

# Cabrillo Elementary School

1562 W. 11th Street • Upland, CA 91786 • (909) 985-2619 • Grades K-6

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<https://ces-uusd-ca.schoolloop.com/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### **Upland Unified School District**

390 North Euclid Ave.

Upland, CA 91786

(909) 985-1864

[www.uplandusd.org](http://www.uplandusd.org)

### **District Governing Board**

Linda Angona, President

Wes Fifield, Vice-President

Mary Locke, Clerk

Robert Bennett, Member

Jack Young, Member

### **District Administration**

Nancy Kelly, Ed.D.

**Superintendent**

Shinay Bowman

**Assistant Superintendent,  
Elementary Education**

Pamela Salgado

**Assistant Superintendent,  
Secondary Education**

Arik Avanesyans

**Assistant Superintendent, Business  
Services**

Sergio Canal

**Assistant Superintendent, Human  
Resources**

### **School Description**

Cabrillo Elementary is a family-centered school located in the foothill community of Upland near the western border of San Bernardino County. Cabrillo currently has a student population of 598 students making it the second-largest elementary school in Upland Unified. Cabrillo celebrates its diverse population which provides our students with the opportunity to interact with many different cultures. Cabrillo represents a close-knit community that includes homes and businesses. Approximately 77% of our students receive free or reduced lunch. Breakfast is provided at no cost to all students at Cabrillo.

Cabrillo is committed to educating the whole child with an equitable emphasis on academics, behavior, and social-emotional well being. We strive to provide a safe environment where scholars will become responsible, respectful, and confident life long learners. We believe in a fully inclusive environment dedicated to the success of ALL students. We see our students as individuals and we provide interventions in all areas to meet our students where they are and help them to become college and career ready. We have a college-going culture that emphasizes ALL students are able to go to college through hard work and perseverance. Through our school-wide behavior expectations, our students are taught how to be prepared and responsible, to act respectfully, to work hard and to stay safe. We provide universal access to research-based curriculum in all academic areas. In addition, we provide our students with opportunities to work with the most current strategies for social-emotional well being. Students are provided with one-to-one access to technology giving them the opportunity to experience engaging and relevant instruction. Cabrillo Elementary creates a community of support that focuses on a strong first instruction and identifies and intervenes early to help all students succeed academically, behaviorally, and socio-emotionally.

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	75
Grade 2	100
Grade 3	90
Grade 4	99
Grade 5	93
Grade 6	89
<b>Total Enrollment</b>	<b>626</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	12.9
Asian	3.4
Filipino	1.4
Hispanic or Latino	69.5
Native Hawaiian or Pacific Islander	0.3
White	9.1
Two or More Races	1.1
Socioeconomically Disadvantaged	82.3
English Learners	19.6
Students with Disabilities	10.5
Foster Youth	1
Homeless	4.2

## 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 for Cabrillo Elementary	17-18	18-19	19-20
With Full Credential	30	29	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Upland Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	493
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Cabrillo Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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 2019-20)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: 2017 August**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adoption Year: 2016 McGraw-Hill Wonders K-5  Adoption Year: 2016 McGraw-Hill Study Sync 6-8 2015  Adoption Year: 2006 Scholastic - Read 180 (Grades 4-12)  Adoption Year: 2006 SRA - Kaleidoscope (SDC)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Adoption Year: 2017 Houghton Mifflin - Go Math K-8 Math, 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Adoption Year: 2007 Scott Foresman - California Science  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Adoption Year: 2006 Harcourt School Publishers for California, Reflections series Kindergarten: Our World, Now and Long Ago 1st grade: A Child's View 2nd grade: People We Know 3rd grade: Our Communities 4th grade: California: A Changing State 5th grade: The United States: Making a New Nation 6th grade: Ancient Civilizations  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: April 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

**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

**CAASPP Test Results in ELA and Mathematics for All Students  
 Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	45	53	53	50	50
Math	30	31	39	39	38	39

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  
 Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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

**2018-19 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
5	22.0	18.7	16.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	368	363	98.64	44.63
Male	196	194	98.98	42.27
Female	172	169	98.26	47.34
Black or African American	47	47	100.00	42.55
Asian	12	11	91.67	72.73
Filipino	--	--	--	--
Hispanic or Latino	262	258	98.47	44.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.00	38.24
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	314	311	99.04	41.16
English Learners	100	96	96.00	44.79
Students with Disabilities	54	54	100.00	20.37
Foster Youth	--	--	--	--
Homeless	20	20	100.00	0.00

