

Cabrillo Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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.

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Cabrillo Elementary School
Street	601 Crespi Drive
City, State, Zip	Pacifica, CA 94044
Phone Number	(650) 738-6660
Principal	Thomas Stafford
E-mail Address	tstafford@pacificasd.org
Web Site	http://pacificasd.org/CES/
CDS Code	41689326043939

District Contact Information	
District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Heather Olsen
E-mail Address	holsen@pacificasd.org
Web Site	www.pacificasd.org

School Description and Mission Statement (School Year 2018-19)

We believe that an enriched education with an arts focus enables all of our students to achieve high academic standards. We provide a caring environment that emphasizes the development of responsibility, citizenship and self-esteem. We are a partnership of teachers, parents, and community dedicated to the success of our students.

Goals

Cabrillo School's Mission is guided by the following principles:

1. Support and encourage each child to achieve standards of academic excellence.
2. Provide thematic project based and Standards based curriculum, stressing active learning, independent thinking, and problem solving, both inside and outside the classroom.
3. Enrich every student's education through concentrated experiences in music, art, and drama.
4. Strengthen youth development through cooperative learning, conflict resolution, and service.
5. Encourage parents and community members to participate in the classroom and school to reduce the adult to student ratio, enable active learning, provide small group instruction, and individual attention. As a community, we educate our children.
6. Provide quality professional development for staff and continuing education for parents.
7. Assess progress on attaining mission and goals regularly to adjust to changing conditions.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	64
Grade 1	62
Grade 2	63
Grade 3	61
Grade 4	64
Grade 5	64
Grade 6	64
Grade 7	63
Grade 8	64
Total Enrollment	569

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	3.9
Filipino	4.4
Hispanic or Latino	22.3
Native Hawaiian or Pacific Islander	0.2
White	53.4
Socioeconomically Disadvantaged	12.5
English Learners	4.7
Students with Disabilities	7.9
Foster Youth	0.0

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	23	23	21.3	129.96
Without Full Credential	1	1	2.25	10.05
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, A Legacy of Literacy (K-5)/2003 Prentice Hall, Timeless Voices, Timeless Themes (6-8)/2002 Teachers College Reading and Writing Project (K-8)/2012 (Board Approved)	Yes	0
Mathematics	Bridges in Mathematics (2nd Edition)/2016 CPM Core Connections (6-8)/2014	Yes	0
Science	FOSS California Edition (K-5)/2007 CPO Focus on Science, Earth Science (6), Life Science (7), Physical Science (8)/2007	Yes	0
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002 Teachers' Curriculum Institute (TCI): History Alive! California Series (6-8)/2018	Yes	0
Health	Puberty Talk, Gr. 5/2016 (Health Connected) Teen Talk, Gr. 7/2016 (Health Connected) Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/20/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Replaced furnace in hallway ceiling at B18. The MPR rooftop HVAC unit appears to be more than 20 years of age and in poor condition. There is not label to determine exact model information. The equipment is covered with plastic during rainy season because it leaks into the building. The painted exterior is peeling and there is significant rust present. The unit should be replaced for a more energy efficient and weather tight unit.
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/20/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	The fields of the roofs have isolated areas of topping degradation, exposed felts, blistering, ridging throughout. The roof membranes require replacement
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	New rain gutters installed on portables. The sidewalks at the west side of the A-wing are exhibit significant areas of lifting, cracking and deterioration, and require replacement. The upper playground is used for sports events that are attended by parents/family and students and faculty. The only access is via an aged stair of railroad ties and compressed dirt with chain handrail. The access is unsafe and a trip hazard. A Code compliant concrete stair must be installed. The upper playground is not handicap accessible. An accessible concrete ramp must be installed. Modulars-Portables 1-4: Outdated finishes, antiquated energy inefficient windows, roofing exhibits rust, exterior wood siding has moss growth, areas of dry rot and rust from structure.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/20/18	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	64.0	62.0	58.0	60.0	48.0	50.0
Mathematics (grades 3-8 and 11)	58.0	59.0	54.0	58.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	378	374	98.94	61.76
Male	200	197	98.50	53.81
Female	178	177	99.44	70.62
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	66.67
Filipino	--	--	--	--
Hispanic or Latino	83	83	100.00	49.40
White	210	208	99.05	65.87
Two or More Races	65	65	100.00	63.08
Socioeconomically Disadvantaged	49	49	100.00	46.94
English Learners	17	16	94.12	50.00
Students with Disabilities	28	26	92.86	11.54

