

Juan Cabrillo Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Juan Cabrillo Middle School
Street	2550 Cabrillo Avenue
City, State, Zip	Santa Clara CA, 95051
Phone Number	(408) 423-3700
Principal	Lauren Kelly
Email Address	lkelly@scusd.net
School Website	https://cabrillo.santaclarausd.org/
County-District-School (CDS) Code	43-69674-6048854

2023-24 District Contact Information

District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Gary Waddell, Ed.D.
Email Address	communications@scusd.net
District Website	www.santaclarausd.org

2023-24 School Description and Mission Statement

Cabrillo was originally opened as an intermediate school in 1962. It was closed in 1982 because of a decline in district enrollment, accompanied by a decision to house all middle school students in the district on two other campuses. Ten years later, an upturn in the student population, along with a desire to provide students with smaller, more personalized middle schools, resulted in the reopening of the campus. With the arrival of the 49ers in Santa Clara and the construction of Levi's Stadium in 2014, Cabrillo became the home of the 49ers STEM Leadership Institute.

As Cabrillo rededicated itself to overall excellence, an emphasis has been placed on all students becoming proficient or advanced in Language Arts and Math on the standardized assessments. Writing across the curriculum, science, and technology are priorities. In recent years, accountability systems at the State and Federal levels have served as great motivation to the Cabrillo staff to focus on strategies to decrease the Achievement Gap among our underperforming subgroups, namely English learners, Hispanic/Latinx students, socioeconomically disadvantaged students, students temporarily in the foster care system, and students with disabilities. Cabrillo is also refining its mission and vision to align with the Santa Clara Unified School District's Vision 2035 with a focus on areas that serve all students as well as students with IEPs, 504s, and English learners. A focus on higher classroom engagement and more student support (academic and SEL) has brought the introduction of multi-tiered systems of support (MTSS), project-based learning opportunities, and increases in STEAM/hands-on learning for all students. Cabrillo staff is currently developing and implementing ways to support our English learners by providing more EL support in both designated and integrated EL classes.

The Cabrillo site leadership team is involved in educational decision-making. The site leadership team is made up of roughly twenty staff members which include the site admin team, department chairs, grade level team leads or program chairpersons, or co-chairpersons.

The school library program benefits from the services of a fully credentialed teacher/librarian and a library assistant funded by both the school and the district.

Students are assigned to one of three fully credentialed school counselors who provide academic and emotional support. Each counselor is assigned to a grade level and loops up with the grade-level group so that the counselor is with the same group of students throughout their time at Cabrillo. The school also benefits from a Wellness Center run by a wellness coordinator

2023-24 School Description and Mission Statement

offering students further social-emotional support. The wellness program is part of our school's MTSS process to better support all students.

Our student population is diverse. The occupational and educational levels of the parents run a gamut from those with advanced degrees to those who have not yet completed high school. Nearly 20% of our population receives support from our special education department, and more than 40% of Cabrillo students are being educated in a language other than the one native to their homes. Diversity makes Cabrillo rich, as students have an opportunity to get a world-view within the confines of twenty-six acres.

Providing a diverse student population, with a common set of standards for success is a high priority for Cabrillo staff. Cabrillo is a community of learners dedicated to creating a safe, caring environment that will produce students who are lifelong learners, prepared for success in high school, planning for college/career opportunities, and contributing members of a democratic society.

We believe in the importance of

- a strong academic environment where students take responsibility for their own learning and behavior
- a diverse community in which all students have equitable access to challenging and rigorous curriculum
- collaboration to support meaningful, relevant learning experiences
- an atmosphere of mutual respect that invites the participation of all members of the community, including students, staff, and

parents.

Below are Expected Schoolwide Learning Results (ESLRs) from previous mission/vision work in the early 2010s. Cabrillo is in midst of updating the school's mission/vision to align with the school district's Vision 2035.