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 2018-19 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	368	366	99.46	31.15
Male	196	194	98.98	33.51
Female	172	172	100.00	28.49
Black or African American	47	47	100.00	27.66
Asian	12	11	91.67	63.64
Filipino	--	--	--	--
Hispanic or Latino	262	261	99.62	30.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.00	26.47
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	314	313	99.68	30.03
English Learners	100	99	99.00	26.26
Students with Disabilities	54	54	100.00	18.52
Foster Youth	--	--	--	--
Homeless	20	20	100.00	0.00

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 2019-20)

Cabrillo offers multiple opportunities for parent involvement in the school. We have several committees that work at the school with the most visible being our Parent Teacher Association, PTA. This group supports fundraising activities as well as welfare activities in our community. They provide programs for the school, books for the library, music instruction, and support wherever it is needed. We additionally have regular School Site Council and ELAC meetings to review and discuss our categorical programs, our needs and to learn more about our instructional programs at every grade level. Cabrillo implements the WatchDog Dads, a nationally recognized program that gets more dads involved in school as parent volunteers. We have a school website that provides parents with resources, a yearly calendar, and frequently asked questions about our school. Opportunities for parents are also available at Back-to-School-Night and Open House. All parent opportunities include translation in Spanish. Additionally, the doors of Cabrillo are open for any parent to volunteer in our workroom or in a classroom in any way they feel comfortable. Cabrillo has a family and community engagement team that focuses on providing more opportunities to grow and expand our family and community engagement.

Last year Cabrillo opened the Parent Center on campus. This center provides many different opportunities for parents including ESL and parenting classes. Housed in the Parent Center is Cabrillo's Community Resource Worker who is there to provide assistance to our families that may need help identifying resources and programs. The Community Resource Workers works in conjunction with the district's Healthy Start Program.

**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**

The campus of Cabrillo Elementary provides a safe and positive learning environment for all students. The District provides a safety plan developed by school representatives. Every September at our first staff meeting, our safety committee reviews the plan with our staff and discusses any revisions or updated items. Our safety committee modifies the district plan to align procedures and routines for specific site needs. Cabrillo's safety committee meets on a monthly basis making sure that the safety plan is modified and kept current as different needs arise. We have a district safety committee representative for our school that attends all district safety meetings and keep staff updated and informed on any new information. The plan is reviewed during the year and adjustments are shared after each district safety meeting. Specific safety objectives are practiced to mastery each month through school-side drills and practices. Objectives for drills include student behavior and procedures, attendance, and search and sweep procedures. Cabrillo is a closed campus to ensure that all students and staff are safe and secure. All parent volunteers must check in at the office.

In the past year, Cabrillo has introduced various types of lockdown drills, including ones for active shooter. At the beginning of the school year, all students are brought into an assembly where changes or additions of new drills are reviewed and discussed with all students and staff.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.0	2.3	5.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.2	4.5
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	1.0

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	13	7			13	6			13	6		
1	24		4		26		4		23		3	
2	24		4		24		4		21		5	
3	27		4		25		4		23		4	
4	31		3		23		4		25		4	
5	28		4		32		2	1	31		3	
6	29		4		27		4		30		3	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The Upland Unified School District believes that high quality, research-based professional development is essential to continuous improvement of teaching skills and concepts. The District provides or coordinates on-going training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from sites regarding specific needs. Professional development is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional development in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences. The Induction (formerly BTSA) program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for on-going teacher dialogue and collaboration to meet student needs.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,457	\$51,374
Mid-Range Teacher Salary	\$76,801	\$80,151
Highest Teacher Salary	\$99,526	\$100,143
Average Principal Salary (ES)	\$120,328	\$126,896
Average Principal Salary (MS)	\$125,053	\$133,668
Average Principal Salary (HS)	\$143,664	\$143,746
Superintendent Salary	\$248,434	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).



### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11696.8	5500.6	6196.2	74493.89
District	N/A	N/A	6597.81	\$80,166.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.3	-7.3
School Site/ State	-19.1	-9.6

Note: Cells with N/A values 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.

### 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.

### Types of Services Funded

Cabrillo Elementary receives funding for regular and supplementary educational programs. The following special programs are offered at the school: English Language Learner afterschool program, an intervention and enrichment block including our Literacy Lab, and our Resource Specialist program. We also provide services such as health services, library assistance, and psychological services. Our intervention and enrichment block (Cougar Club) is a successful program that helps to meet the needs of all students. It is funded through categorical programs. It is lead by our Reading Specialist and includes our general education teachers, our RSP teacher, and six categorical instructional aides. Students receive instruction in small group settings in reading comprehension, reading fluency or phonemic awareness. Our English Language Learner Instructional Aide provides an afterschool program to assist our English Learners with ELA and math. It is also through categorical funding that we have been able to provide extensive staff development in order to continually improve and strengthen our core instruction. Teachers are allowed release time to collaborate and plan in order to meet the academic, behavioral, and social-emotional needs of ALL of our students.