

Cabrillo School - Pacifica School District

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

| 2024-25 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/ |
| Grade Span | K-8 |
| County-District-School (CDS) Code | 41689326043939 |

| 2024-25 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 |

| 2024-25 School Description and Mission Statement |
|---|
| <p>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.</p> <p>GOALS - Cabrillo School's Mission is guided by the following principles:</p> <ol style="list-style-type: none"> 1. Support and encourage each child to achieve high standards of academic excellence. |

2024-25 School Description and Mission Statement

- 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 and provide small group instruction.
- 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

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 55 |
| Grade 1 | 62 |
| Grade 2 | 59 |
| Grade 3 | 59 |
| Grade 4 | 78 |
| Grade 5 | 61 |
| Grade 6 | 50 |
| Grade 7 | 47 |
| Grade 8 | 63 |
| Total Enrollment | 534 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 52.2 |
| Male | 47.8 |
| American Indian or Alaska Native | 0.2 |
| Asian | 5.6 |
| Black or African American | 0.4 |
| Filipino | 3.7 |
| Hispanic or Latino | 24.2 |
| Two or More Races | 16.7 |
| White | 49.3 |
| English Learners | 5.6 |
| Foster Youth | 0.4 |
| Homeless | 0.2 |
| Socioeconomically Disadvantaged | 14.6 |
| Students with Disabilities | 12.5 |

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/Incomplete/NA | 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/Incomplete/NA | 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 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.10 | 91.38 | 114.20 | 88.19 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.77 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.00 | 8.62 | 10.90 | 8.42 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 2.30 | 1.84 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 1.00 | 0.77 | 14303.80 | 5.15 |
| Total Teaching Positions | 23.10 | 100.00 | 129.50 | 100.00 | 277698 | 100 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.50 | 1.00 | 0 |
| Misassignments | 0.00 | 1.00 | 2 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.50 | 2.00 | 2 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 6 | 8.6 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.50 | 0 | 0 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | July 2024 | |
|---|--|-----------------------------|--|
| 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 (Health Connected) Teen Talk, Gr. 7 (Health Connected) | Yes | 0 |
| Visual and Performing Arts | N/A | | |

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

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 |

School Facility Conditions and Planned Improvements

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| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | |
| Interior: Interior Surfaces | | | X <p>A11: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>A2: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 7. ONE LIGHT FIXTURE IS OUT (HALLWAY).</p> <p>A6: 4. CEILING TILE HAS A WATER STAIN (HALLWAY ALSO).</p> <p>A8: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). WATER DAMAGE TO SINK CABINET. 9. FAUCET LEAKS AT HANDLE.</p> <p>A9: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>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).</p> <p>B15: 4. WATER DAMAGE TO SINK CABINET DOOR</p> <p>B16: 4. WATER DAMAGE TO SINK CABINET DOOR. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>B17: 4. CEILING TILES HAVE WATER STAINS (THROUGHOUT HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>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.</p> <p>B19: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING.</p> <p>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.</p> <p>C27: 4. CEILING TILE HAS A WATER STAIN. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HAS A DRIP.</p> <p>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.</p> <p>COMMUNICATIONS ROOM: 4. WATER DAMAGE TO CEILING.</p> <p>D33: 4. GAP IN RUBBER TRIM AT CARPET/TILE SEAM.</p> <p>D37/ BAND: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>GIRLS REST ROOM: 4. SOAP DISPENSER IS MISSING.</p> |

School Facility Conditions and Planned Improvements

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| | | | <p>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).</p> |
| <p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p> | | X | <p>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.</p> |

School Facility Conditions and Planned Improvements

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| | | | <p>C26: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C28: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>D37/ BAND: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH (HALLWAY). 7. ONE LIGHT FIXTURE IS OUT.</p> <p>NURSE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>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.</p> <p>STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS (HALLWAY/MILDEW PRESENT). 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> |
| Electrical | | X | <p>A11: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>A2: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 7. ONE LIGHT FIXTURE IS OUT (HALLWAY).</p> <p>A9: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>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).</p> <p>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.</p> <p>BOYS REST ROOM: 7. CAN LIGHT IS OUT (HALLWAY).</p> <p>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.</p> <p>C27: 4. CEILING TILE HAS A WATER STAIN. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HAS A DRIP.</p> <p>C29: 4. CEILING TILES HAVE WATER STAINS (ALSO THROUGHOUT HALLWAY). WATER DAMAGE TO CABINETS. 7. CAN LIGHT IS OUT AT</p> |

