Farallone View Elementary School
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	Farallone View Elementary School
Street	1100 Le Conte Avenue, P.O. Box 371360
City, State, Zip	Montara, CA, 94037
Phone Number	(650) 712-7170
Principal	Ms. Amy McVicker
Email Address	mcvickera@cabrillo.k12.ca.us
Website	https://faralloneview.cabrillo.k12.ca.us/
County-District-School (CDS) Code	41688906043632

Entity	Contact Information
District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetrdiges@cabrillo.k12.ca.us
Website	www.cabrillo.k12.ca.us

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

Farallone View Elementary School is located in Montara, CA, a small, coastal community with access to San Francisco and the Silicon Valley. We provide approximately 287 students with a transitional kindergarten through fifth grade education with an environmental science and mindfulness focus. Student enrollment by ethnic group is as follows: 51.3% White, 40.2% Hispanic or Latino, 6% Two or More Groups, 1.6% Asian, 0.7% African American, and 0.3% Filipino.

Our mission is to ensure that all students acquire the knowledge and skills to excel in their next educational challenge, and develop a love of learning as well as a respect for others and the environment. Together, in partnership with our families and caring community, we strive to provide all students with a rich, academically challenging, compassionate, peaceful, and a well-rounded holistic educational program.

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

Grade Level	Number of Students
Kindergarten	63
Grade 1	54
Grade 2	49
Grade 3	48
Grade 4	44
Grade 5	48
Total Enrollment	306

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
Asian	1.6
Filipino	0.3
Hispanic or Latino	40.2
White	51.3
Two or More Races	5.9
Socioeconomically Disadvantaged	34
English Learners	31
Students with Disabilities	8.8
Homeless	1

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	13	13	17.51	148.61
Without Full Credential	0	0	0	0
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	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-7: Heinemann - Writing Workshop Units of Study, Lucy Calkins, 2013 Grade(s) k-5: Heinemann - Reading Units of Study, Lucy Calkins, 2015 Grade(s) 1-5: Great Source - Working Words in Spelling Grade(s) K-2: Hampton & Brown - Phonics & Friends Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
Science	Grade(s) K-5 Delta Education FOSS California Edition, 2007	Yes	0
History-Social Science	Grade 4: Scott Foresman - History-Social Science for California, 2006	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: 2019-2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	Repairs will be addressed by ongoing modernization bond.
Interior: Interior Surfaces	Poor	Repairs will be addressed by ongoing modernization bond.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	All electric wiring and power outlets are in satisfactorily performing conditions.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Repairs will be addressed by ongoing modernization bond.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Repairs will be addressed by ongoing modernization bond.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Repairs will be addressed by ongoing modernization bond.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Poor	

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)	44	48	50	48	50	50
Mathematics (grades 3-8 and 11)	38	34	37	34	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	142	137	96.48	3.52	48.18
Male	64	62	96.88	3.12	45.16
Female	78	75	96.15	3.85	50.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	57	55	96.49	3.51	12.73
Native Hawaiian or Pacific Islander					
White	72	69	95.83	4.17	71.01
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	62	59	95.16	4.84	18.64
English Learners	51	48	94.12	5.88	14.58
Students with Disabilities	25	23	92.00	8.00	17.39
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	142	139	97.89	2.11	33.81
Male	64	63	98.44	1.56	33.33
Female	78	76	97.44	2.56	34.21
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	55	96.49	3.51	7.27
Native Hawaiian or Pacific Islander					
White	72	71	98.61	1.39	47.89
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	62	61	98.39	1.61	13.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	51	50	98.04	1.96	10.00
Students with Disabilities	25	24	96.00	4.00	25.00
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	10.4	41.7	37.5

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)

Parents and members of our caring community donate hundreds of hours and generate thousands of dollars to ensure we provide our students with many outstanding programs over and above the basic curriculum provided by the state. Art, music, physical education, and a science teacher program are not fully funded by the district, state or federal government, but cost the school over $100,000 a year. This community considers these programs and staff a priority invaluable to our students and continues to fund them each year. Parent and community donations of time and money allow these programs and staff to exist. Additionally, Farallone View's very dedicated staff continues to actively seek out increased opportunities for parents to be highly involved in their students' education through English Learner Advisory Committee (ELAC) and the Parent Teacher Organization (PTO), which depend upon our families and communities in order to increase our capacity to serve our students. There are a number of events that bring parents, community members and staff together and create a sense of community, such as Continent Day, Oceans Week, Literature Club Garage Sales, Holiday Bazaar, and Talent Show.

