district schools have set several goals in each of four major areas to accomplish this mission:

- Improving student learning
- Improving teaching
- Enhancing integration and diversity
- Enhancing shared decision-making and community involvement

Report Card Meeting, Information

Date: March 21, 1991
Time: 7:00 p.m.
Place: Cabrillo Elementary Auditorium

Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Cabrillo Elementary's policies, programs, and progress. A meeting will be held March 21 at 7:00 p.m. to discuss the report card and answer questions.

Additional information about all areas covered in this report card is available at Cabrillo Elementary School. We encourage parents to come to Cabrillo Elementary to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

The Cabrillo School staff strives to promote academic excellence. We believe that all students have a right to learn and all teachers have a right to teach; therefore, we have established standards to assure a positive classroom and school environment conducive to learning. We believe that education is a team effort between the child, parents, and teacher, with the necessary resource personnel and instructional materials to meet the needs of each child.

Our goals for this year are to:

- Raise the achievement test scores of the students who are below the 50th percentile level;
- Strengthen the abilities of the Wicat Computer Lab to enrich and reinforce student needs in the newly-adopted district reading language arts program;
- Continue to encourage parent/community involvement and strengthen our Partnership Program with the Navy Fleet ASW and the Bank of Southern California;
- Improve the physical condition of our school site; and
- Continue to recognize student accomplishments both in academic gains and citizenship at monthly award ceremonies.

Cabrillo staff, parents, and administrators want parents to understand both Cabrillo's strengths and weaknesses and our success in improving Cabrillo through meeting its goals. To do this, we have organized our report card around the four district goal areas listed above and have placed each of the 13 required elements of the report card into one of the four goal areas.

Student Learning

Student Achievement

How are students doing?

Cabrillo Elementary continues to strive toward academic excellence. We teach to build foundations for future learning and academic growth. Test scores are only one reflection of student progress toward becoming a literate and thinking person. Staff continues to enhance the curriculum to make learning more meaningful. As a result, we hope to see continued improvement in all academic areas. Parents are encouraged to talk with teachers to gain a clear understanding of their child's academic progress.

Students in San Diego City Schools take two different sets of standardized tests:

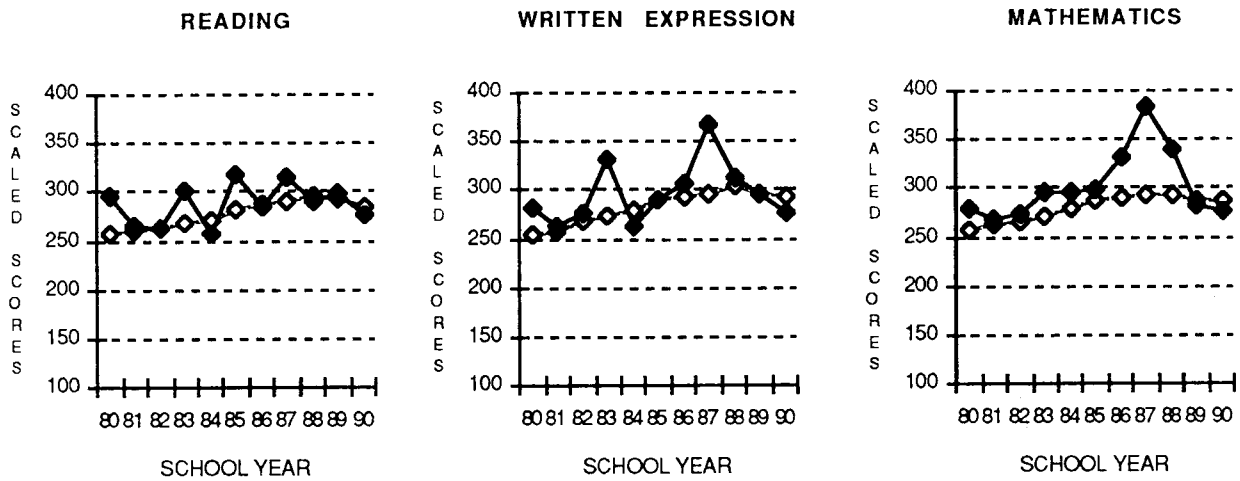
- the California Assessment Program (CAP) tests for students in grades 3, 6, 8, and 12 in reading, language, mathematics and other selected areas.

