Cabrillo School - Pacifica School District
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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	Tiffany Parrish
Email Address	tparrish@pacificasd.org
School Website	pacificasd.org/CES/
County-District-School (CDS) Code	41689326043939

2023-24 District Contact Information

District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Dr. Darnise Williams
Email Address	dwilliams@pacificasd.org
District Website	www.pacificasd.org

2023-24 School Description and Mission Statement

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 according to data analysis.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	61
Grade 2	61
Grade 3	84
Grade 4	55
Grade 5	59
Grade 6	53
Grade 7	64
Grade 8	48
Total Enrollment	548

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.3%
Male	46.7%
American Indian or Alaska Native	0.4%
Asian	4.9%
Black or African American	0.2%
Filipino	4.4%
Hispanic or Latino	23.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	16.1%
White	50.2%
English Learners	3.6%
Socioeconomically Disadvantaged	12.8%
Students with Disabilities	10.6%

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)	24.30	97.79	126.00	90.60	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.72	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.01	7.80	5.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.30	1.70	12115.80	4.41
Unknown	0.00	0.20	1.90	1.36	18854.30	6.86
Total Teaching Positions	24.90	100.00	139.00	100.00	274759.10	100.00

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)	20.20	87.09	113.10	84.66	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.75	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.61	10.80	8.11	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.80	0.64	11953.10	4.28
Unknown	1.00	4.30	7.80	5.84	15831.90	5.67
Total Teaching Positions	23.20	100.00	133.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.50	1.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	0	6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	Carolina Building Blocks of Science(TK-5)/2023 California HMH Science Dimensions (6-8) 2020	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
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		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	8/8/2023

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	A11: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. A2: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 7. ONE LIGHT FIXTURE IS OUT (HALLWAY). A6: 4. CEILING TILE HAS A WATER STAIN (HALLWAY ALSO). A8: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). WATER DAMAGE TO SINK CABINET. 9. FAUCET LEAKS AT HANDLE. A9: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ADMIN: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH (WORK ROOM AREA). 7. ONE CAN LIGHT IS OUT (HALLWAY). ONE LIGHT FIXTURE IS OUT (HALLWAY). 9. DRINKING FOUNTAIN IS OUT OF ORDER (HALLWAY). B15: 4. WATER DAMAGE TO SINK CABINET DOOR B16: 4. WATER DAMAGE TO SINK CABINET DOOR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. B17: 4. CEILING TILES HAVE WATER STAINS (THROUGHOUT HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. B18: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HAS A LOW FLOW. B19: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING.

School Facility Conditions and Planned Improvements

			C25: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. C27: 4. CEILING TILE HAS A WATER STAIN. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HAS A DRIP. C29: 4. CEILING TILES HAVE WATER STAINS (ALSO THROUGHOUT HALLWAY). WATER DAMAGE TO CABINETS. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. EVACUATION MAP ISVNOT POSTED. COMMUNICATIONS ROOM: 4. WATER DAMAGE TO CEILING. D33: 4. GAP IN RUBBER TRIM AT CARPET/TILE SEAM. D37/ BAND: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. GIRLS REST ROOM: 4. SOAP DISPENSER IS MISSING. LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 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. 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. 12. DRY ROT ON SIDING. 13. EAVES AND GUTTERS HAVE HOLES RUSTED THROUGH. P3: 4. COUNTERTOP IS CHIPPING. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY AND UNKEPT. UNSECURED ITEMS ARE STORED TOO HIGH. 8. TOILET IS CLOGGED. 9. FAUCET LEAKS AT HANDLE IN RR. 10. EMERGENCY EXIT IS BOARDED UP. 12. DRY ROT ON SIDING. STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS (HALLWAY/MILDEW PRESENT). 5. UNSECURED ITEMS ARE STORED TOO HIGH. UNISEX REST ROOM: 4. WALL PAPER IS TORN (HALLWAY).
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	A10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. PAPER CUTTER IS UNABLE TO BE SECURED. 9. FAUCET LEAKS AT HANDLE. 11. IMPROPERLY STORED CLEANING SUPPLIES. A11: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. A3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. A4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. A5: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

			A7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. A9: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ADMIN: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH (WORK ROOM AREA). 7. ONE CAN LIGHT IS OUT (HALLWAY). ONE LIGHT FIXTURE IS OUT (HALLWAY). 9. DRINKING FOUNTAIN IS OUT OF ORDER (HALLWAY). B16: 4. WATER DAMAGE TO SINK CABINET DOOR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. C24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. C25: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. C26: 5. UNSECURED ITEMS ARE STORED TOO HIGH. C28: 5. UNSECURED ITEMS ARE STORED TOO HIGH. D37/ BAND: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 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. NURSE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. P3: 4. COUNTERTOP IS CHIPPING. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY AND UNKEPT. UNSECURED ITEMS ARE STORED TOO HIGH. 8. TOILET IS CLOGGED. 9. FAUCET LEAKS AT HANDLE IN RR. 10. EMERGENCY EXIT IS BOARDED UP. 12. DRY ROT ON SIDING. STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS (HALLWAY/MILDEW PRESENT). 5. UNSECURED ITEMS ARE STORED TOO HIGH. STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical	X		A11: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. A2: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 7. ONE LIGHT FIXTURE IS OUT (HALLWAY). A9: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ADMIN: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH (WORK ROOM AREA). 7. ONE CAN LIGHT IS OUT

