

SCHOOL ACCOUNTABILITY REPORT CARD

# JUAN RODRIGUEZ CABRILLO ELEMENTARY SCHOOL

Edwin A. Hill  
Principal

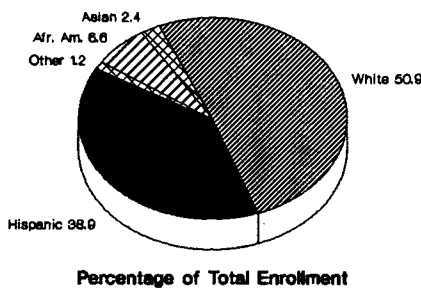
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MARCH 1996  
San Diego City Schools

## 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 three years. The total enrollment in September 1995 was 335.

Student Racial/Ethnic Composition  
1995-96



Of those students enrolled in Cabrillo at the start of the 1994-95 school year, 89.7 percent were enrolled in the school to the end of the school year, providing a stable environment for students. About 47 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), 93 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 LEARNING

### STUDENT ACHIEVEMENT

#### How are students doing?

Cabrillo Elementary continues to strive toward academic excellence. We teach to build foundations for future

## MISSION AND GOALS

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

*It is the mission of [our 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

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 ensure a positive classroom and school environment conducive to learning. We believe that education is a team effort between the child, parents, and teacher.

Our goals for this year are to:

- Raise the achievement test scores of the students who are below the 50th percentile level
- Continue to implement a new site computer and technology plan designed to increase staff productivity and improve student achievement.

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.

## REPORT CARD MEETING, INFORMATION

Date: March 18, 1996

Time: 6:00 p.m.

Place: Cabrillo Auditorium

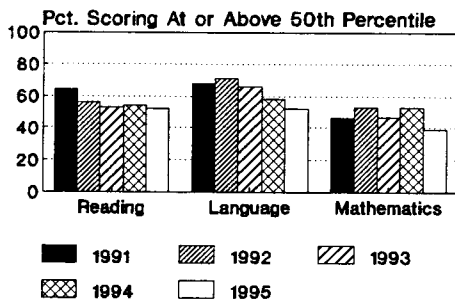
Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Cabrillo Elementary's policies, programs, and progress. At a meeting on March 18 at 6 p.m. parents can discuss the report card and ask questions.

More information about all areas covered in this report card is available at Cabrillo Elementary School. We invite 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.

- 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
- Continue to recognize student accomplishments both in academic gains and citizenship at monthly award ceremonies

San Diego City Schools students in grades 5 and 7 take the Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills. Students in many schools may also take the ASAT at other grade levels.

## Grade 5 ASAT Results



Cabrillo Elementary will focus on those students who have scored below the 50th percentile level for the past three years on standardized tests. We want to cut the gap between those students and the school average by half this coming year.

### SCHOOL-TO-CAREER TRANSITION

*How are students prepared for the world of work?*

Career awareness is a regular part of each teacher's instructional program. This includes the study of various types of careers and the use of parents and other guest speakers who tell students about their jobs and careers.

Cabrillo's partners from the Bank of Southern California and Fleet ASW, a

## TEACHING QUALITY

### TEACHING ASSIGNMENTS

*Do we have qualified teachers?*

We have 13 classroom teachers, eight of whom have been at Cabrillo three years or longer. The average teaching experience of our teaching staff is 15 years. Every teacher at Cabrillo is properly credentialed to teach at the appropriate grade level.

### TEACHER/ADMINISTRATOR EVALUATION

*How are teachers and administrators evaluated?*

The principal formally evaluates tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvement with the teacher. The principal is also evaluated every two years by a central office supervisor.

If you are concerned about a teacher, administrator, or other staff member,

local Navy Command, are frequently on site and often share their job experiences with students. Also, this year we have formed an informal partnership with the local Optimists Club. These business persons are working with some of our students on an after-school basis. Helping our students prepare for their future in the world of work is one of the goals of this program.

### ATTENDANCE/DROPOUTS

*Do students attend and stay in school?*

An important goal of Cabrillo is to keep students in school. Our 1994-95 attendance rate was 93.71 percent.

Year	% Absences Unexcused	% Actual Attendance
1990-91	17.0	92.9
1991-92	9.8	93.1
1992-93	4.1	93.3
1993-94	3.6	94.2
1994-95	3.8	93.7*

\* Does not include staff development days.

This is our plan to reduce unexcused absences: we will call you to verify all

there are steps that you can take. You can find them in *Facts for Parents* sent home with every student at the start of the school year. You may call the principal or the School Services Division 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.

By state law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

This year we have created 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.

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.

### 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, and by positive phone calls to the parent by the principal.

### INSTRUCTIONAL AND LEADERSHIP QUALITY

*How good is it?*

Cabrillo Elementary offers a balanced curriculum to a diverse student population. Our district curriculum is aligned with state-adopted frameworks and guidelines.

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.

Cabrillo has a combined school site council SSC/governance team. Attempts are being made to form a Bilingual Advisory Committee (BAC) which will meet separately. A primary focus of the SSC/governance team is the monitoring of a new comprehensive site plan which included new action plan objectives in language arts and mathematics.

■ INSTRUCTIONAL TIME

*How much time is there for instruction?*

All district schools meet or exceed state requirements for annual instructional minutes. Cabrillo Elementary will have 42 minimum days this year. Four of these days are devoted to Parent/Teacher Conferences. The others are used for staff development, parent consultation, and teacher planning time.