- the Comprehensive Tests of Basic Skills (CTBS) for students in grades 5, 7, 9, and 11.

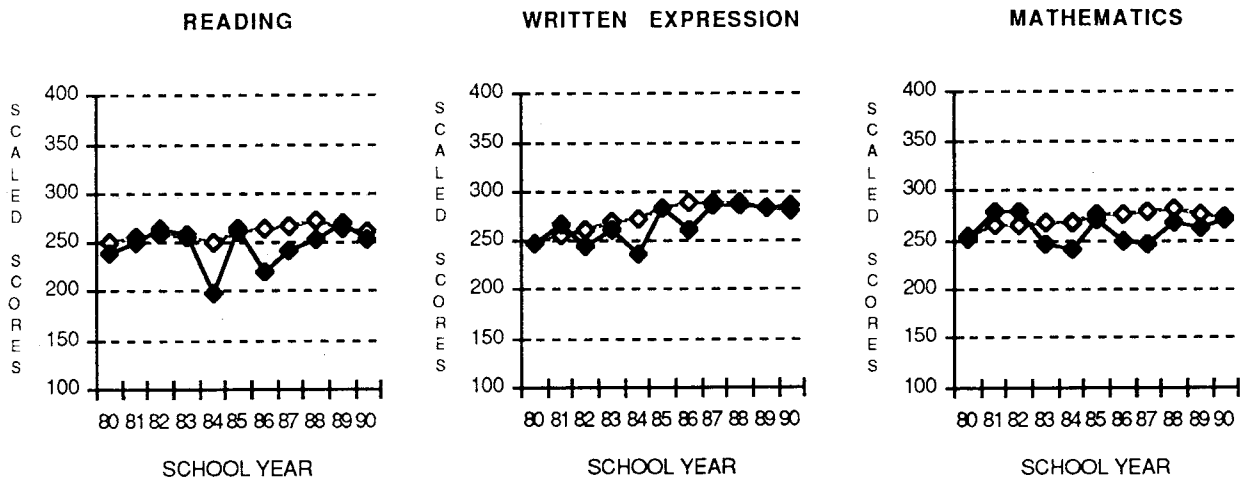
Cabrillo results on the CAP tests were mixed. Third graders scored above the district average in reading, the same in written language, and slightly below the district in mathematics. Sixth graders scored above the district in reading, the same in written language, and below the district average in mathematics.

Cabrillo Elementary will focus on those students who have scored below the 50th percentile level for the past three

CALIFORNIA ASSESSMENT PROGRAM
 DISPLAY OF SCHOOL AND DISTRICT SCALED SCORES
 1979-80 THROUGH 1989-90
 GRADE 3



GRADE 6



CODE: = SCHOOL = DISTRICT

years on the CTBS. We want to cut the gap between those students and the school average by half this coming year.

If you haven't seen your child's test scores, ask your child's teacher.

Attendance/Dropouts

Do more students attend and stay in school?

An important goal of Cabrillo is to keep students in school. Our 1988-89 attendance rate averaged 93 percent.

| Attendance Rates | |
|-------------------------|----------------------------|
| Year | % Actual Attendance |
| 1985-86 | 93.3 |
| 1986-87 | 93.1 |
| 1987-88 | 93.1 |
| 1988-89 | 93.1 |
| 1989-90 | 92.7 |

This is our plan to reduce unexcused absences: we will call you to verify all absences; we will send forms home for your signature if we cannot reach you by telephone; we may schedule home visits; we will hold special awards assemblies for perfect attendance; and we will counsel students and parents if necessary.

Teaching Quality

Teaching Assignments

Do we have qualified teachers?

We have 12 classroom teachers this year. Eight have been at Cabrillo three years or longer. The average teaching experience of our teaching staff is 17 years. Every teacher at Cabrillo is properly credentialed to teach at the appropriate grade level.

