

CABRILLO ELEMENTARY SCHOOL

36700 San Pedro Drive • Fremont, CA 94536 • (510) 792-3232 • Grades K-6

David Thornley, Principal
dthornley@fusdk12.net
www.fremont.k12.ca.us

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



Fremont Unified School District

4210 Technology Drive
Fremont, CA 94538
(510) 657-2350
www.fremont.k12.ca.us

District Governing Board

Desrie Campbell

Larry Sweeney

Ann Crosbie

Michele Berke, Ph.D.

Dianne Jones

District Administration

Kim Wallace, Ed.D.
Superintendent

Marcus Battle
Associate Superintendent

Debbie Ashmore
**Assistant Superintendent,
Instruction**

Raul M. Zamora, Ed.D.
**Assistant Superintendent, Human
Resources**

School Description

Cabrillo Elementary is a small learning community with a culture of caring and collaboration. Cabrillo's teachers and support staff hold high expectations for students, and implement standards-based instruction. Teachers provide differentiated activities throughout the school day to ensure that all students succeed. In the science lab, students participate in engaging hands-on and inquiry-based instruction. The physical education specialist implements an engaging standards-based curriculum that directly involves students in the analysis of their health portfolio. The computer specialist develops and refines the skill set students will need to fully take advantage of the G Suite for Education set of collaborative tools (formerly known as GAFE) while following the district-adopted technology standards.

Cabrillo is a leader in technology with a 2:1 ratio of students to web-enabled device. Students have daily access to Chromebooks in the classroom where two teachers share a single Chromebook cart filled with a class set of chromebooks. This level of on-demand access allows teachers to fully integrate the G Suite for Education tools providing opportunities for student collaboration that extend and enrich learning opportunities. Students build foundational reading skills through daily use of Lexia, as well as refine their math skills with Mathletics. With this unprecedented level of access, Cabrillo teachers are able to provide targeted interventions for students based on their performance on the various web applications. In addition, teachers are able to accurately level their students for the intervention block with easyCBM, and demonstrate growth over time.

The Cabrillo staff collaborates during their scheduled grade level meetings during early-release Wednesdays. Teachers work in grade-level teams with the priority standards breaking them into discrete units of instruction that support Fremont Unified School District's emphasis on the essential questions of what should be taught and how should it be assessed.

CABRILLO MISSION STATEMENT

Cabrillo Elementary provides an engaging, safe, and equitable environment that ensures all learners attain the knowledge and skills needed to become confident and productive citizens of the community.

CABRILLO VISION STATEMENT

Learners are welcomed, wanted, and known. The educators throughout the community unite to systematically respond to and address student needs so they meet or exceed standards. Students know their learning targets, their current level of performance, and are empowered with steps/tools to achieve their goals.

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	65
Grade 1	72
Grade 2	52
Grade 3	63
Grade 4	43
Grade 5	62
Grade 6	61
Total Enrollment	418

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	1
Asian	26.8
Filipino	5.5
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	5.7
White	12.2
Two or More Races	3.8
Socioeconomically Disadvantaged	55
English Learners	31.1
Students with Disabilities	18.2
Foster Youth	0.5
Homeless	1.4

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 the School	17-18	18-19	19-20
With Full Credential	24	25	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	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

Notes:

- "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)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>SpringBoard Course 1, College Board Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>STEMscopes for 6th grade Adopted 2017</p> <p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History -Social Science for CA, Scott Foresman Adopted 2006</p> <p>World History: Ancient Civilizations, Holt Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Cabrillo Elementary was built in 1965. During the summer of 2005, the district used funds from a Health and Safety Bond measure to make the following repairs to Cabrillo Elementary. It replaced the existing heating, ventilation, and air conditioning (HVAC) system with new rooftop HVAC units and performed voluntary seismic upgrades. The main buildings will have structural upgrades to make it safer during an earthquake. The roof was replaced, and the restrooms that were not remodeled in 2000 were remodeled to meet the Americans with Disabilities Act code. The existing PG&E electrical service was replaced with a larger service to better serve the school, and a new fire alarm system was installed. New double-keyed locksets that can be locked from the inside were installed on classroom doors. Emergency lights were installed at interior assembly areas, and new exterior lighting was added for safety. During the summer of 2007 construction was completed at the school, reconfiguring parking lots for student and staff safety and adding more staff parking spaces.

Cabrillo Elementary primary buildings measure 38,882 square feet, while the auxiliary buildings measure 1,200 square feet. We have two full-time custodians who care for the facility. With thorough scheduling and thoughtful planning, we maximize the use of our facilities and have numerous activities planned for each day. The school is cleaned each night and inspected each morning. The district maintenance staff work very hard to ensure that repairs necessary to keep the school in good condition and working order are completed in a timely manner. They use a work order priority process to ensure efficient service and that emergency repairs are given the highest priority. An annual safety check is conducted in each room.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/24/2019

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

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	50	50	77	78	50	50
Math	40	38	73	74	38	39

Notes:

- 1) 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.
- 2) 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

Notes:

- 1) Cells with N/A values do not require data.
- 2) The 2017–18 data is not available. The CDE developed 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 was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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	23.4	15.6	21.9

