

SCHOOL ACCOUNTABILITY REPORT CARD

JUAN RODRIGUEZ CABRILLO ELEMENTARY SCHOOL

Linda Rees
Principal

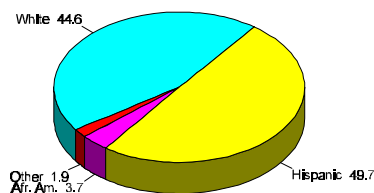
3120 Talbot Street
San Diego, CA 92106
(619) 223-7154

MARCH 2001
San Diego City Schools

SCHOOL PROFILE

Cabrillo Elementary School is located in the Point Loma section of San Diego. Total enrollment in September 2000 was 307.

**Student Racial/Ethnic Composition
2000-01**



Percentage of Total Enrollment

Of those students enrolled in Cabrillo at the start of the 1999–2000 school year, 96.4 percent were enrolled in the school at the end of the school year, providing a stable environment for students. About 48 percent of the students at Cabrillo participate in the free or reduced-price lunch programs. About 28 percent of the students speak a language other than English. Through the Voluntary Ethnic Enrollment Program (VEEP), 90 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.

MISSION AND GOALS

The mission of San Diego City Schools is to improve student achievement by supporting teach-

ing and learning in the classroom.

San Diego City Schools' Institute for Learning focuses on instruction and learning. The Institute helps schools improve student achievement by improving instruction. Teachers and administrators engage in ongoing professional development in literacy and mathematics instruction.

In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive plan focusing the entire district on teaching and learning for all students.

The *Blueprint* established districtwide assessments and performance expectations in literacy and mathematics to ensure that district students are held to the same standards and receive support if they fall below grade level. *Blueprint for Student Success* strategies of prevention, intervention, and retention/acceleration are directed toward providing all students with the best teaching, the richest learning environment, and time and support to meet high standards.

Cabrillo School staff strive to promote academic excellence. We believe all students have a right to learn and all teachers have a right to teach; therefore, we established standards to ensure a positive classroom and school environment conducive to learning. We believe education is a team effort between the child, parents, and teacher.

Our goals for this year are to:

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

REPORT CARD MEETING INFORMATION

Date: May 23, 2001

Time: 4 p.m.

Place: Cabrillo Auditorium

All public schools in California must 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 May 23 at 4 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.

increase staff productivity and improve student achievement

- Continue to encourage parent/community involvement and strengthen our Partnership Program with the Navy Fleet ASW and the First National Bank
- Improve the physical condition of our school site
- Continue to recognize student accomplishments both in academic gains and citizenship at monthly award ceremonies
- Continue implementation of parent literacy programs.

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 continue to enhance the curriculum

to make learning more meaningful.

San Diego City Schools students in grades 2–11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic

skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school for more than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of Basic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas.

Cabrillo's SAT 9 scores showed good results, with gains in reading, math and language at most grade levels. We continue to work and to improve the student achievement of all students, and expect to see additional gains this year.

Cabrillo Elementary will focus on 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 First National Bank and Fleet ASW, a local Navy Command, are frequently on site and often share their job experiences with students. An informal partnership with the Point Loma Optimist Club provides some of our students with after-school tutorial assistance. 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 1999–2000 attendance rate was 95.18 percent.

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 monthly special awards assemblies for perfect attendance; and we will counsel students and parents if necessary.

Attendance		
Year	Number of Absences	% Actual Attendance
1995–96	3,529	93.9
1996–97	3,357	94.1
1997–98	3,255	94.4
1998–99	2,907	94.6
1999–00	2,700	95.2

■ 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 plan 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 encourage 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.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1995–96	6.9	0
1996–97	3.0	0
1997–98	5.2	0
1998–99	2.0	0
1999–00	5.8	0

* Suspensions per 100 Students.

TEACHING QUALITY

■ TEACHING ASSIGNMENTS

Do we have qualified teachers?

We have 15 classroom teachers, ten 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 and probationary teachers are evaluated yearly. All teachers are observed frequently. 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 evaluated every year by a central office supervisor.