Students will be contributing citizens who:

- Demonstrate integrity, responsibility, and perseverance as productive members of society
- Respect cultural, physical, economic, intellectual, age, sexual, and gender diversity
- Recognize the rules and processes that govern society
- Actively participate in the community
- Act as caretakers of the environment

Students will be effective communicators who:

- Speak with clarity of meaning and listen to understand
- Read and comprehend a variety of materials
- Convey information and ideas in written and visual form

Students will be informed, productive thinkers who:

- Use creative and critical thinking skills
- Use diverse strategies in solving problems, making decisions and evaluating
- results and applying them in real life situations

Students will be self-directed learners who:

- Set priorities, plan and take action to accomplish goals
- Manage time and resources efficiently and independently
- Take on challenges and accept responsibility for making choices

Students will be collaborative workers who:

- Perform a variety of roles within a team
- Develop high-quality products and services
- Evaluate effectiveness and apply results to improve performance

Students will be information processors who:

- Select a variety of resources, including technology, to research and access information
- Choose the most effective tools to organize, evaluate and apply information

The Cabrillo staff seeks to provide students with an education that addresses the more than one thousand middle school content standards that the State of California has established. Staff members have worked with other school district personnel in defining the subject area essentials and in developing instructional activities that have proven to be effective. Specific

2023-24 School Description and Mission Statement

strategies for delivering instruction rely upon Gardner's identification of multiple intelligences, differentiated instruction, the identification of essential questions and enduring understandings, Bloom's Taxonomy, the major elements of clinical supervision, and sequenced lessons.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	241
Grade 7	279
Grade 8	297
Total Enrollment	817

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	51.8%
American Indian or Alaska Native	0.5%
Asian	28.3%
Black or African American	2.6%
Filipino	6.7%
Hispanic or Latino	41.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.9%
White	14%
English Learners	17.3%
Homeless	0.1%
Migrant	0.2%
Socioeconomically Disadvantaged	48.1%
Students with Disabilities	15.4%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.80	84.20	660.20	87.60	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.23	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	2.88	14.20	1.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.29	20.70	2.75	12115.80	4.41
Unknown	4.60	10.61	56.70	7.52	18854.30	6.86
Total Teaching Positions	43.70	100.00	753.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.10	96.21	690.20	89.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.10	0.15	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.00	1.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.20	2.63	11953.10	4.28
Unknown	1.60	3.79	48.90	6.36	15831.90	5.67
Total Teaching Positions	43.70	100.00	770.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.20	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.20	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2023 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

Year and month in which the data were collected January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0

School Facility Conditions and Planned Improvements

General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair

SCUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Age of School Buildings

The main campus of Cabrillo School was built in 1961, with two major renovations occurring in 1991 and most recently in 2008. During the three years since the most recent phase of renovation began, 43 classrooms, including nine portables have been upgraded with air conditioning, new carpeting, and teacher workstations. In addition, our library/media center with three computer labs was completely renovated last year. A weight room was also constructed using an existing structure and the art room was renovated. The fields used by our physical education department have been reseeded, a walking/running path has been installed, the blacktop has been resurfaced, and the administrative office and the school's parking lots have been renovated.

Year and month of the most recent FIT report

July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Interior: Interior Surfaces	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Electrical	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Safety: Fire Safety, Hazardous Materials	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Structural: Structural Damage, Roofs	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	52	59	59	47	46
Mathematics (grades 3-8 and 11)	41	42	47	47	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	814	789	96.93	3.07	52.28
Female	386	374	96.89	3.11	55.50
Male	424	411	96.93	3.07	49.64
American Indian or Alaska Native	--	--	--	--	--
Asian	229	226	98.69	1.31	75.66
Black or African American	21	21	100.00	0.00	42.86
Filipino	53	52	98.11	1.89	61.54
Hispanic or Latino	333	316	94.89	5.11	26.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	56	100.00	0.00	76.79
White	114	110	96.49	3.51	64.55
English Learners	139	126	90.65	9.35	12.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	394	379	96.19	3.81	31.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	136	128	94.12	5.88	16.41

