Juan Cabrillo Elementary School

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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Santa Monica-Malibu Unified School District
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District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

Juan Cabrillo Elementary School is committed to providing students with an exemplary child-centered learning environment designed to educate the whole child while instilling good character and positive attitudes to develop lifelong learners and productive members of the community. We nurture intellectual curiosity, creativity, collaborative and critical thinking, and effective communication with an emphasis in the arts and science. Believing all children can learn the instruction is designed to meet each student's individual needs through a balanced curriculum which is standards-driven, assessment guided and meaningful. We encourage all members of the community to contribute to, support, and act as collaborative partners in the education of all children. Our rigorous yet nurtured instruction is geared toward enabling all students to meet the challenges of the future with confidence and compassion.

Juan Cabrillo's vision is to provide students with an exemplary child-centered, inclusive learning environment and small class instructional program. Using differentiated instructional strategies, a hands-on, minds-on approach to learning, and a focus on the arts and sciences, we will provide access to the core curriculum for ALL students. Along with a firm, basic Common Core State Standard academic foundation, our goal is to ensure all students leave Cabrillo with the ability to access their resources, know how to• learn, can think critically, collaborate, communicate, cooperate, create, and are social engineers, and• preparing them for not only secondary education, but the future in a global world.

We will Open Doors, We will Grow Minds, We will Inspire the Future!

CORE VALUES:
There is room at the table or a desk in the classroom for ALL children
ALL children can learn-In different ways and at different rates
All decisions made in the best interests of kids
Treat ALL people with dignity and respect
Honest, Open, Ongoing, two-way communication is key
Clear Expectations

Parents are our Partners in Education-Volunteers are the Backbone of Education
We Care! We Share! We Dare!

Principal's Message

Juan Cabrillo Elementary is a small family Preschool-5th grade school in Malibu, California. Students begin their school day on a spacious park-like setting playground with a view of the mountains on one side and the Pacific Ocean on the other. The small-school personality, strong sense of community, inclusive school climate, and hands-on teaching complimented by positive character embedded in the curriculum are the keys to our success! The staff is committed to providing students with an exemplary learning environment by providing a small-class instructional program, an emphasis on the whole child, and meeting individual needs in a positive child-centered atmosphere fostered by dedicated and caring staff, parent involvement, and community support. The staff believes all children can learn just in different ways and at different rates. Instruction is designed to support each students' ability to achieve to his or her fullest potential. Working in teams using a Professional Learning Community (PLC) philosophy, staff is always looking for, "the next right answer" because failure is not an option. All members of the community support student learning, and act as collaborative partners in the education of Juan Cabrillo students. The Juan Cabrillo spirit and sense of community are clearly shown through such philosophies and activities as Bucket-filling with Character; Mindfulness, Cabrillo Kids Care Code of Conduct; gardening; the Dolphin Club; Student Council; and "Caught Being a Bucket-Filler"• recognition Flipper Slip programs; Reflections; Juan Cabrillo Camp-Out; Jog-a-Thon; Family Fun Nights, like the DISCO Dance or Western Bingo Night; and other schoolwide events. Our learning environment and climate is one of caring and compassion, which is demonstrated through events such as participation in International Peace Day. Juan Cabrillo has been recognized by the mayor of Malibu for spreading peace not only throughout the community, but around the world with our annual Peace Day activities and flags. Believing in teaching students to give and participate in community service events and activities is part of our whole-child focus. Students participate yearly in the Malibu Veteran Day Celebration by sharing the peace flags, music and stories. They fill comfort/care packages that are delivered to servicemen and servicewomen overseas. Students recycle weekly at school, make compost for the garden, and participate in beach cleanups. To support those in need, the Student Council leads the school in various projects with the Malibu Relief program. Recently, a Cabrillo student designed the children shirt for Dukes restaurant. Our fifth graders were honored by the Optimist Club for their community service, and the Malibu Women Club for their service and achievements. This rigorous yet nurtured curriculum is geared toward enabling students to be productive members of society and meet the challenges of the future with confidence and compassion.

Filling Buckets and Developing the Future
Hand-in-Hand, Together We Can!