School Facility Conditions and Planned Improvements

			(HALLWAY). ONE LIGHT FIXTURE IS OUT (HALLWAY). 9. DRINKING FOUNTAIN IS OUT OF ORDER (HALLWAY). B18: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HAS A LOW FLOW. BOYS REST ROOM: 7. CAN LIGHT IS OUT (HALLWAY). C25: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. C27: 4. CEILING TILE HAS A WATER STAIN. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HAS A DRIP. C29: 4. CEILING TILES HAVE WATER STAINS (ALSO THROUGHOUT HALLWAY). WATER DAMAGE TO CABINETS. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. EVACUATION MAP ISVNOT POSTED. D34: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ONE LIGHT DIFFUSER IS MISSING. GIRLS REST ROOM: 7. ONE LIGHT PANEL IS OUT. 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. PSYCH: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. NO ROOM ID.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	A10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. PAPER CUTTER IS UNABLE TO BE SECURED. 9. FAUCET LEAKS AT HANDLE. 11. IMPROPERLY STORED CLEANING SUPPLIES. ADMIN: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH (WORK ROOM AREA). 7. ONE CAN LIGHT IS OUT (HALLWAY). ONE LIGHT FIXTURE IS OUT (HALLWAY). 9. DRINKING FOUNTAIN IS OUT OF ORDER (HALLWAY). B17: 4. CEILING TILES HAVE WATER STAINS (THROUGHOUT HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. B18: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HAS A LOW FLOW. B19: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING. C25: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN

School Facility Conditions and Planned Improvements

			HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. C27: 4. CEILING TILE HAS A WATER STAIN. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HAS A DRIP. D35: 9. FAUCET HAS A DRIP. 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. 12. DRY ROT ON SIDING. 13. EAVES AND GUTTERS HAVE HOLES RUSTED THROUGH. P3: 4. COUNTERTOP IS CHIPPING. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY AND UNKEPT. UNSECURED ITEMS ARE STORED TOO HIGH. 8. TOILET IS CLOGGED. 9. FAUCET LEAKS AT HANDLE IN RR. 10. EMERGENCY EXIT IS BOARDED UP. 12. DRY ROT ON SIDING.
Safety: Fire Safety, Hazardous Materials	X		A1/ RSP: 10. EVACUATION MAP IS NOT POSTED. A10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. PAPER CUTTER IS UNABLE TO BE SECURED. 9. FAUCET LEAKS AT HANDLE. 11. IMPROPERLY STORED CLEANING SUPPLIES. A8: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). WATER DAMAGE TO SINK CABINET. 9. FAUCET LEAKS AT HANDLE. C25: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. C29: 4. CEILING TILES HAVE WATER STAINS (ALSO THROUGHOUT HALLWAY). WATER DAMAGE TO CABINETS. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. EVACUATION MAP ISVNOT POSTED. D37/ BAND: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 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. 12. DRY ROT ON SIDING. 13. EAVES AND GUTTERS HAVE HOLES RUSTED THROUGH. P3: 4. COUNTERTOP IS CHIPPING. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY AND UNKEPT. UNSECURED ITEMS ARE STORED TOO HIGH. 8. TOILET IS CLOGGED. 9. FAUCET LEAKS AT HANDLE IN RR. 10. EMERGENCY EXIT IS BOARDED UP. 12. DRY ROT ON SIDING. PSYCH: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. NO ROOM ID.
Structural: Structural Damage, Roofs	X		GIRLS REST ROOM: 12. CRACK IN INTERIOR WALL.

School Facility Conditions and Planned Improvements

			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. 12. DRY ROT ON SIDING. 13. EAVES AND GUTTERS HAVE HOLES RUSTED THROUGH. P3: 4. COUNTERTOP IS CHIPPING. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY AND UNKEPT. UNSECURED ITEMS ARE STORED TOO HIGH. 8. TOILET IS CLOGGED. 9. FAUCET LEAKS AT HANDLE IN RR. 10. EMERGENCY EXIT IS BOARDED UP. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		B19: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	58	61	53	53	47	46
Mathematics (grades 3-8 and 11)	52	57	51	53	33	34

2022-23 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	369	360	97.56	2.44	60.56
Female	194	189	97.42	2.58	67.20
Male	175	171	97.71	2.29	53.22
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	68.75
Black or African American	0	0	0	0	0
Filipino	19	18	94.74	5.26	72.22
Hispanic or Latino	84	83	98.81	1.19	49.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	53	94.64	5.36	67.92
White	190	187	98.42	1.58	62.03
English Learners	16	16	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	53	94.64	5.36	45.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	47	92.16	7.84	25.53