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	378	375	99.21	59.47
Male	200	197	98.5	59.9
Female	178	178	100	58.99
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	61.54
Filipino	--	--	--	--
Hispanic or Latino	83	83	100	40.96
White	210	208	99.05	63.94
Two or More Races	65	65	100	66.15
Socioeconomically Disadvantaged	49	49	100	46.94
English Learners	17	17	100	58.82
Students with Disabilities	28	26	92.86	15.38

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.2	39.1	15.6
7	19.4	32.3	24.2

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

The PTO at Cabrillo provides funds and volunteer support for our visual and performing arts program, field trips, assembly programs, classroom projects, curriculum and program enrichment, the library/media center, study trips, and numerous other activities. With the guidance of teachers, parent volunteers teach literature circles, art, music, drama, and PE classes. Parents can become involved in leadership through the PTO and School Site Council. We ask that families volunteer at least 40 hours per child each year. Cabrillo's programs rely on this high level of parent involvement to support our programs and improve student-to-adult ratios.

For more information on how to get involved, please contact Thomas Stafford, Principal, at 650-738-6660 or tstafford@pacificasd.org.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.0	2.6	2.1	2.2	1.6	1.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Staff members supervise our campus before school and during recess and lunch periods. We routinely review school and playground safety rules with students. Our playground equipment is new and meets state and federal safety regulations. We use the Playworks, structured play environment on our yard and have seen marked improvement in behavior on the play yard. We update our School Safety Plan each year. We conduct a yearly districtwide emergency/earthquake drill and monthly fire drills. We keep emergency supplies on campus, including first aid supplies, food, and water. The district provides satellite phones to maintain contact between sites, the district office, and emergency crews in the event of a catastrophic event such as an earthquake or tsunami. Our student leadership team helps ensure that emergency backpacks are updated and ready for emergencies should any occur.

The School Safety Plan is reviewed, updated, and discussed annually with the Site Council and school staff.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	3		20	1	3		19	1	3	
1	24		2		24		2		24		2	
2	24		2		24		2		17	1	2	
3	24		3		24		3		24		3	
4	32		2		32		2		32		2	
5	23	1	2		33		1	1	32		2	
6	29		12		32		12		32		11	
Other					4	1						

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

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.88	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,014	\$136	\$4,878	\$70,941
District	N/A	N/A	\$6,855	\$66,083
Percent Difference: School Site and District	N/A	N/A	-33.7	9.3
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-29.6	-4.5

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

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

Types of Services Funded (Fiscal Year 2017-18)

We support additional support in Math through a 2 hour daily paraprofessional who assists teachers with small group work and math support in combination class settings. We also have an 18 hour weekly paraprofessional for Leveled Literacy Intervention and Reading Support. Our PTO provides funding for our electives for upper grades which include Drama, Dance, Physical Activities, World Languages, and Student Leadership.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,713	\$48,064
Mid-Range Teacher Salary	\$64,329	\$75,417
Highest Teacher Salary	\$85,329	\$94,006
Average Principal Salary (Elementary)	\$128,706	\$119,037
Average Principal Salary (Middle)	\$129,819	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$221,359	\$183,692
Percent of Budget for Teacher Salaries	33.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Cabrillo staff attends all District-Wide professional development and participates in the District's Specialists' Facilitated workshops provided on-site. All teachers K-5 are trained in our new Bridges Math Program. We have just begun work in the New Generation Science Standards, and are continuing conversations around appropriate curriculum. There is at least one monthly meeting with the entire staff where all areas of school life are discussed and the school calendar is updated. The teachers also receive support from the District through Humanities, Math and Innovation Specialists. On-site, we continue to access professional support through lead teachers in all of these areas. These teachers keep the rest of the staff updated on workshops and other activities that help to monitor student progress throughout the year. Teachers here at Cabrillo also search for opportunities to grow as educators in the 21st Century by signing up on their own for workshops and other professional development opportunities. Other areas of school life that are discussed are the School Wide Positive Behavior Interventions and Support Plan adopted in 2013 year as a District-Wide program for promoting a positive school climate and helping to eliminate bullying. We have a Special Day Class (K/1) and a strong RSP program for students with IEPs.