Dr. Pam Herkner,
Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	38
Grade 1	28
Grade 2	22
Grade 3	35
Grade 4	39
Grade 5	34
Total Enrollment	196

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	2.0
Asian	2.6
Filipino	1.5
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.0
White	66.8
Socioeconomically Disadvantaged	15.3
English Learners	20.4
Students with Disabilities	15.3
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Juan Cabrillo Elementary School	16-17	17-18	18-19
With Full Credential	12		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Santa Monica-Malibu Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Juan Cabrillo Elementary School	16-17	17-18	18-19
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All students at Cabrillo have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and new math materials in 2008-09. With the textbook-adoption process frozen due to budget constraints at the state level, the district is currently in the process of refreshing the English language arts curriculum, using the existing texts. All students, including English learners, have their own copy of textbooks, except in the case where "Big Books" are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval. This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or nonadopted textbooks or instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Science, Harcourt 2007, adopted 4/19/2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections, California Series; Harcourt 2006, adopted 6/1/2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Juan Cabrillo is an exceptionally clean and attractive campus in excellent condition, overall, with beautifully decorated and well-maintained classrooms. The school opened in September 1954 with five classrooms. Over the years, the number of classrooms has grown to 25, along with the addition of a library and multipurpose room. Gardens of vegetables, flowers and fruit trees are outside each classroom, with vistas of the Pacific Ocean to the south and west and the Santa Monica Mountains encircling the playground on the east and north. The campus features impressive, professionally created murals, depicting the history of Malibu and the heritage of the Chumash Indians, who are an important part of our local history. We are located on more than 15 acres of land, with a large, grassy playground for grades 1-5 and a separate playground for the kindergarten children. Classrooms at Juan Cabrillo are clean, comfortable, and are maintained on a daily basis by two full-time custodians on morning and afternoon shift and one part-time evening custodian. There is ample classroom space for students. In addition, our campus has state-of-the-art SMART Board technology, teacher laptop and Elmo projectors in every classroom.

The campus features a library, multipurpose room, conference rooms, psychologist's office, vocal/instrumental music rooms, art program, before- and afterschool Child Development Center, Boys & Girls Club, computer lab, science lab, Specialized Academic Instruction (SAI) and Life Skills classrooms, nurse's office, community liaison office, PTA office, teacher workroom, staff lounge, outdoor and indoor cafeteria eating areas, track and field, two playground areas, outdoor reading/gathering areas, PE office, and principal's office. Our perimeter fencing provides security for the campus, and the outside gates are locked each morning following the final bell. Visitors are required to check in at the office before entering the campus and must wear a visitor's badge or district I.D. while on campus. The staff is trained to challenge anyone not wearing a badge.

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF..