Teacher and Administrator Evaluation

How are teachers and administrators evaluated?

The principal at Cabrillo formally evaluates tenured teachers every two years. She observes temporary or probationary teachers frequently and evaluates them yearly. If a teacher's performance is less than effective, the principal identifies specific areas which need improvement. Teacher and principal develop a program for improvement.

Principals are also evaluated every two years in a similar manner by a central office supervisor.

If you are concerned about a teacher, principal, or other staff member, there is a procedure that you can follow. You can find it in the *Handbook for Parents* sent home with every student at the beginning of the school year. You may call the principal or the School Operations Division, as appropriate, to discuss this subject at any time.

Substitutes

Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

A fall 1990 sampling of data found that students' tardiness and part-day truancy did not cause any of the attendance claimed at Cabrillo for purposes of state funding for education to be less than the state-mandated minimum instructional day. In the future part day absence may result in a loss of state school funding.

Discipline and Climate for Learning

Is this school a good place to learn?

Students at Cabrillo are expected to follow the rules and are responsible for their behavior. This concept is continuously taught to our students throughout the year.

The discipline program is firmly, fairly, and consistently enforced and is sent home to all parents to review, sign and return to school. Parents indicate that they are familiar with school rules governing behavior in the classroom, on the playground and on the bus. Cabrillo school staff encourages a positive climate throughout the school and use numerous approaches to meet the needs of students.

Students are recognized for their good citizenship at monthly award ceremonies, in individual classroom presentations, in our school newspaper publication, and by positive phone calls to the parent by the principal.

By state law, a credentialed teacher may substitute at any grade level and in any subject. Every effort is made to place substitute teachers in their area of expertise.

This year we would like to create our own pool of good substitute teachers because we believe it would be more effective to have substitutes who are familiar with our site and the specific needs of our students.

Quality of Instruction and Leadership

How good is it?

Cabrillo Elementary offers a balanced curriculum to a diverse student population. The district curriculum we use is aligned with state-adopted frameworks and guidelines. We are currently implementing the new language arts reading and writing program.

Children with learning disabilities are assessed and provided an appropriate educational program. Limited English-speaking students receive instruction in Spanish to meet their academic needs. Additional student academic assistance is provided by the basic skills teacher. Cabrillo's Gifted And Talented Education (GATE) classes begin at grade 3 and offer students a more rigorous, challenging program.

The Cabrillo staff completed a self study in preparation for the Program Quality Integration Review Team in the early part of 1991. The two areas reviewed in depth are language arts and mathematics. In both areas, it was noted that the addition of Spanish speaking support staff is needed to provide equal access to all Cabrillo students.

Training and Curriculum Improvement

What are we doing to improve staff?

We believe in ongoing professional development of our staff. The principal supports opportunities for teachers to attend conferences, workshops, and mentor/teacher demonstrations. The school budget provides for the cost of substitutes and conference fees. Classroom aides are given on-site training during monthly meetings designed to address the needs of assisting the instructional program. We are carefully monitoring training to make sure our staff gets the best training possible.

Our curriculum follows the state-adopted framework and state guidelines.

Cabrillo is teaching the new district-adopted language arts curriculum. The program exposes all students to quality literature. It stresses the interaction of listening, speaking, reading, and writing, rather than teaching these as separate skills. Most of our teaching staff attended workshops held during the summer to prepare for the new curriculum.

Counseling and Support Services

What kind of support does Cabrillo offer students?

Cabrillo has:

- A counselor two days per week and a full-time guidance aide;
- A school nurse one and a half days per week;
- A basic skills teacher for 20 hours a week, providing reading and math basics to students with low test scores;
- A part-time resource specialist who serves 20 students in the resource program and supplemental assistance program. She is assisted by an aide;
- An adaptive PE teacher once a week, and a PE teacher serving all of our classrooms, grades 1-6, two days per week; and
- A psychologist and a speech/hearing specialist on a part-time basis.

Textbooks and Other Instructional Materials

How current are our materials?

