



# Juan Cabrillo Elementary School

30237 Morning View Dr. • Malibu, CA 90265-3616 • (310) 457-0360 • Grades K-5

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### **Santa Monica-Malibu Unified School District**

1651 16th St.  
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#### **District Governing Board**

Oscar de la Torre  
Craig Foster  
Maria Leon-Vazquez  
Richard Tahvildaran-Jesswein  
Ralph Mechur, Vice President  
Jon Kean  
Laurie Lieberman, President

#### **District Administration**

Ben Drati, Ed.D.  
**Superintendent**  
Dr. Terry Deloria  
**Asst. Superintendent, Educational  
Services**  
Dr. Mark Kelly  
**Asst. Superintendent, Human  
Resources**  
Janece Maez  
**Associate Superintendent, Business  
& Fiscal Services/CFO**

### **School Description**

#### 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, lifelong learners; effective, multilingual communicators; and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

#### Juan Cabrillo Elementary School Mission and Vision Statements

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 uses hands-on, minds-on strategies. 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, problem-solve, and are "social engineers," 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:

ALL Children Can Learn  
All Decisions Made in the Best Interests of Kids  
Treat ALL People with Dignity and Respect  
Honest, Open, Ongoing, Two-way Communication is the 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 K-5 school in Malibu, California. Students begin their school day on a spacious parklike-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 student’s 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 enrichment activities.

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’s 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’s shirt for Duke’s restaurant. Our fifth graders were honored by the Optimist Club for their community service, and the Malibu Women’s 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.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	23
Grade 1	33
Grade 2	35
Grade 3	29
Grade 4	40
Grade 5	35
<b>Total Enrollment</b>	<b>195</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	1.5
Asian	2.6
Filipino	1
Hispanic or Latino	23.1
Native Hawaiian or Pacific Islander	0
White	63.6
Two or More Races	5.6
Socioeconomically Disadvantaged	20
English Learners	20.5
Students with Disabilities	12.8
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	14-15	15-16	16-17
With Full Credential	12	13	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Monica-Malibu Unified School District	14-15	15-16	16-17
With Full Credential	◆	◆	565
Without Full Credential	◆	◆	9
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Juan Cabrillo Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	87.7	12.4
Low-Poverty Schools	98.9	1.1

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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: March 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading 2003, adopted 6/27/2002 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Science, Harcourt 2007, adopted 4/19/2007 <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	Reflections, California Series; Harcourt 2006, adopted 6/1/2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### 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. This summer the windows and flooring will be replaced and inside of the buildings painted.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 9/11/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			4: HVAC door blocked, unsecure shelves
<b>Interior:</b> Interior Surfaces	X			1: unsecure items on shelves, unsecure shelf 10: overhead storage, unsecure shelf, carpet old 11: unsecure cabinet 15: overhead storage, floor tile old 17: Missing ceiling tiles, HVAC closet blocked 18: overhead storage, ceiling tiles loose 2: wal
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			cottage A: messy overhead storage, ants bathroom ceiling tile cottage B: unsecure shelves ramp worn, ants
<b>Electrical:</b> Electrical	X			nurses office: open electrical box at sink
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			12: overhead storage, adjust drinking fountain 8: overhead storage
<b>Safety:</b> Fire Safety, Hazardous Materials		X		10: overhead storage, unsecure shelf, unmounted fire exitnguisher 11: unsecure cabinet, overhead storage, no fire extinguisher 3: unsecured shelves, fire extinguisher 5: overhead storage, unmounted fire extinguisher 9: overhead storage, unmounted fire extinguisher
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	84	72	77	77	78	77	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	62	63	68	71	44	48
Math	58	59	57	60	34	36

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.9	51.4	14.3

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	36	35	97.2	77.1
Male	18	17	94.4	76.5
Female	18	18	100.0	77.8
White	22	21	95.5	85.7

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	29	26	89.7	57.7
	4	40	39	97.5	59.0
	5	36	35	97.2	71.4
Male	3	14	12	85.7	41.7
	4	17	17	100.0	47.1
	5	18	17	94.4	64.7

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	15	14	93.3	71.4
	4	23	22	95.7	68.2
	5	18	18	100.0	77.8
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
Asian	4	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	23	22	95.7	59.1
	4	27	26	96.3	65.4
	5	22	21	95.5	71.4
Two or More Races	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	11	11	100.0	18.2
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	29	27	93.1	66.7
	<b>4</b>	40	39	97.5	55.3
	<b>5</b>	36	35	97.2	55.9
<b>Male</b>	<b>3</b>	14	13	92.9	61.5
	<b>4</b>	17	17	100.0	52.9
	<b>5</b>	18	17	94.4	70.6
<b>Female</b>	<b>3</b>	15	14	93.3	71.4
	<b>4</b>	23	22	95.7	57.1
	<b>5</b>	18	18	100.0	41.2
<b>American Indian or Alaska Native</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
<b>Asian</b>	<b>4</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>White</b>	<b>3</b>	23	23	100.0	69.6
	<b>4</b>	27	26	96.3	64.0
	<b>5</b>	22	21	95.5	66.7
<b>Two or More Races</b>	<b>3</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>English Learners</b>	<b>3</b>	--	--	--	--
	<b>4</b>	11	11	100.0	20.0
	<b>5</b>	--	--	--	--
<b>Students with Disabilities</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Foster Youth</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

#### 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, Individualize 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 Dr. Jennifer Johnston-Jones, PTA President, at (310) 457-0360.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 October 2016, 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. In August 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 this fall. The school site Olweus Team began training teachers in the fall on bully prevention. 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	2013-14	2014-15	2015-16
Suspensions Rate	1.2	0.4	1.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.4	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

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	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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	15	11	1	2	2	1	1				
1	23	23	14			2	1	1				
2	23	24	17			1	1	1	1			
3	26	24	14			2	2	2				
4	1		13.3	1		3						
5	30	26	12			3	3	3				
Other	6	7	4.5	1	1	2						

### 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 and other 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 Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners

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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,115	\$44,958
Mid-Range Teacher Salary	\$68,853	\$70,581
Highest Teacher Salary	\$92,701	\$91,469
Average Principal Salary (ES)	\$116,790	\$113,994
Average Principal Salary (MS)	\$127,261	\$120,075
Average Principal Salary (HS)	\$136,956	\$130,249
Superintendent Salary	\$239,200	\$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	6%	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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,891	\$809	\$6,081	\$77,703
District	♦	♦	\$7,252	\$75,968
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

\* Cells with ♦ do not require data.

### Types of Services Funded

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.