During the summer the infrastructure for technology was upgraded. All classrooms were upgraded to the new 21st Century classroom plan which includes two Smart Boards, document camera, microphone sound systems, teacher laptop nooks and new laptops. New lighting was put inside and outside for both efficiency and effective instructional purposes. The school recently received new window paint and floor upgrades. With the infusion of operational dollars we will continue to address the deferred maintenance issues.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/5/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	1: 4. CEILING TILES HAVE HOLES. CEILING TILES AREB BROKEN. CEILING TILES ARE MISSING (WORKROOM). 11. PAINT IS PEELING ON WINDOW FRAMES AND WALKWAY AWNING. 14: 4. CEILING TILE T-BAR IS LOOSE. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15: 4. CEILING TILE IS BROKEN.CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 4/ STUDENT SUPPORT SERVICES: 4. CEILING TILEHAS A HOLE. CEILING TILE IS BROKEN. SINK CABINET DOORS DO NOT SHUT PROPERLY. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. (UNABLE TO TURN ON LIGHTS PER TEACHER) 5: 4. CEILING TILES ARE BROKEN. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. LARGE SPIDER IN RR. 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN CANDLE WARMER. EXACUATION MAP IS NOT POSTED. 8: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER HAS A WATER STAIN. 9: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE HAVE WATER STAINS. 9. FAUCET HAS A SLOW DRIP. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON WINDOW FRAMES. COMMUNITY LIASON/ NURSE: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. WIRES ARE HANGING FROM THE CEILING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. COTTAGE A: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 14. SKID PAINT IS PEELING ON RAMP. (USED FOR STORAGE) COTTAGE B: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 9. FAUCETS HAVE A HIGH FLOW IN RR. 14. SKID PAINT IS PEELING ON THE RAMP. 15. WINDOW SCREENS ARE MISSING. GIRLS REST ROOM: 4. WALL TILES ARE MISSING.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/5/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		LIBRARY: 4. CEILING TILES HAVE HOLES. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. MPR: 4. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. TEACHERS LOUNGE: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	17: 2. ACCESS TO HVAC ROOM IS BLOCKED. 5. ROOM IS CLUTTERED. 7. IDF COVER IS MISSING. ELECTRICAL CONDUIT PIECE IS MISSING EXPOSING WIRES. 8: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER HAS A WATER STAIN. TEACHERS LOUNGE: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical: Electrical	Fair	12: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. WIRES ARE LOOSE ON TOP OF LIGHT FIXTURE. 17: 2. ACCESS TO HVAC ROOM IS BLOCKED. 5. ROOM IS CLUTTERED. 7. IDF COVER IS MISSING. ELECTRICAL CONDUIT PIECE IS MISSING EXPOSING WIRES. 18/ MIDDLE SCHOOL: 7. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 22: 7. SURGE PROTECTORS ARE DAISY CHAINED. EXTENSION CORD IS BEING PERMANENTLYUSED CREATING A TRIP HAZARD. 8: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER HAS A WATER STAIN. KITCHEN: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. TEACHERS LOUNGE: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	10: 4. CEILING TILES HAVE WATER STAINS. WOOD PANELING IS PEELING ON CABINETS. 9. FAUCET HAS A SLOW DRIP. 11: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 9.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 11/5/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A SPORADIC FLOW. 10. PLUG IN AIR FRESHENER. 15: 4. CEILING TILE IS BROKEN.CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 4/ STUDENT SUPPORT SERVICES: 4. CEILING TILEHAS A HOLE. CEILING TILE IS BROKEN. SINK CABINET DOORS DO NOT SHUT PROPERLY. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. (UNABLE TO TURN ON LIGHTS PER TEACHER) 9: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE HAVE WATER STAINS. 9. FAUCET HAS A SLOW DRIP. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON WINDOW FRAMES. BOYS REST ROOM: 8. DOOR IS LOCKED DURING SCHOOL HOURS. 13. HOLES RUSTED THROUGH EAVES. BOYS REST ROOM: 9. FAUCET HANDLE IS BROKEN OFF CREATING AN INJURY HAZARD. EXTERIOR DRINKING FOUNTAIN HAS A LEAK. COTTAGE B: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 9. FAUCETS HAVE A HIGH FLOW IN RR. 14. SKID PAINT IS PEELING ON THE RAMP. 15. WINDOW SCREENS ARE MISSING. GIRLS REST ROOM: 4. WATER COVER/CAP IS MISSING IN WALL. 9. EXTERIOR DRINKING FOUNTAIN HAS A HIGH FLOW. GIRLS REST ROOM: 5. ROOM HAS A STRONG ODOR. 8. DOOR IS LOCKED DURING SCHOOL HOURS. ONE TOILET LEAKS AT FITTING.
Safety: Fire Safety, Hazardous Materials	Fair	1: 4. CEILING TILES HAVE HOLES. CEILING TILES AREB BROKEN. CEILING TILES ARE MISSING (WORKROOM). 11. PAINT IS PEELING ON WINDOW FRAMES AND WALKWAY AWNING. 15: 4. CEILING TILE IS BROKEN.CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 18/ MIDDLE SCHOOL: 7. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/5/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		4/ STUDENT SUPPORT SERVICES: 4. CEILING TILEHAS A HOLE. CEILING TILE IS BROKEN. SINK CABINET DOORS DO NOT SHUT PROPERLY. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. (UNABLE TO TURN ON LIGHTS PER TEACHER) 9: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE HAVE WATER STAINS. 9. FAUCET HAS A SLOW DRIP. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON WINDOW FRAMES. ADMIN: 10. EVACUATION MAP IS NOT POSTED. 13. AWNING/EAVES TRIM IS LOOSE. 14. TRIP HAZARDS ON WALKWAY AT CEMEN/ASPHALT SEAM. COMMUNITY LIASON/ NURSE: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. WIRES ARE HANGING FROM THE CEILING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. CUSTODIAL: 11. DOOR IS UNLOCKED DURING SCHOOL HOURS (STUDENTS HAVE ACCESS TO CHEMICALS). ELECTRICAL: 10. FIRE EXTINGUISHER IS MISSING. PRINCIPAL: 10. FIRE EXTINGUISHER IS NOT MOUNTED.
Structural: Structural Damage, Roofs	Good	2: 4. CEILING TILE T-BAR IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH (WORKROOM). ROOM IS CLUTTERED (WORKROOM). 11. PAINT IS PEELING ON WINDOW FRAMES. IMPROPERLY STORED CLEANING SUPPLIES. 12. METAL ON WINDOW FRAMES IS RUSTED CREATING AN INJURY HAZARD. 3: 4. CEILING TILES ARE BROKEN. 11. SPRAY PAINT STORED UNDER SINK. PAINT IS PEELING ON THE DOOR AND WINDOW FRAMES. 12. DRY ROT ON WINDOW FRAMES. 13. METAL FLASHING IS LOOSE ON EAVES. ADMIN: 10. EVACUATION MAP IS NOT POSTED. 13. AWNING/EAVES TRIM IS LOOSE. 14. TRIP HAZARDS ON WALKWAY AT CEMEN/ASPHALT SEAM. BOYS REST ROOM: 8. DOOR IS LOCKED DURING SCHOOL HOURS. 13. HOLES RUSTED THROUGH EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	20: 4. GAPS BETWEEN CEILING TILES. HOLE IN CEILING. 14. TRIP HAZARD ON WALKWAY AT ASPHALT/CEMENT SEAM. ADMIN: 10. EVACUATION MAP IS NOT POSTED. 13. AWNING/EAVES TRIM IS