If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

■ 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.

We have 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.

■ 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.

All elementary schools have implemented a three-hour literacy block. Students spend three hours a day actively engaged in literacy activities and lessons that are guided by the San Diego Literacy Framework.

Children with learning disabilities are assessed and provided an appropriate educational program. Cabrillo's Gifted and Talented Education (GATE) classes begin at Grade 3 and offer students a more rigorous, challenging program.

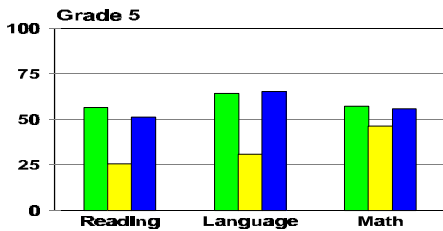
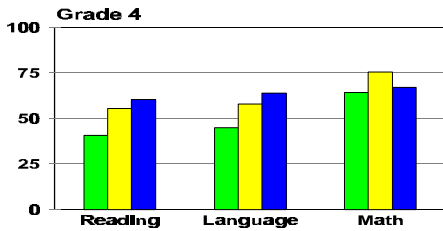
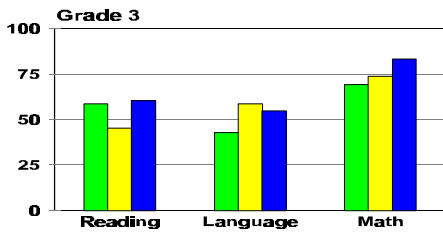
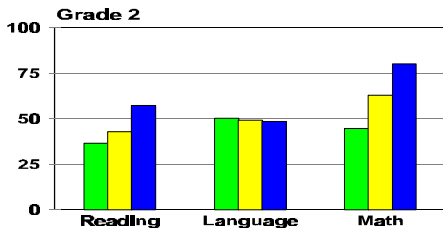
Cabrillo has a combined school site

SAT 9 Results

Pct. scoring at or above 50th percentile

No Mandated Testing at Kindergarten

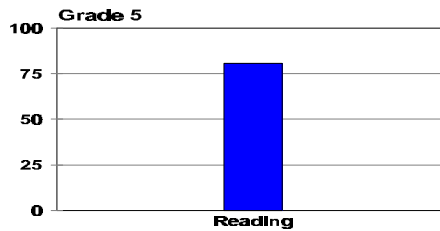
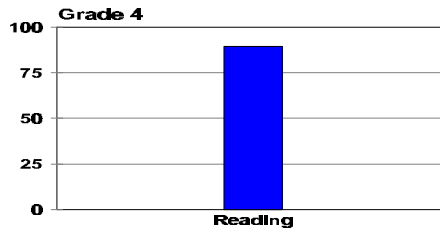
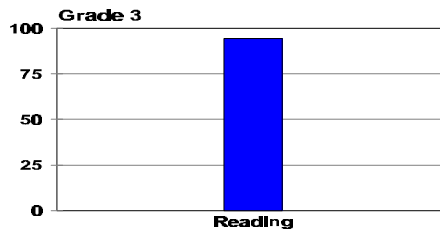
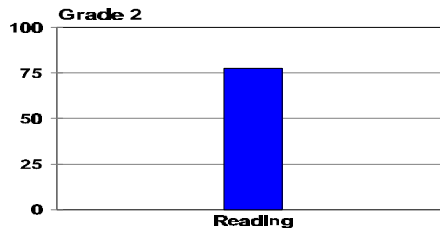
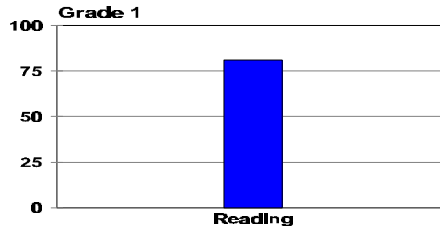
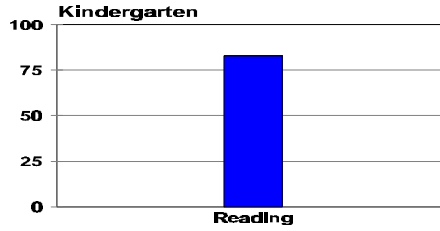
No Mandated Testing at Grade 1