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	815	795	97.55	2.45	41.64
Female	387	377	97.42	2.58	40.05
Male	424	414	97.64	2.36	43.24
American Indian or Alaska Native	--	--	--	--	--
Asian	230	227	98.70	1.30	72.69
Black or African American	21	21	100.00	0.00	19.05
Filipino	53	51	96.23	3.77	39.22
Hispanic or Latino	333	323	97.00	3.00	15.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	56	100.00	0.00	64.29
White	114	109	95.61	4.39	50.46
English Learners	140	134	95.71	4.29	7.46
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	395	381	96.46	3.54	18.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	136	126	92.65	7.35	9.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	44.90	42.86	45.03	42.09	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	292	283	96.92	3.08	42.76
Female	144	139	96.53	3.47	41.01
Male	146	142	97.26	2.74	45.07
American Indian or Alaska Native	--	--	--	--	--
Asian	89	88	98.88	1.12	68.18
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	46.67
Hispanic or Latino	119	113	94.96	5.04	18.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	64.00
White	34	32	94.12	5.88	50.00
English Learners	38	34	89.47	10.53	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	130	95.59	4.41	20.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	43	89.58	10.42	13.95

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93.3	87.6	90.5	91.9	91.2

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and students serve on the PTSA board and have equitable representation on the School Site Council. Parent volunteers are significant to our second language ELAC program, to major grade-level field trips, and during routine meetings regarding individual students. Cabrillo has increased community outreach this year with continuing community posting on Parent Square which allows parents to read in their preferred language.

Anyone interested in becoming more involved is encouraged to contact our school office at (408) 423-3700.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	863	848	144	17.0
Female	413	404	65	16.1
Male	446	440	79	18.0
Non-Binary	4	4	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	244	239	15	6.3
Black or African American	22	22	4	18.2
Filipino	56	55	5	9.1
Hispanic or Latino	361	352	97	27.6
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	51	51	4	7.8
White	116	116	18	15.5
English Learners	170	164	42	25.6
Foster Youth	0	0	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	429	420	104	24.8
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	146	144	35	24.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.21	6.27	6.14	0.12	2.57	2.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.14	0
Female	4.12	0
Male	8.07	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.82	0
Black or African American	4.55	0
Filipino	0	0
Hispanic or Latino	11.36	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.88	0
White	4.31	0
English Learners	10.59	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.16	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.22	0

2023-24 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	10	16	5
Mathematics	23	9	16	3
Science	26	6	15	3
Social Science	29	2	14	3

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	14	13	5
Mathematics	22	9	19	
Science	24	10	15	
Social Science	29	3	12	4

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	16	16	2
Mathematics	22	10	16	0
Science	22	13	12	0
Social Science	30	1	16	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	272.33

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13374	0	13374	\$131,530
District	N/A	N/A	\$12,187	\$122,976
Percent Difference - School Site and District	N/A	N/A	9.3	6.7
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	55.0	36.8

Fiscal Year 2022-23 Types of Services Funded

Several programs and supplemental services are paid for by the district through categorical funding, including English Language Development, Student Support (an after school tutorial program for 7th and 8th graders), On Track (an after school tutorial program for 6th grade students), School Safety, Guidance and Counseling, Intramural sports, a library assistant, field trips, and staff development.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$81,047	\$55,550
Mid-Range Teacher Salary	\$122,516	\$84,645
Highest Teacher Salary	\$145,248	\$111,284
Average Principal Salary (Elementary)	\$179,532	\$139,860
Average Principal Salary (Middle)	\$194,368	\$146,440
Average Principal Salary (High)	\$202,770	\$158,447
Superintendent Salary	\$298,733	\$278,268
Percent of Budget for Teacher Salaries	34.74%	32.21%
Percent of Budget for Administrative Salaries	5.67%	4.89%

Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's School Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4