School Facility Conditions and Planned Improvements

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| | | | | <p>ENTRY (HALLWAY). 10. EVACUATION MAP ISVNOT POSTED.</p> <p>D34: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ONE LIGHT DIFFUSER IS MISSING.</p> <p>GIRLS REST ROOM: 7. ONE LIGHT PANEL IS OUT.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH (HALLWAY). 7. ONE LIGHT FIXTURE IS OUT.</p> <p>PSYCH: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. NO ROOM ID.</p> |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | <p>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.</p> <p>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).</p> <p>B17: 4. CEILING TILES HAVE WATER STAINS (THROUGHOUT HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>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.</p> <p>B19: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING.</p> <p>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.</p> <p>C27: 4. CEILING TILE HAS A WATER STAIN. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HAS A DRIP.</p> <p>D35: 9. FAUCET HAS A DRIP.</p> <p>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.</p> <p>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.</p> |
| Safety: Fire Safety, Hazardous Materials | X | | | <p>A1/ RSP: 10. EVACUATION MAP IS NOT POSTED.</p> |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| | | | | <p>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.</p> <p>A8: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). WATER DAMAGE TO SINK CABINET. 9. FAUCET LEAKS AT HANDLE.</p> <p>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.</p> <p>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.</p> <p>D37/ BAND: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>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.</p> <p>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.</p> <p>PSYCH: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. NO ROOM ID.</p> |
| Structural: Structural Damage, Roofs | X | | | <p>GIRLS REST ROOM: 12. CRACK IN INTERIOR WALL.</p> <p>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.</p> <p>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.</p> |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | <p>B19: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING.</p> |

| Overall Facility Rate | | | |
|-----------------------|------|------|------|
| Exemplary | Good | Fair | Poor |
| | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 61 | 58 | 53 | 53 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 57 | 55 | 53 | 53 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 359 | 354 | 98.61 | 1.39 | 57.91 |
| Female | 178 | 177 | 99.44 | 0.56 | 65.54 |
| Male | 181 | 177 | 97.79 | 2.21 | 50.28 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 23 | 23 | 100.00 | 0.00 | 65.22 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 17 | 16 | 94.12 | 5.88 | 43.75 |
| Hispanic or Latino | 85 | 85 | 100.00 | 0.00 | 41.18 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 61 | 59 | 96.72 | 3.28 | 72.88 |
| White | 171 | 169 | 98.83 | 1.17 | 60.95 |
| English Learners | 16 | 16 | 100.00 | 0.00 | 18.75 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 55 | 53 | 96.36 | 3.64 | 45.28 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 46 | 43 | 93.48 | 6.52 | 20.93 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students | 359 | 354 | 98.61 | 1.39 | 55.08 |
| Female | 178 | 177 | 99.44 | 0.56 | 56.50 |
| Male | 181 | 177 | 97.79 | 2.21 | 53.67 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 23 | 23 | 100.00 | 0.00 | 69.57 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 17 | 16 | 94.12 | 5.88 | 43.75 |
| Hispanic or Latino | 85 | 85 | 100.00 | 0.00 | 40.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 61 | 59 | 96.72 | 3.28 | 61.02 |
| White | 171 | 169 | 98.83 | 1.17 | 59.76 |
| English Learners | 16 | 16 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 55 | 53 | 96.36 | 3.64 | 39.62 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 46 | 43 | 93.48 | 6.52 | 16.28 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 52.38 | 51.67 | 40.55 | 44.05 | 30.29 | 30.73 |