The district decides which textbooks will be used and provides them to schools on an equitable basis.

The district adopts new school textbooks every seven years. These are chosen by districtwide textbook committees of teachers, administrators, and parents. This year new English language arts (reading, language, writing) textbooks are being implemented.

Our instructional programs use a variety of materials in addition to textbooks, including workbooks, encyclopedias, dictionaries, maps, charts, computers, calculators, audiovisual equipment, and resource materials. Every student is provided with textbooks and sufficient support materials such as workbooks. As funds allow, we replace worn out and obsolete materials like dictionaries and maps.

All students have access to the school library through regularly scheduled weekly classroom visits, and on their own time at recess. The library is well stocked with approximately 5,000 fiction and non-fiction books. The collection is kept up to date through the effort of the library aide, and through funds provided by our School Improvement Program and the Parent-Teacher Association.

The district Instructional Media Center houses an 800,000-volume elementary book collection. There is also a film library with approximately 30,000 audio visual materials, including filmstrips which teachers may use in classrooms.

Cabrillo students utilize the on-site WICAT computer lab to directly supplement the regular instructional programs in reading, math, and language. Students spend a minimum of an hour a week in the computer lab, usually going every other day. In addition to the lab, all of the classrooms have a computer, though with limited software. Students use these computers to reinforce and enhance academic skills.

Class Size

Are classes too large?

Our classrooms had the following enrollments on October 26, 1990:

| Grade Level | | | | | | | | | |
|-------------|-----|----|-----|----|----|-----|----|-----|-----|
| K | K-1 | 1 | 1-2 | 2 | 3 | 3-4 | 4 | 4-5 | 5-6 |
| 27 | 27 | 28 | 26 | 29 | 28 | 31 | 26 | 29 | 29 |
| | | | | | | | | | 28 |

We believe that we could do a better job in meeting the needs of students if our classroom enrollments were lower. We do, however, augment our credentialed instructional staff and enrich our adult-to-student interaction with teacher assistants and instructional aides.

School Facilities and Safety

How clean, safe and orderly is our school?

Cabrillo Elementary School traces its beginnings to Roseville Elementary School in 1906. The current school site is approximately 70 years old. The main facility is a single-story plant consisting of nine permanent classrooms and three portable classrooms.

The school is neat in appearance, with infrequent incidents of graffiti and vandalism. However, it does need modernization, painting and additional maintenance. Students in general have a positive attitude toward their school and play a major role in its upkeep. Our school partnership with the Navy has assisted in painting exterior portions of our site with the paint donated by a Frazee Paint Store.

To promote student safety, we ensure that procedures for student emergencies are reviewed with the staff, parents, and students. Adult supervision is provided prior to school and during recess and noon playtime.

Due to limited custodial time, students participate in helping to keep their school clean.

Integration and Diversity

Race and Human Relations

Do students get along with each other?

A most important factor in our students becoming contributing members of a multicultural society is their ability to understand and appreciate the diversity of backgrounds of others. Cabrillo Elementary is proud of its strong program in race/human relations.

To help our students in this area, we are first teaching them to understand and appreciate the cultures of the many ethnic groups in our community. Many teachers devote entire units to the cultures of the Native Americans, Asian Americans, and Mexican Americans.

We have on site staff who speak Spanish for student, staff, and parent contact. Interpreters are provided at parent meetings whenever possible to encourage all parents to attend. Flyers and important information sent home with students are also translated into Spanish whenever possible. Limited resources make it hard for us to translate all materials.

Parents, staff, and principal continue to work as partners to help children grow and develop and to give them the best start possible. With so many people working together, communicating, and exchanging ideas and plans for the child's benefit, we cannot help but be successful at Cabrillo.

Shared Decision-Making

Community Involvement

Does Cabrillo welcome parent and community involvement?

Many parents are committed to the school, as evidenced by a PTA with a total membership of over 250 individuals. The PTA provides volunteer helpers for the sites, raises funds for the school, provides field trips and books for the library, and helps in many other ways to enrich the lives of our children. Their support and interest help give the children a sense of being a part of a total community.