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	231	215	93.07	50.47
Male	126	116	92.06	48.70
Female	105	99	94.29	52.53
Black or African American	12	12	100.00	75.00
American Indian or Alaska Native	--	--	--	--
Asian	54	49	90.74	69.39
Filipino	15	15	100.00	80.00
Hispanic or Latino	102	97	95.10	34.38
Native Hawaiian or Pacific Islander	13	13	100.00	38.46
White	26	21	80.77	47.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	144	137	95.14	37.96
English Learners	102	93	91.18	36.56
Students with Disabilities	50	49	98.00	6.25
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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	231	221	95.67	37.56
Male	126	119	94.44	41.18
Female	105	102	97.14	33.33
Black or African American	12	12	100.00	41.67
American Indian or Alaska Native	--	--	--	--
Asian	54	53	98.15	56.60
Filipino	15	15	100.00	53.33
Hispanic or Latino	102	99	97.06	26.26
Native Hawaiian or Pacific Islander	13	13	100.00	30.77
White	26	21	80.77	38.10
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	144	141	97.92	27.66
English Learners	102	99	97.06	26.26
Students with Disabilities	50	49	98.00	10.20
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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 has a culture of welcoming families as partners and parents have many opportunities to participate and become involved in their children's education. Parents are encouraged to join the School Site Council (SSC), which works with administration to develop the School Plan for Student Achievement (SPSA) and helps make financial decisions about programs that support the SPSA. The English Language Advisory Committee (ELAC) is comprised of parents of English language learners who review programs that support English language development.

The growing PTA is instrumental in sponsoring academic and non-academic events and fundraisers that benefit students and staff. Our PTA is very active and supports critical fundraising events. Family Literacy and math parent workshops are scheduled to give parents support with helping their children at home. Cabrillo also provides family workshops on ways to prepare students for state assessments and integrating technology in student learning. Parent volunteers help with special projects in classrooms, chaperone on field trips, and help with fundraisers such as science camp activities and Cabrillo's school-wide jog-a-thon fundraiser.

Please contact Cabrillo's Community Liaison Eduardo Rodriguez at (510) 792-3232 if you would like additional information on becoming a school volunteer. Inquiries regarding the PTA can be made through the office or to the principal, David Thornley, at dthornley@fusdk12.net. Cabrillo values our wonderful parent volunteers.

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

Cabrillo's staff collaborates with parents, students, and community agencies to create a safe and orderly learning environment. The Safety/Disaster committee meets regularly to identify safety concerns, and to update the school's Safety Plan annually. Cabrillo's Safety Plan was revised March 2019. The plan includes procedures for emergencies, exit routes, child abuse reporting, student discipline and inventories of emergency supplies. We make the plan available for our School Site Council and Safety Committee and keep copies in the office for parents. We share the plan with all staff during a school wide staff meeting. Throughout the year, staff practices procedures with their students at school wide drills that include fire, earthquake, search and rescue (disaster) and evacuation.

Certificated staff and noon supervisors supervise students on the school grounds for 15 minutes before and after school, as well as at all recesses and at lunchtime. The principal and staff regularly review expectations with students for personal conduct. The school-wide character education program, Project Heart, Head, Hands (H3), helps us encourage traits that are expected of all Cabrillo students. This character education program is being implemented in all of our classrooms. Primary students receive weekly awards for practicing character education and intermediate students receive monthly awards for academics, behavior, and demonstrating improvement.

All visitors check into the office and wear a visitor's badge. Students leaving school before regular dismissal time must be signed out in the school office by the parent or the person designated by the parent.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	2.3	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	1.7
Expulsions Rate	0.0	0.0	0.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0
Other	

Note: 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 Average Class Size	2016-17 # of Classes Size 1-20	2016-17 # of Classes Size 21-32	2016-17 # of Classes Size 33+	2017-18 Average Class Size	2017-18 # of Classes Size 1-20	2017-18 # of Classes Size 21-32	2017-18 # of Classes Size 33+	2018-19 Average Class Size	2018-19 # of Classes Size 1-20	2018-19 # of Classes Size 21-32	2018-19 # of Classes Size 33+
K	24		2		19	1	3		16	4		
1	24		3		24		2		22	1	2	
2	17	4	1		19	2	2		24		2	
3	28		2		24		2		28		2	
4	22	1	2		23	1	2		20	2		
5	28		2		28		2		28		2	
6	22	1	2		18	1	2		22	1	2	
Other									11	2		

Notes:

- 1) Number of classes indicates how many classes fall into each size category (a range of total students per class).
- 2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days

2017-2018: 3 days

2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,398	\$48,612
Mid-Range Teacher Salary	\$87,958	\$74,676
Highest Teacher Salary	\$114,623	\$99,791
Average Principal Salary (ES)	\$142,026	\$125,830
Average Principal Salary (MS)	\$159,339	\$131,167
Average Principal Salary (HS)	\$160,959	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	9644	2297	7347	87808
District	N/A	N/A	7677	\$89,130.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.4	-7.8
School Site/ State	14.6	2.3

Notes:

- 1) Cells with N/A values do not require data.
- 2) The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that are reported on 2018-19 report cards.

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

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.