* N < 10 1998 1999 2000

District Assessments

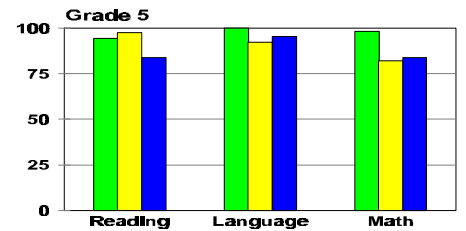
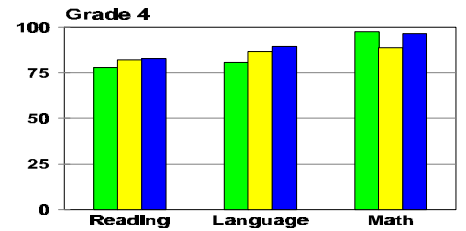
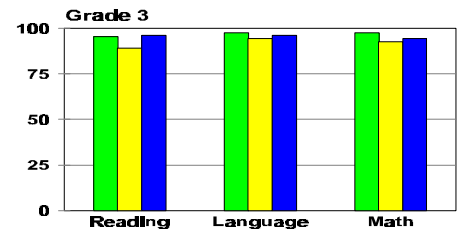
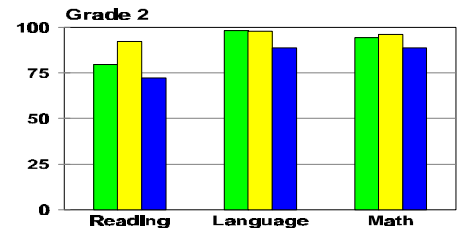
Pct. scoring near, at, or above grade level



* N < 10 2000

Grade Results

Pct. achieving at or above Satisfactory



* N < 10 1998 1999 2000

Class Size Distribution, 1998–99						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K		3				
K–1, 1		2				
1–2, 2		2	1			
3		3				
4, 4–5				2		
5				1		

Class Size Distribution, 1999–2000						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K	1	2				
1		3				
1–2, 2	2	1				
3		2				
3–4		1				
4, 4–5					2	
5					1	

Class Size Distribution, 2000–01						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K		2				
1		3				
2		3				
3		1	1			
4			1	1		
5				2		

State Class Size Reduction Program Participation	
Year	Percent of Grade K–3 Students Participating
1997–98	100.0
1998–99	100.0
1999–00	100.0

Teacher Credentialing Data					
Year	Number of Classroom Teachers				
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1998–99	15	15	0	0	0
1999–00	15	15	0	0	0
2000–01	15	15	0	0	0

ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API), the cornerstone of California’s accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school’s performance level. The statewide API goal for all schools is 800. Annual interim targets are set for each school. API scores are calculated on the basis of SAT 9 test performance for each school and for the school’s numerically significant subgroups

2000 API Summary	
Category	Result
Schoolwide API	740
Growth from Prior Year	62
State Decile Rank	7
African American API	—
Asian API (incl. Indochinese)	—
Filipino API	—
Hispanic API	662
White API	838
Economically Disadvantaged API	689
Met All Targets?	Yes

council/governance team (SSC/GT). A primary focus of the SSC/GT is the monitoring of a comprehensive site plan which includes 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 39 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.

Instructional Minutes, 2000–01		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	58,275	36,000
1–6	54,675	54,000

TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

This year two staff development conferences are held each month. The staff study the literacy approaches, and discuss methods for improving student achievement.

Our principal attends monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. She uses the information learned to help guide staff development for teachers at Cabrillo. Teachers are provided opportunities to study and improve instructional practice through grade level/department meetings, visitations to other classrooms and schools to observe instruction, participation in study groups, and direct training on specific instructional strategies.