2023-24 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 | 123 | 120 | 97.56 | 2.44 | 51.67 |
| Female | 71 | 71 | 100.00 | 0.00 | 54.93 |
| Male | 52 | 49 | 94.23 | 5.77 | 46.94 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 30 | 30 | 100.00 | 0.00 | 33.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 26 | 25 | 96.15 | 3.85 | 68.00 |
| White | 57 | 55 | 96.49 | 3.51 | 54.55 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 22 | 21 | 95.45 | 4.55 | 38.10 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 16 | 15 | 93.75 | 6.25 | 13.33 |

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.

| 2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. | | | | | |
| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| Grade 5 | 98 | 95 | 100 | 98 | 100 |
| Grade 7 | 100 | 100 | 100 | 100 | 100 |
| Grade 9 | N/A | N/A | N/A | N/A | N/A |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

| 2024-25 Opportunities for Parental Involvement |
|---|
| <p>In the 2024-2025 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, 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.</p> <p>Additionally, Cabrillo hosts multiple events that promote family/parent engagement like K-1 Math Night, Grandparents Tea, on-site field trips, Kindergarten and middle school tours, Open House, Back To School Night and other events that promote a connection from school to home. For more information on how to get involved, please contact Principal Tiffany Parrish at 650-738-6660 or tparrish@pacificasd.org.</p> |

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 548 | 544 | 62 | 11.4 |
| Female | 282 | 281 | 30 | 10.7 |
| Male | 266 | 263 | 32 | 12.2 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 30 | 30 | 3 | 10.0 |
| Black or African American | -- | -- | -- | -- |
| Filipino | 20 | 20 | 0 | 0.0 |
| Hispanic or Latino | 134 | 134 | 22 | 16.4 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 89 | 89 | 9 | 10.1 |
| White | 270 | 267 | 28 | 10.5 |
| English Learners | 32 | 32 | 6 | 18.8 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 88 | 86 | 26 | 30.2 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 83 | 82 | 16 | 19.5 |

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 1.07 | 0 | 0.36 | 1.29 | 0.77 | 1.57 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.36 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.75 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.74 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 2.27 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.41 | 0.00 |

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

2024-25 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

2024-25 School Safety Plan

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 each school year, in January, by the School Site Council, and then is later submitted to the board of education for their approval by March each school year.

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.

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 | | 2 | |
| 1 | 24 | | 2 | |
| 2 | 24 | | 2 | |
| 3 | 24 | | 3 | |
| 4 | 28 | | 2 | |
| 5 | 45 | | 1 | 1 |
| 6 | 27 | | 12 | |
| Other | 18 | 1 | 2 | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 21 | 1 | 1 | |
| 1 | 24 | | 2 | |
| 2 | 24 | | 2 | |
| 3 | 23 | | 2 | |
| 4 | 26 | | 3 | |
| 5 | 46 | | 1 | 1 |
| 6 | 25 | | 12 | |
| Other | 17 | 1 | 2 | |

2023-24 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 | 1068 |

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 2 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$75,772 |
| Percent Difference - School Site and District | N/A | N/A | 36.3 | -2.3 |
| State | N/A | N/A | \$10,771 | \$94,129 |
| Percent Difference - School Site and State | N/A | N/A | -46.1 | -23.9 |

Fiscal Year 2023-24 Types of Services Funded

Cabrillo is proud to have a full-time School Counselor and a 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 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. The LEA provides funding for on site and off site ELOP programs for our unduplicated students in Kindergarten-8th grade.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$51,716 | \$57,839 |
| Mid-Range Teacher Salary | \$68,260 | \$90,040 |
| Highest Teacher Salary | \$95,543 | \$118,647 |
| Average Principal Salary (Elementary) | \$136,545 | \$144,639 |
| Average Principal Salary (Middle) | \$144,070 | \$148,270 |
| Average Principal Salary (High) | \$0 | \$161,275 |
| Superintendent Salary | \$220,461 | \$229,986 |
| Percent of Budget for Teacher Salaries | 26.07 | 30.79 |
| Percent of Budget for Administrative Salaries | 7.5 | 5.71 |

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 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. In 2024-2025 Pacifica School District has three district-wide Professional Development Days. These days are aligned with district-wide initiatives based on student achievement and school climate data.

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 | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 3 | 3 |