■ 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. Classroom aides are given on-site training during monthly meetings designed to address the needs of assisting the instructional program.

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

This year we had five staff development days that were approved by the community. During those days we addressed needs that we felt were pertinent to the school. Some of the areas of in-service training were:

- Reading/language arts/grant writing
- Restructuring
- Collaborative decision-making
- Technology/computers
- Review of the spring 1994 test scores
- Business partnerships
- National Council for Teachers of English Language Arts Conference
- District Science Conference

■ COUNSELING AND SUPPORT SERVICES

*What kind of support does Cabrillo offer students?*

Cabrillo has:

- A counselor one day per week and a full-time guidance aide
- A school nurse one day per week
- A full-time resource specialist works with students requiring special education assistance. A part-time aide assists in this program.
- An adaptive PE teacher once a week, and a PE teacher serving all class-

Instructional Minutes, 1995-96		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	44,940	36,000
1-6	54,810	54,000

rooms, grades 1-6, three days per week

- A psychologist and a speech/hearing specialist on a part-time basis
- The DARE program (Drug Abuse Resistance Education) sponsored by the San Diego Police Department for one day per week

A counseling center is available at Cabrillo. The counseling program offers individual, group, and preventive counseling, as well as self-esteem, multicultural, and positive reinforcement activities.

Consultation team meetings are held to discuss students having academic, social, or psychological problems. The classroom teacher, counselor, resource specialist, nurse, speech and hearing therapist, psychologist, and the principal discuss difficulties being experienced by the child and provide additional service or testing to best meet his/her needs. The consultation team brings together resources and expertise to best meet the needs.

■ TEXTBOOKS AND INSTRUCTIONAL MATERIALS

*How current are our materials?*

The district decides which textbooks will be used and provides them to schools according to enrollment. New textbooks in a subject area are adopted every eight years according to the state textbook review cycle.

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.

All students have access to the school library through regularly scheduled weekly classroom visits, and on their own time at recess.

The school staff continues to place a great emphasis on the use of technology. Over the past two years, students have been taught to use the computer as a

classroom tool. Computers have been placed in every classroom and staff are participating in a series of inservices to learn techniques for incorporating the use of computers and software in support of the existing curriculum.

■ 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 75 years old. The main facility is a single-story plant consisting of nine permanent classrooms and four 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 generally have a positive attitude toward their school and play a major role in its upkeep.

To promote student safety, we review our disaster preparedness plan and procedures for student emergencies with staff, students, and parents.

Adult supervision is provided prior to school, during recess, and at lunch time. At the close of the day our school safety patrol assists students crossing the streets. We are fortunate to have a day care contract with the YMCA. They offer the Sunshine Company Program directly after school on our site. In addition to the YMCA program, the Cabrillo Recreation Center run by the City of San Diego operates every day after school and shares our playground facilities with the YMCA.

The PTA provided several after-school programs at Cabrillo including activities in drama, science and art. Other after-school activities include tutoring and teacher-sponsored clubs such as Science Olympiad, Geography Olympiad and a Latinas club.

■ CLASS SIZE

*Are classes too large?*

Cabrillo had the following class sizes on September 29, 1995:

Class Size by Grade Level							
K	K-1	1-2	2	3	4	5	5-6
31	27	26	26	25	21	29	32
	26			25	31		33

# 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 Ele-

mentary 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, Mexican Americans, Portuguese and African Americans.

## REPORT CARD COMMITTEE

*The SSC/Governance Team directed the revision of this year's report card. Leadership was provided by Ed Hill, principal and John Eaquinta, SSC/Governance Team chairperson.*

# 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 200 individuals.

A newsletter, the *Cabrillo Light*, the product of a cooperative effort by the PTA, school staff, business partnerships, 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 partnership with the Bank of Southern California offers a range of positive growth and self-esteem activities. The Bank of Southern California supports all of our instructional activities and is involved in all of our community events.

The school site has adopted a shared decision-making model in which the school site council has combined with the site governance team. The new SSC/Gov-

ernance Team also includes representatives of the Bilingual Advisory Committee. The committee of eight staff members and eight parent members meets monthly and helps establish both short-and long-term goals to meet the needs of our students and community.

In addition to the PTA and SSC/Governance Team, the Cabrillo Foundation has been formed to assist in fundraising and in the identification of additional resources to support the school and its program.

# 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 monies budgeted from the general fund except those for transportation, maintenance and operations, and district administration.

Cabrillo Elementary generally has little choice in how it uses funds. Each school receives an instructional budget based on enrollment and programs and on formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

School Budget, 1994-95		
Budget Category	Dollars per Pupil	
	School	Elem. Avg.
Regular Education	2,692	2,252
Special Education	167	381
Integration	125	183
Gifted and Talented	7	19
External Funding	261	362
<b>Total</b>	<b>3,253</b>	<b>3,196</b>

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

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

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

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

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

## Salary and Budget Data, Teachers and Administrators, 1993-94

Position	Unified Districts (20,000+ ADA)	San Diego (123,223 ADA)
	Annual Salary (\$)	
Beginning Teacher	26,521	24,881
Midrange Teacher	41,168	39,136
Highest Teacher	48,152	48,546
School Principal Avg.	66,289	68,600
Superintendent	109,669	140,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	5.1	4.3
Teacher	42.6	41.2

† Percentage of general fund expenditures. Does not include benefits.