We believe in ongoing professional development of our staff. The principal supports opportunities for teachers to attend conferences, workshops, and mentor teacher demonstrations. Our curriculum follows the state and district-adopted framework and guidelines.

No staff development days are held on school days. For the last two years there have been three staff development days held before the school year began. Two years ago there were two such staff development days.

COUNSELING AND SUPPORT SERVICES

What kind of support does Cabrillo offer students?

Cabrillo has:

- A counselor one day a week and a full-time guidance assistant
- A school nurse one day per week
- A half-time resource specialist who 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 classrooms in grades K–5 four days per week
- After-school reading and homework assistance
- 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 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.

Student Study 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 adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year teachers and students in elementary schools will use newly adopted textbooks and materials in social studies.

Our instructional programs use a variety of materials in addition to textbooks, including encyclopedias, dictionaries, maps, charts, computers, calculators, audiovisual equipment, and resource materials. Every student is provided with textbooks and sufficient support materials such as workbooks.

REPORT CARD COMMITTEE

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

- Maria Garcia, *secretary*
- Steve Hossman, *parent*
- Luisa Medina, *parent*
- Barbara Merserve, *parent*
- Doreen Paul, *teacher*
- Linda Rees, *principal*

The school staff continue its emphasis on the use of technology. Students are learning to use the computer as a classroom tool. New iMac computers and color printer have been placed in every classroom and teachers use a variety of techniques to incorporate the use of computers and software to support the existing curriculum.

State funds specifically designated for library materials and equipment were provided again this year to update our library media collections. We have been able to renew our library collection with current, appealing, and challenging materials, including fiction, non-fiction, multimedia, and reference materials, to meet the curriculum and literacy needs of our students. An automated check-out system for our library collection will be in place by fall 2001. All students now go regularly to the school library. However, there continues to be a shortage of library books. We continue to look for ways to increase our collection. Donations of new and “gently used” books are greatly appreciated. Parents are encouraged to volunteer in the school library.

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 80 years old. The main facility is a single-story plant consisting of nine permanent classrooms and six portable classrooms. Last summer Proposition MM completed a remodernization project at our school. New flooring and interior painting have enhanced the appearance of our school. Three new playground structures have been installed. Students generally have a positive attitude toward their school and play a major role in its upkeep.

All district schools have developed a

comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, any school dress

codes, and school discipline policies.

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.

■ CLASS SIZE

Are classes too large?

Cabrillo Elementary's class sizes for the last three years and its participation in the state's Class Size Reduction Program are shown on page 4.

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, Mexican Americans, Portuguese, and African Americans.

SHARED DECISION-MAKING

■ COMMUNITY INVOLVEMENT

Does Cabrillo welcome parent and community involvement?

Many parents are committed to the school, as evidenced by a Parent Teacher Association (PTA) with a fairly large membership. However, we are in need of more parent participation. Schools with many involved parents can provide an abundance of programs for the students. You can become involved by calling our school office at (619) 223-7154.

A newsletter, the *Cabrillo Light*, the

product of a cooperative effort by the PTA, school staff, 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 First National Bank offers a range of positive growth and self-esteem activities. The First National Bank 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 SSC has

combined with the site governance team. The new SSC/GT also includes representatives of the BAC. 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/GT, 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, 1999–2000		
Budget Category	Dollars per Pupil*	
	School	Elem. Avg.
General Operations	3,566	3,433
Special Education	176	466
Integration	117	237
Gifted and Talented	6	22
Special Projects	258	544
Total	4,123	4,703

General Operations—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

Special Projects—monies from agencies (e.g., federal, state) earmarked for specific services

* Based on total student enrollment.

Salary and Budget Data, Teachers and Administrators, 1998–99		
Position	Unified Districts (20,000+ ADA)	San Diego (129,630 ADA)
	Annual Salary (\$)	
Beginning Teacher	31,680	29,663
Midrange Teacher	49,481	45,074
Highest Teacher	59,895	60,311
School Principal Avg.	78,145	81,184
Superintendent	137,350	185,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.8	4.0
Teacher	43.7	41.4

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