2022-23 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	369	360	97.56	2.44	56.67
Female	194	188	96.91	3.09	55.85
Male	175	172	98.29	1.71	57.56
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	62.50
Black or African American	0	0	0	0	0
Filipino	19	18	94.74	5.26	50.00
Hispanic or Latino	84	82	97.62	2.38	43.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	53	94.64	5.36	62.26
White	190	188	98.95	1.05	61.17
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	52	92.86	7.14	42.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	47	92.16	7.84	27.66

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	45.45	52.38	40.00	40.55	29.47	30.29

2022-23 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	109	105	96.33	3.67	52.38
Female	57	54	94.74	5.26	55.56
Male	52	51	98.08	1.92	49.02
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	21	20	95.24	4.76	35.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	66.67
White	64	62	96.88	3.12	54.84
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	11	78.57	21.43	18.18

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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	95	93	97	92	93
Grade 7	100	100	100	100	100
Grade 9	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.

2023-24 Opportunities for Parental Involvement

In the 2023-2024 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. 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 Tiffany Parrish at 650-738-6660 or tparrish@pacificasd.org.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	563	559	94	16.8
Female	296	296	50	16.9
Male	267	263	44	16.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	28	28	2	7.1
Black or African American	1	1	0	0.0
Filipino	24	24	1	4.2
Hispanic or Latino	135	133	35	26.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	90	89	10	11.2
White	282	281	45	16.0
English Learners	24	24	8	33.3
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	76	76	28	36.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	75	24	32.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.07	0.00	0.00	1.29	0.77	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 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. the Comprehensive Safety Plan is approved in January of each school year by the School Site Council, and then is later submitted to the board of education for their approval.

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.

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	15	2	2	
1	15	4	1	
2	17	2	1	
3	19	1	2	
4	20	1	2	
5	21	1	2	
6	18	7	12	
Other	6	1		

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	24		2	
1	24		2	
2	22		3	
3	24		2	
4	28		2	
5	41		1	1
6	32		12	
Other	18	1	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	24	0	2	0
1	24	0	2	0
2	24	0	2	0
3	24	0	3	0
4	28	0	2	0
5	45	0	1	1
6	27	0	12	0
Other	18	1	2	0

2022-23 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	0

2022-23 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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$7,201	$463	$6,738	$74,024
District	N/A	N/A	$4,666	$70,524
Percent Difference - School Site and District	N/A	N/A	36.3	4.8
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-12.1	-17.6

Fiscal Year 2022-23 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 a half time Response to Intervention teacher for Leveled Literacy Intervention and Reading Support for our unduplicated students. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$45,594	$54,046
Mid-Range Teacher Salary	$68,260	$84,515
Highest Teacher Salary	$90,543	$110,867
Average Principal Salary (Elementary)	$136,545	$136,841
Average Principal Salary (Middle)	$144,070	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$220,461	$217,473
Percent of Budget for Teacher Salaries	28.02%	32.43%
Percent of Budget for Administrative Salaries	6.73%	5.62%

Professional Development

Pacifica School District has three district-wide Professional Development Days. These three days are aligned with district-wide initiatives based on student achievement and school climate data. In 2021-2022 our professional development was on the Big Five emergency procedures. We also had professional development on equity, inclusion, and English Language learners provided by the SMCOE. In 2022-2023, the first day was a series of training sessions around student and staff physical and emotional well-being and reviewing the BIG 5 and the District's COVID-19 Safe Schools Framework. The second was site-based training focusing on school and district-wide implementation of our district assessment, iReady, and the program's personalized instruction. K-5 teachers received Bridges Mathematics curriculum training 6-8th Science teachers had training on NGSS Aligned Instructional Sequences, and Social Studies teachers had training on incorporating more primary sources into history teaching and lesson planning. The third professional development day was around Universal Design for Learning (UDL). in 2023-2024, the first day was focused around identifying the dispositions and developing of Pacifica School District's Portrait of a Learner, The second district wide professional development day included reviewing the district goals and Portrait of a Pacifica Learner; introducing the Attendance "Strive for 95" campaign; equity training from the Anderson Group and Science training for all our TK-5 teachers and 6th-8th science teachers. The third day was spent in Sexual Orientation and Gender Identity/Expression training provided by The Coast Pride and Embracing Inclusivity and Our Diverse Community training provided by the Anderson Group.

At Cabrillo, staff meets at least once monthly to discuss areas of curriculum development, school wide initiatives, review of safety information and specialized departmental concerns. We also use this time to provide professional development to our staff our updating knowledge about special education policies and actions, our current offerings for mental health services at the district as well as procedures for teachers working with students and their continuing SEL needs in the classroom. Staff have also had the opportunity to meet with professionals from iReady to train teachers on analyzing assessment data and determining next steps for instruction.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	3