

Cabrillo School - Pacifica School District

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Cabrillo School - Pacifica School District
Street	601 Crespi Drive
City, State, Zip	Pacifica, CA 94044
Phone Number	(650) 738-6660
Principal	Rachel Carion
Email Address	rcarion@pacificasd.org
School Website	pacificasd.org/CES/
County-District-School (CDS) Code	41689326043939

2022-23 District Contact Information

District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Dr. Heather Olsen
Email Address	holsen@pacificasd.org
District Website Address	www.pacificasd.org

2022-23 School Overview

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. As a community, we educate our children.

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

1. Support and encourage each child to achieve high standards of academic excellence.
2. Provide thematic projects based and standards-based curriculum, stressing active learning, independent thinking, and problem solving.
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 to participate at Cabrillo.
6. Enable active learning, provide small group instruction, and individual attention.
7. Provide quality professional development for staff and continuing education for parents.
8. Assess progress on attaining mission and goals regularly, and adjust to changing conditions.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2021-22 Student Enrollment by Student Group

Student Group

Percent of Total Enrollment

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 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)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project (K-8)/2012	Yes	0
Mathematics	Bridges in Mathematics (K-5) (2nd Edition)/2016 CPM Core Connections (6-8)/2014	Yes	0
Science	FOSS California Edition (K-5)/2007 California HMH Science Dimensions (6-8)/2019	Yes	0
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002	Yes	0

	Teachers' Curriculum Institute (TCI): History Alive! California Series (6-8)/2018		
Foreign Language	N/A		
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
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	8/17/2022
---	-----------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	<p>ADMIN: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH (WORK ROOM AREA). 7. ONE CAN LIGHT IS OUT (HALLWAY). ONE LIGHT FIXTURE IS OUT (HALLWAY).</p> <p>NURSE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STAFF LOUNGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>COMMUNICATIONS ROOM: 4. WATER DAMAGE TO CEILING. 10. FIRE SENSOR IS TAPED OVER.</p> <p>PE STORAGE: 7. ONE LIGHT PANEL IS OUT.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH (HALLWAY). 7. ONE LIGHT FIXTURE IS OUT. EXTENSION CORD IS CREATING A TRIP HAZARD.</p> <p>PSYCH: 7. OUTLET COVER IS MISSING.</p>

School Facility Conditions and Planned Improvements

B15: 4. CEILING TILE HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS MISSING.

B16: 9. FAUCET HAS A DRIP. 10. FIRE EXTINGUISHER IS MISSING.

B17: 4. CEILING TILES HAVE WATER STAINS (THROUGHOUT HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING.

B18: 4. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.

B19: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A DRIP. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

A2: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOTBPOSTED.

A3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

A4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. 10. FIRE EXTINGUISHER IS MISSING.

A5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES.

A6: 4. CEILING TILE HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS MISSING.

A7: 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.

School Facility Conditions and Planned Improvements

A8: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING.

A9: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

A10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES.

A11: 2. DIRTY VENT IN RR. 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

P1: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE BROKEN. 9. ONE FAUCET LEAKS AT HANDLE. 10. EMERGENCY EXIT IS BOARDED UP. 12. DRY ROT ON SIDING. 13. EAVES AND GUTTERS HAVE HOLES RUSTED THROUGH.

P2: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE IS TORN. 9. FAUCET LEAKS AT HANDLE IN RR. 10. EMERGENCY EXIT IS BOARDED UP. 13. EAVES AND GUTTERS HAVE HOLES RUSTED THROUGH.

P3: 4. COUNTERTOP IS CHIPPING. 9. FAUCET LEAKS AT HANDLE IN RR. 10. EMERGENCY EXIT IS BOARDED UP. 12. DRY ROT ON SIDING.

D37/ BAND: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

D33: 4. GAP IN RUBBER TRIM AT CARPET/TILE SEAM.

D34: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD.

School Facility Conditions and Planned Improvements

			<p>D36: 10. MULTIPLE PLUG IN AIR FRESHENERS.</p> <p>C29: 4. CEILING TILEE HAVE WATER STAINS (ALSO THROUGHOUT HALLWAY). WATER DAMAGE TO CABINETS. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP ISVNOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C28: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>C26: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>C24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>C27: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A DRIP. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>C25: 4. FORMICA TRIM IS CHIPPING AND LOOSE ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>LIBRARY: 4. CEILING TILE HAS A WATER STAIN.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	
Electrical		X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>BOYS REST ROOM: 8. REST ROOM IS OUT OF ORDER. 2. DIRTY VENT.</p> <p>GIRLS REST ROOM: 4. SOAP DISPENSER IS MISSING. 8. TOILET SEAT IS LOOSE. (BEING USED AS A BOYS REST ROOM). 2. DIRTY VENT. 4. CEILINGBTILE IS MISSING (HALLWAY). 7. ONE LIGHT DIFFUSER IS MISSING. 12. CRACK IN INTERIOR WALL.</p> <p>UNISEX REST ROOM: 7. ONE LIGHT DIFFUSER IS MISSING.</p>

