Cabrillo School - Pacifica School District
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	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	Anne Marie Flores-Aikey
Email Address	afloresaikey@pacificasd.org
Website	http://pacificasd.org/CES/
County-District-School (CDS) Code	41689326043939

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

School Description and Mission Statement (School Year 2019-20)

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 projects based and standards-based curriculum, stressing active learning, independent thinking, and problem solving, both inside and outside of 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, and adjust to changing conditions.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	62
Grade 1	62
Grade 2	61
Grade 3	60
Grade 4	61
Grade 5	64
Grade 6	64
Grade 7	64
Grade 8	64
Total Enrollment	562

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	3.4
Filipino	4.6
Hispanic or Latino	22.1
Native Hawaiian or Pacific Islander	0.2
White	52.5
Two or More Races	16.7
Socioeconomically Disadvantaged	9.8
English Learners	4.1
Students with Disabilities	8.5
Homeless	0.2

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	21.3	20.5	130.1
Without Full Credential	1	2.25	1.5	3.5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1.25

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 2019-20)

Year and month in which data were collected: December 2019

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 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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Replaced furnace in hallway ceiling outside of B-18. The MPR rooftop HVAC unit appears to be more than 20 years of age and in poor condition. There is not a label to determine the exact model information. The equipment is covered with plastic during the rainy season to prevent leakage into the building. The unit should be replaced for a more energy efficient and weather-tight unit. The painted exterior is peeling and there is rust present.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
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, and ridging. The roof membranes require replacement.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	New rain gutters were installed on portables. The sidewalks at the west side of the A-wing exhibit require replacement due to cracking and deterioration. The upper field is used for sporting events that are attended by parents, families, students and faculty. Access is via a railroad tie and compressed dirt staircase, with a chain handrail. A code compliant concrete staircase, and an accessible concrete ramp must be installed. Modulars/Portables 1- 4: All have outdated finishes and energy inefficient windows. The roofing exhibits rust, the exterior wood siding has moss growth, and there are areas of dry rot and rust from the structure.
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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	62	63	60	60	50	50
Mathematics (grades 3-8 and 11)	59	60	58	57	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	374	372	99.47	0.53	62.90
Male	192	191	99.48	0.52	56.54
Female	182	181	99.45	0.55	69.61
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	12	12	100.00	0.00	58.33
Filipino	--	--	--	--	--
Hispanic or Latino	82	82	100.00	0.00	56.10
Native Hawaiian or Pacific Islander					
White	197	195	98.98	1.02	63.08
Two or More Races	74	74	100.00	0.00	71.62
Socioeconomically Disadvantaged	43	43	100.00	0.00	46.51
English Learners	18	17	94.44	5.56	47.06
Students with Disabilities	42	41	97.62	2.38	17.07
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	374	373	99.73	0.27	59.79
Male	192	192	100.00	0.00	58.33
Female	182	181	99.45	0.55	61.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	12	12	100.00	0.00	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	82	82	100.00	0.00	50.00
Native Hawaiian or Pacific Islander					
White	197	196	99.49	0.51	62.24
Two or More Races	74	74	100.00	0.00	68.92
Socioeconomically Disadvantaged	43	43	100.00	0.00	41.86
English Learners	18	18	100.00	0.00	33.33
Students with Disabilities	42	41	97.62	2.38	21.95
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	28.1	26.6	1.6
7	17.7	25.8	9.7

Note: 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.

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 2019-20)

A Cabrillo team consisting of administrators, teachers, staff and parents came together for a two day Parent Engagement Learning Institute designed to build the capacity of the school team to develop, implement and evaluate family engagement practices that lead to increased academic outcomes. At the Institute, the team learned to align family engagement practices with the School Plan for Student Achievement (SPSA) and LCAP goals and priorities. The team also learned to develop, implement and evaluate family engagement practices as a professional learning community. The team will meet for follow-up meetings to execute the plan, evaluate the practices and develop additional actions.

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 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 the student-to-adult ratios. For more information on how to get involved, please contact Principal Annie Flores-Aikey, at 650-738-6660 or afloresaikey@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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.6	2.1	2.5	1.5	1.5	1.4	3.6	3.5	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 2019-20)

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 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 and revises emergency guidelines accordingly.

We keep emergency supplies on campus such as first aide 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

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	3		19	1	3		24		3	
1	24		2		24		2		24		2	
2	24		2		17	1	2		25		2	
3	24		3		24		3		24		3	
4	32		2		32		2		31		2	
5	33		1	1	32		2		32		2	
6	32		12		32		11		32		12	
Other**	4	1							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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.4

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,904	$731	$5,172	$69,108
District	N/A	N/A	$7,128	$67,912.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-31.8	9.3
State	N/A	N/A	$7,506.64	$77,619.00
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 2018-19)

Centrally-provided Curriculum Specialist and Teacher Leads in Humanities, Math, Science and Access/Equity/Innovation provide support to school staff with tools, data analysis skills, proven strategies and practices that produce positive outcomes for students. Half time Vice Principals provide supports for unduplicated pupils in the areas of English Language support, small group pull-out support and direct guidance support based on student need. In addition, the VP works to help create a positive environment for students.

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 upper grades which include Drama, Dance, Physical Activities, World Languages, and Student Leadership among other offerings.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,134	$49,378
Mid-Range Teacher Salary	$64,973	$77,190
Highest Teacher Salary	$86,183	$96,607
Average Principal Salary (Elementary)	$132,580	$122,074
Average Principal Salary (Middle)	$135,813	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$224,835	$189,346
Percent of Budget for Teacher Salaries	32%	36%
Percent of Budget for Administrative Salaries	8%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Pacifica School District has three district-wide Professional Development Days. These 3 days have focuses aligned to district-wide initiatives which are based on student achievement and school climate data. In 2017-2018, the first district-wide PD day was focused on the introduction and implementation of the Social-Emotional Learning (SEL) Framework. The second and third day was a menu of options that included sessions focused on Restorative Practices, Readers and Writers Workshop, Inclusive Practices, Design Thinking and Behavioral Interventions. In 2018-2019, the first district-wide PD day focused on school safety. The second day focused on the foundations to implementation of English Language Development. The third day was a menu of options with a focus on STEAM and History Social Science. In 2019-2020, the first day was focused on The BIG 5 and a School Site Safety Procedures and Plan. The second day was focused on Restorative Practices. The third day was site-based with a focus on school and district-wide initiatives of Family Engagement, Cycle of Inquiry/Improvement Science, Restorative Practices, Readers/Writers Workshop and the 6-8 Science Adoption. 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.

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 (NGSS), 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. The Lead Teachers keep the rest of the staff updated on workshops and other activities that help to monitor student progress throughout the year. Teachers at Cabrillo also search for opportunities to grow as 21st Century Educators, by signing up for workshops and other PD opportunities on their own. Also discussed are Positive Behavior Interventions and Support (PBIS) and other ways to promote a positive school climate, while eliminating incidents of bullying.