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/5/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		LOOSE. 14. TRIP HAZARDS ON WALKWAY AT CEMEN/ASPHALT SEAM. COTTAGE A: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 14. SKID PAINT IS PEELING ON RAMP. (USED FOR STORAGE) COTTAGE B: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 9. FAUCETS HAVE A HIGH FLOW IN RR. 14. SKID PAINT IS PEELING ON THE RAMP. 15. WINDOW SCREENS ARE MISSING. LIBRARY: 4. CEILING TILES HAVE HOLES. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. PLAY COURTS: TRIP HAZARDS. PLAYGROUNDS: 14. HOLE IN PIP SURFACING UNDER SWINGSET. TEACHERS DINING: NO ACCESS (PER TEACHER). 15. DOOR TO KITCHEN IS HARD TO LOCK.
Overall Rating	**Fair**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

	2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	72.0	64.0	74.0	75.0	48.0	50.0
Math	67.0	63.0	61.0	61.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**				
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	15.2	27.3	45.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	101	98	97.03	64.29
Male	54	53	98.15	60.38
Female	47	45	95.74	68.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	19	18	94.74	22.22
White	70	68	97.14	77.94
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	40.00
English Learners	22	21	95.45	23.81
Students with Disabilities	19	19	100.00	15.79

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	102	99	97.06	62.63
Male	55	53	96.36	64.15
Female	47	46	97.87	60.87
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	19	19	100	31.58
White	71	68	95.77	73.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100	35
English Learners	22	22	100	22.73
Students with Disabilities	20	19	95	15.79

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
PARENT INVOLVEMENT COMES IN MANY FORMATS

Home-School Communication.
GOAL: To maintain consistent two-way communication through the use of such tools as: School Website, weekly school and PTA online updates, monthly Principal's Newsletter, weekly teacher newsletters, email, Parent-teacher conferences, informal meetings and Open House.
Home-School as Supporters.
GOAL: Parents and Teachers give support to each other: through such activities as Student Study Team meetings, Individualized Education Plans (IEP), parent-teacher conferences, student contracts, PTA, Specialist program volunteers, Field trips and classroom volunteers, etc.
Home-School as Teachers and Learners.
GOAL: To provide parents the needed guidance and support on how to foster their child's formal learning. Activities and programs such as Family Math Night or Science Night, Parent Talk or Coffee with the Principal, Parent Education mornings/evenings, articles in the newsletters, Student Study Team, Back-to-School Night, PTA presentations, Middle School transition programs and the development of a Parent Resource Library.
Home-School as Advisors, Decision Makers and Advocates.
GOAL: School Staff and parents have opportunities to work together to problem solve and make decisions in the best interests of children by involvement on such committees as School Site Council, District Advisory Committee, PTA and
English Language Advisory Committee (ELAC).