A monthly newsletter, the product of a cooperative effort by the PTA, school staff, Navy Partnership, and the principal, keeps parents informed of activities at school.

Our partnership with the Navy Fleet ASW provides a tutoring service, student career assemblies, and field trips. Our new partnership with the Bank of Southern California offers a range of positive growth and self esteem activities.

Here's how you can get involved:

- Join the PTA and attend its meetings.
- Become a member of one of our school committees which make important decisions about Cabrillo Elementary. Call Mrs. Dibos at 223-7154.
- Volunteer to help out in a school program. Call 223-7154 and ask for Mrs. Rosa.

Finances

Expenditures and Services Offered

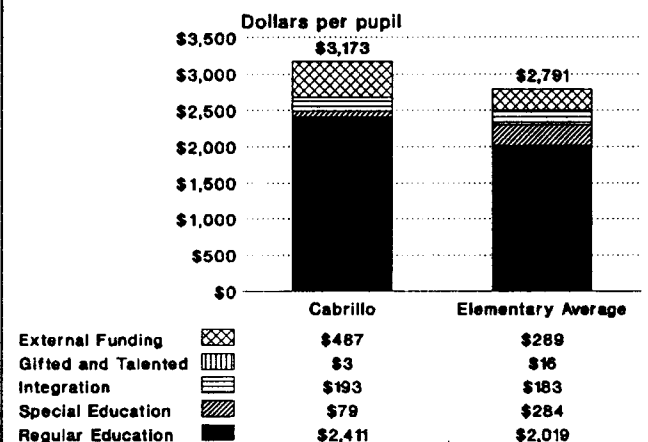
Where does it all go?

The adjoining budget chart shows the major areas of district funding for Cabrillo Elementary and other district schools. It includes all budgeted monies from the general fund except those for transportation, maintenance and operations, and district administration.

With few exceptions, little latitude is offered to Cabrillo Elementary to determine use of funds. The general fund provides each school an instructional budget based on its enrollment and programs and on district formulas. These formulas result from various factors: Board of Education policy; state law; program funding requirements; and agreements with employee bargaining units.

Recent legislation has required school districts to report salary comparisons. The salary table on the following page compares salaries in San Diego City Schools with average salaries paid for comparable positions in California unified school districts of 1,500 or more students. The data are for the 1988-89 school year.

School Budget, 1989-90



External Funding — monies from agencies, usually federal or state, earmarked for specific services

Gifted and Talented — specialized learning assistance for students with great ability, achievement, or potential

Integration — the district's voluntary integration effort to counter the racial/ethnic isolation of pupils

Special Education — programs offering students with special needs appropriate, individualized education

Regular Education — services, materials, and support to the general education program

**Salary and Budget Data
for Teachers and Administrators,
1988-89**

| Position | Other Large Districts (1,500+ ADA) | San Diego (113,474 ADA) |
|--|---|--------------------------------|
| Beginning Teacher's Salary | \$22,188 | \$22,893 |
| Midrange Teacher's Salary | \$34,851 | \$35,231 |
| Highest Teacher's Salary | \$42,053 | \$43,752 |
| School Principals' Salary [†] | \$50,683 | \$58,332 |
| Superintendents' Salary [‡] | \$70,086 | \$92,832 |
| Administrative Salaries as Percentage of Budget [‡] | 5.67% | 4.97% |
| Teacher Salaries as Percentage of Budget [*] | 43.50% | 44.05% |

[†] All school site managers—principals, vice principals, etc.

[‡] Superintendents, deputy, associate, and assistant superintendents.

^{*} Percentage of general fund expenditures. Does not include benefits.

Report Card Committee

The following parents and staff contributed in developing this report card:

Margarita Carrillo, parent
 Patricia C. Dibos, Principal
 Antoinette Hille, teacher
 Leigh Hughes, parent and PTA President
 Darlene Jensen-Strong, teacher/SSC Chair
 Johnene McMillan, parent
 Jo Owens, teacher
 Rosanna Rosa, parent
 Nancy Whitcomb, teacher
 Bernadette Verlasky, teacher