There are many opportunities for parents to get involved. Please visit the "Friends of Farallone PTO" link on our website: https://faralloneview.cabrillo.k12.ca.us/ or contact our school office at 650-712-7170.

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	0.9	0.6	0.6	2.6	2.2	3.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

As of January 2020, the school safety plan is in the process of being reviewed and updated to reflect any changes to the safety plan. It will be posted to the school website (https://faralloneview.cabrillo.k12.ca.us/) once approved by the School Site Council (SSC). Key elements of the plan include procedures during emergency situations such as environmental hazard, campus safety, fire, earthquake, and evacuation off-site in the event of an emergency. We have updated staff assignments for every situation, conducted an inventory of supplies and services. We have Epipens and an automated external defibrillator AED on site for emergency use. Our staff have been trained on basic emergency protocols (choking, allergic reactions, the use of the AED and other basic emergency situations). We have also tested our emergency communication channels, including radio, email, text, and voice calls.

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	23		3		20	2	2		24		3	
1	24		2		22		2		23		2	
2	23		2		23		2		25		2	
3	25		2		24		2		24		2	
4	28		2		34			1	31		1	
5	30		2		34			2	31		2	
Other**												

*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	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.4
Other	.5

*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	$6,278	$2,179	$4,099	$69,759

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	$4,814	
Percent Difference - School Site and District	N/A	N/A	-16.0	1.9
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	-58.7	-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)

English Language Learner Services; In addition, Farallone View receives services in Speech and Language Therapy, Occupational Therapy, Special Education and Counseling. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education. Academic Center is an after school tutorial program, which is funded through a local and county grant.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$	$46,208
Mid-Range Teacher Salary	$	$72,218
Highest Teacher Salary	$	$92,742
Average Principal Salary (Elementary)	$	$134,864
Average Principal Salary (Middle)	$	$118,220
Average Principal Salary (High)	$	$127,356
Superintendent Salary	$	$186,823
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	7%	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	6	6	6

The major areas of focus for staff development were selected by the school's professional development committee to support site-specific curricular goals that are aligned with our district's Local Control Accountability Plan (LCAP) and our school's School Plan for Student Achievement (SPSA). These areas include, addressing the needs of struggling young readers, improving Tier 1 instruction, improving English Learners' reclassification rate and language development, providing social emotional supports, and increasing family engagement.

During the 2017-2018 school year, our district provided eight hours of professional development on Super Tuesdays to all elementary school teachers in the following areas: Math, Math language development, and growth mindset. At Farallone View, two thirds of our teachers took online classes on how to use multi-sensory methods to support struggling learners during the 2017-2018 school year. During the same year, all teachers at our campus received whole group training on how to read Lexia reports, identify students who struggle with specific English Language Development (ELD) skills, access lessons to target the areas of need, and monitor progress. Every teacher will receive individualized support during chat sessions from the school principal three times per year, which will include, data monitoring, interventions, coaching, and assessment needs for professional development.

In order to address our goal of providing social emotional supports, our school partnered with Niroga during the 2017-2018 school year. Niroga is an organization that offered our teachers eight hours of Dynamic Mindfulness training and curriculum that included modeling, practicing, observing, debriefing, and coaching in the areas of self-awareness, stress resilience, self-regulation, and creating healthy relationships.

During the 2018-2019 school year, our district provided eight hours of professional development on Super Tuesdays to all elementary school teachers in the following areas: Special Education and Math curriculum. At Farallone View, teachers participated in six hours of professional development centered on such topics as English Learner performance expectations and trauma-informed practices, ADHD, dyslexia, and environmental science.

For the current school year, 2019-2020, our district is providing eight hours of professional development on Super Tuesdays to all elementary school teachers in Multi-Tiered Systems of Support (MTSS), specifically in the following areas: Social Emotional/Wellness Support, Inclusive Practices, Accessing Content through Reading, and Universal Design for Learning (UDL) Guidelines. At Farallone View, teachers will participate in six hours of professional development centered on such topics as Mental Health & Supports, Positive Behavioral Interventions and Supports (PBIS) specifically with regard to the Check-in/Check-out (CICO) process, dyslexia, and structured literacy.

At Farallone View, we are committed to student achievement, social emotional supports, and family engagement.