It is the spirit of cooperation and mutual support that makes our school exceptional. We encourage and welcome parent involvement in all aspects of school life. We pride ourselves in our ability to provide a safe and supportive learning environment for our students. Juan Cabrillo's parents are encouraged to participate in the Dolphin Club/PTA, Site Council, and volunteer in the classrooms and on the playground. Parents may also work in the office, art program, science lab, computer lab, Homework Club or help maintain our beautiful gardens and library. Juan Cabrillo welcomes and encourages parent at all levels. A major contributing factor to the success of our school is the active involvement of our parent community. Parents support the school with time, money, and enthusiasm. This is truly a family school where everyone is welcome.
Hand-in-Hand, Together We Can!
For more information on how to become involved at the school, please contact Alexandra Aspron-Ladesich, PTA President

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
An annual staff review of the School's Safety Plan was conducted in November 2018, along with safety messages sent home to parents and given to students throughout the month. Monthly drills are implemented to practice safety procedures and allow for continuous improvement. The staff of Juan Cabrillo Elementary ensures that all students are safe on school grounds before, during, and after school using guidelines taught in PE classes, reinforced in the classroom and shared with parents. The teachers and staff members monitor and supervise students before, during, and after school as well as develop and implement classroom rules for academic and behavioral success. Parent volunteers, campus supervisors and instructional assistants help teachers supervise students during the school day, during morning and lunch recesses, and after-school pickup. Parents also volunteer to help with dismissal procedures at the end of each school day. During the school day, there is no unauthorized access to the school campus. All volunteers and visitors must sign in, wear a visitor's badge, and be buzzed in through the front gate or enter via the office door after signing in. Only the office door and one electronically controlled entrance is available during school hours. Classrooms are equipped with emergency backpacks and lockdown supplies. The school campus is equipped with disaster and emergency supplies. Evacuation plans are available if needed, and the elementary and secondary school campuses work closely together in the event of any emergency. Using the ABCs of Juan Cabrillo Pride, Cabrillo Code of Conduct, and Bucket-filling/Character Ed. provide the students with standards for behavior, goals to aim for and opportunities to demonstrate positive character which create the campus climate and culture for safety and success.

Understanding the importance of the whole child and the relationship of safety to the social-emotional well-being, staff at Cabrillo have been participating in staff development areas to strengthen these areas. Staff participate in a variety of trainings to develop both new and keep current techniques and strategies for student well-being and safety. All Cabrillo staff participated in first aid and CPR in the Spring 2015. Staff working with special needs students participated in CPI (Crisis Prevention Intervention) training too. Staff participated in two days of Mindfulness professional development followed by ongoing staff development during team and staff meetings. Approximately half of the staff continued their professional development by participating in an online certification course in Mindfulness. The school site Olweus Team began trained teachers in on bully prevention strategies and together developed the Cabrillo Kids Care Code. Together staff developed the framework for an overall Social Emotional Learning Plan that integrates the programs currently, Filling Buckets with Character and Code of Conduct, together with the Bully Prevention and Mindfulness, into a coordinated systematic and thematic Code of Conduct to create a safe, kind, caring and compassionate learning environment for all. Juan Cabrillo's Emergency Safety Plan is updated each year at the end of January and revisions for 2016-2017 are currently underway.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.0	0.0	0.5
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.9	2.1	2.4
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	16	18	15	2	1	2		1	1			
1	19	20	19	1	1	1						
2	24	9	20		2	1	1					
3	19	21	13	2	1	1		1	1			
4			23						1			
5	25	23	27				3	3	2			
Other	8	9	6	1	1	2						

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

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides in ELA and Math and school focus areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science
- Standard-based curriculum and instructional delivery
- Math Coaching to extend our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs through collaboration and inclusion
- Differentiated instruction for all students, including English Learners

Along with Professional Development in the areas above that create equity and excellence in the implementation of SMMUSD curriculum and instruction the school Site Leadership Team (SLT) determines an area of focus to promote continuous improvement. The focus for Cabrillo is Social Emotional Learning. Using the framework of Responsive Classroom best practices, staff will develop both the Academic and Social-Emotional Competencies. Participation in the full four day training by teachers, support staff, specialist and para educators is step one followed by implementation, ongoing coaching and evaluation of next steps. Using the Responsive Classroom Framework staff will formulate the Cabrillo Kids Care plan which incorporates the components of Social, Emotional and Academics to meet the needs of the whole child.

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and Math Coaches. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$49,859	$49,512
Mid-Range Teacher Salary	$74,444	$77,880
Highest Teacher Salary	$100,278	$96,387
Average Principal Salary (ES)	$124,840	$123,139
Average Principal Salary (MS)	$138,074	$129,919
Average Principal Salary (HS)	$150,077	$140,111
Superintendent Salary	$200,000	$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$10,490	$991	$9,499	$92,180
District	♦	♦	$7,252	$82,581
State	♦	♦	$7,125	$79,665
Percent Difference: School Site/District			26.8	11.0
Percent Difference: School Site/ State			28.6	14.6

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded
A combination of state and federal funding is used to cover all aspects of our instructional program.

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:
- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.