

Juan Cabrillo Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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	Jennifer Doherty
Email Address	jedoherty@scusd.net
School Website	https://cabrillo.santaclarausd.org/
Grade Span	6-8
County-District-School (CDS) Code	43-69674-6048854

2025-26 District Contact Information

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

2025-26 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

2025-26 School Description and Mission Statement

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 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 45% 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.

The Cabrillo staff seeks to provide students with an education that addresses the 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 are effective. In the 24-25 and 25-26 school year, the staff has committed to focus on developing student abilities in the area of explanatory text, and professional development is focusing on this area.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	233
Grade 7	279
Grade 8	284
Total Enrollment	796

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	30.9
Black or African American	1.8
Filipino	3.8
Hispanic or Latino	39.8
Native Hawaiian or Pacific Islander	1
Two or More Races	6.5
White	15.5
English Learners	16.3
Foster Youth	0.3
Homeless	1.6
Migrant	0.1
Socioeconomically Disadvantaged	30.3
Students with Disabilities	14.2

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	42.1	96.21	690.2	89.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.1	0.15	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10	1.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	20.2	2.63	11953.1	4.28
Unknown/Incomplete/NA	1.6	3.79	48.9	6.36	15831.9	5.67
Total Teaching Positions	43.7	100	770.6	100	279044.8	100

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.

2022-23 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)	39.7	91.62	665.6	89.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.8	0.65	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	1.98	28.3	3.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	1.75	16.3	2.19	11746.9	4.23
Unknown/Incomplete/NA	2	4.62	31.6	4.24	14303.8	5.15
Total Teaching Positions	43.3	100	746.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	37.5	84.55	682.7	89.79	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.4	0.46	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.8	10.94	23.7	3.12	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.25	18.1	2.39	12112.8	4.34
Unknown/Incomplete/NA	1	2.25	32.2	4.24	13705.8	4.91
Total Teaching Positions	44.4	100	760.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.8	4.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.8	4.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0.7	0
Total Out-of-Field Teachers	0.00	0.7	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.8	10.4
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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2025 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 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Science Laboratory Equipment (grades 9-12)	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0

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

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 the construction of new elementary and middle 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 a new high school on the Agnews campus, a new elementary school for Laurelwood on the Patrick Henry campus, new multipurpose buildings and early childhood classroom buildings, 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

Year and month of the most recent FIT report

July 2025

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.
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.

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	54	58	58	60	47	48
Mathematics (grades 3-8 and 11)	44	48	47	49	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	798	771	96.62	3.38	57.53
Female	402	388	96.52	3.48	62.11
Male	395	382	96.71	3.29	52.76
American Indian or Alaska Native	--	--	--	--	--
Asian	241	237	98.34	1.66	80.17
Black or African American	15	15	100.00	0.00	60.00
Filipino	30	30	100.00	0.00	80.00
Hispanic or Latino	320	300	93.75	6.25	30.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	57	100.00	0.00	63.16

White	126	123	97.62	2.38	69.92
English Learners	106	93	87.74	12.26	7.53
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	27.27
Military	0	0	0	0	0
Socioeconomically Disadvantaged	282	265	93.97	6.03	29.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	114	104	91.23	8.77	16.50

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	799	769	96.25	3.75	47.85
Female	402	388	96.52	3.48	46.65
Male	396	380	95.96	4.04	49.21
American Indian or Alaska Native	--	--	--	--	--
Asian	241	238	98.76	1.24	75.63
Black or African American	15	14	93.33	6.67	35.71
Filipino	30	30	100.00	0.00	56.67
Hispanic or Latino	320	299	93.44	6.56	18.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	57	100.00	0.00	52.63
White	127	122	96.06	3.94	63.93
English Learners	107	102	95.33	4.67	7.84
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	283	270	95.41	4.59	15.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	114	101	88.60	11.40	14.85

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	44.88	50.55	41.6	46.48	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	285	276	96.84	3.16	50.55
Female	134	130	97.01	2.99	54.62
Male	150	145	96.67	3.33	47.22
American Indian or Alaska Native	--	--	--	--	--
Asian	86	86	100.00	0.00	76.74
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	110	101	91.82	8.18	19.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	75.00
White	50	50	100.00	0.00	58.00
English Learners	25	21	84.00	16.00	4.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	84	93.33	6.67	15.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	40	93.02	6.98	20.00

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	95.4	94	96.1	94.3	97.2

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.

2025-26 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. Parents also volunteer time to support or 49er STEM Leadership Institute and the Juan Cabrillo Music Boosters. Cabrillo has increased community outreach this year with continuing community posting on ParentSquare, 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	832	823	109	13.2
Female	415	410	56	13.7
Male	416	412	53	12.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	259	255	12	4.7
Black or African American	16	16	4	25.0
Filipino	30	30	0	0.0
Hispanic or Latino	332	329	74	22.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	53	4	7.5
White	128	126	12	9.5
English Learners	150	143	31	21.7
Foster Youth	--	--	--	--
Homeless	15	14	11	78.6
Socioeconomically Disadvantaged	300	293	67	22.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	129	128	31	24.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.14	5.81	8.65	2.78	2.45	2.99	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.01	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.65	0.00
Female	4.82	0.00
Male	12.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.70	0.00
Black or African American	6.25	0.00
Filipino	3.33	0.00
Hispanic or Latino	15.36	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.66	0.00
White	6.25	0.00
English Learners	13.33	0.00
Foster Youth	0.00	0.00
Homeless	20.00	0.00
Socioeconomically Disadvantaged	14.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.18	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 2025.