School Facility Conditions and Planned Improvements

				WOMENS REST ROOM: 7. LIGHT DIFFUSER IS MISSING.
Safety: Fire Safety, Hazardous Materials			X	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 5	89	96	89	95	93
Grade 7	100	98	98	98	98
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2022-23 Opportunities for Parental Involvement

In the 2022- 2023 school year, Cabrillo parent volunteers continue to be an integral part of what makes Cabrillo such a tight-knit school community. 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, our 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 continue to volunteer at least 40 hours per child each year, if possible under current guidelines. Cabrillo's programs rely on this high level of parent involvement to support our programs and improve the student-to-adult ratios. For more information on how to get involved, please contact Principal Rachel Carion at 650-738-6660 or rcarion@pacificasd.org.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Our staff members supervise students and monitor school grounds throughout each day and we routinely review school and playground safety rules with students. All visitors must sign in at the front desk when they arrive on campus, wear a visitor's badge while on school grounds and sign out when they leave. Our Safety Plan is updated and reviewed with staff members at the beginning of each school year and is available for review at the school and on the school website. The Safety Plan outlines responsibilities and procedures for everyone on site in the event of a school-wide or community emergency. It is meant to be used as a guide for "Best Practices" and flexibility if emergency procedures need to be implemented.

The Safety Plan includes The Big Five Safety Protocol, which describes five immediate action responses in a given emergency. These include: Shelter in Place; Drop, Cover, and Hold on; Secure Campus; Lockdown/Barricade; and Evacuation. School site emergency drills are held monthly to simulate staff and student actions during an emergency. After each drill, the school debriefs in an effort for continual improvement. We keep emergency supplies on campus such as first aid supplies, food, water, and a generator that provides electricity to our multipurpose room. Our site also has a satellite phone in the event of disrupted landline and cellular service. District personnel, local officials, and our county office of education contributed to the development our safety plan.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 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	

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$6,360	\$975	\$5,385	\$66,140
District	N/A	N/A	\$7,132	
Percent Difference - School Site and District	N/A	N/A	-27.9	-4.3
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-44.9	-21.9

2021-22 Types of Services Funded

Cabrillo is proud to have a full-time School Counselor and a full-time School Psychologist. We also have two full-time RSP teachers for our students with special needs, in addition to three yard aides for safety.

We provide additional support in Math through a 2 hour daily paraprofessional who assists teachers with small group work and math support in our 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 lower and upper grades which include Drama, Dance, Art, Physical Activities, World Languages, Media, and Student Leadership among other offerings.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Pacifica School District has two days of district-wide Professional Development Days annually. These days have focuses aligned to district-wide initiatives which are based on student achievement and school climate data.

In 2021-2022, school and district staff have participated in I-Ready training, which helps staff assess a student's current levels in English language arts and math. All staff has also participated in several sessions of Caring School Communities training, which offers lessons in Social-Emotional Learning. Finally, select staff have formed a "Family Engagement Team". This team has engaged in formal training, in order to learn ways to best partner with families.

In 2022-2023, school and district continued to participate in I-Ready training around data analysis and differentiated instruction. The district also focused on The BIG 5 and a School Site Safety Procedures and Plan. Pacifica School District provides our new teachers and staff with Curricular-based Professional Development each year, including Readers/Writers Workshop, TCRWP ELD, Bridges Mathematics, CPM Math and Fountas and Pinnell Reading Assessments trainings. As a site staff has been trained on the new communication platform Parent Square and how to input and analyze data on Data Zone.

Cabrillo staff attends all district-wide professional development. All K-5 teachers are trained in the Bridges Math Program. We are working with the Next Generation Science Standards (NGSS), and are continuing conversations around appropriate curriculum. On Wednesdays, 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. On all other Wednesdays, teachers collaborate either in department or grade level meetings. Teachers at Cabrillo also search for opportunities to grow as 21st Century Educators, by signing up for workshops and other PD opportunities through the San Mateo County Office of Education. Also discussed are Positive Behavior Interventions and Support (PBIS) and other ways to promote a positive school climate, while eliminating incidents of bullying.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	2