Cabrillo Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Cabrillo Elementary School
Street	601 Crespi Drive
City, State, Zip	Pacifica, CA 94044
Phone Number	(650) 738-6660
Principal	Thomas Stafford
E-mail Address	tstafford@pacificasd.org
Web Site	http://pacificasd.org/CES/
CDS Code	41689326043939

District Contact Information	
District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Wendy Tukloff
E-mail Address	wtukloff@pacificasd.org
Web Site	www.pacificasd.org

School Description and Mission Statement (School Year 2016-17)

We believe that an enriched education with an arts focus enables all of our students to achieve high academic standards. We provide a caring environment that emphasizes the development of responsibility, citizenship and self-esteem. We are a partnership of teachers, parents, and community dedicated to the success of our students.

Goals

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

1. Support and encourage each child to achieve standards of academic excellence.
2. Provide thematic project based and Standards based curriculum, stressing active learning, independent thinking, and problem solving, both inside and outside the classroom.
3. Enrich every student's education through concentrated experiences in music, art, and drama.
4. Strengthen youth development through cooperative learning, conflict resolution, and service.
5. Encourage parents and community members to participate in the classroom and school to reduce the adult to student ratio, enable active learning, provide small group instruction, and individual attention. As a community, we educate our children.
6. Provide quality professional development for staff and continuing education for parents.
7. Assess progress on attaining mission and goals regularly to adjust to changing conditions.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	64
Grade 1	63
Grade 2	63
Grade 3	60
Grade 4	65
Grade 5	66
Grade 6	58
Grade 7	60
Grade 8	63
Total Enrollment	562

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African	0.7
American Indian	0.2
Asian	3.4
Filipino	2.8
Hispanic or Latino	22.2
Native Hawaiian	0
White	53.6
Two or More	17.1
Socioeconomicall	11.4
English Learners	3.9
Students with	9.3
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	23	23	129
Without Full Credential	1	1	1	11.09
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	.4	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.3	6.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	93.0	7.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)
Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, A Legacy of Literacy (K-5)/2003 Prentice Hall, Timeless Voices, Timeless Themes (6-8)/2002 Teachers College Reading and Writing Project (K-8)/2012 (Board Approved)	Yes	0
Mathematics	Bridges in Mathematics (2nd Edition)/2016 CPM Core Connections (6-8)/2014	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	FOSS California Edition (K-5)/2007 CPO Focus on Science, Earth Science (6), Life Science (7), Physical Science (8)/2007	Yes	0
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002 TCI, History Alive! Ancient World (6), The Medieval World and Beyond (7), The US through Industrialism (8)/2005	Yes	0
Health	Puberty Talk, Gr. 5/2016 (Health Connected) Teen Talk, Gr. 7/2016 (Health Connected) Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Kitchen: Grease trap has significant clog and drains slowly
Interior: Interior Surfaces		X		MPR: Stage curtains worn and in need of repalcement due to age; some folding tables have damaged laminate tops Portables: Portable 1 has several missing ceiling tiles; general appearance of interior walls is shabby
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Library: Ceiling lighting out in SE corner; minor stains on ceiling tile in one area
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Admin: Faucet in work room out of service awaiting water quality testing
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			D wing: Several down spouts for roof gutters have significant rust and corrosion and are in need of replacement

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/14/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/14/2016				
Overall Rating	**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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	64	64	56	57	44	48
Mathematics	59	56	50	49	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	60	53	88.3	66.0
	4	64	63	98.4	57.1
	5	67	65	97.0	67.7
	6	59	58	98.3	60.3
	7	59	59	100.0	64.4
	8	64	64	100.0	67.2
Male	3	33	29	87.9	72.4
	4	33	33	100.0	51.5
	5	35	33	94.3	54.5
	6	31	31	100.0	45.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	27	27	100.0	55.6
	8	29	29	100.0	65.5
Female	3	27	24	88.9	58.3
	4	31	30	96.8	63.3
	5	32	32	100.0	81.3
	6	28	27	96.4	77.8
	7	32	32	100.0	71.9
	8	35	35	100.0	68.6
Hispanic or Latino	3	15	15	100.0	40.0
	4	14	13	92.9	53.9
	5	16	15	93.8	60.0
	7	17	17	100.0	58.8
	8	14	14	100.0	42.9
White	3	29	25	86.2	80.0
	4	30	30	100.0	53.3
	5	39	38	97.4	73.7
	6	34	33	97.1	63.6
	7	32	32	100.0	75.0
	8	40	40	100.0	77.5
Two or More Races	4	15	15	100.0	66.7
Socioeconomically Disadvantaged	6	11	11	100.0	54.5
	7	12	12	100.0	41.7
Students with Disabilities	5	12	12	100.0	25.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	60	53	88.3	69.8
	4	64	63	98.4	61.9
	5	67	65	97.0	38.5
	6	59	58	98.3	56.9
	7	59	59	100.0	52.5
	8	59	59	100.0	52.5
Male	3	33	29	87.9	75.9
	4	33	33	100.0	66.7
	5	35	33	94.3	30.3
	6	31	31	100.0	58.1
	7	27	27	100.0	40.7
	8	27	27	100.0	40.7
Female	3	27	24	88.9	62.5
	4	31	30	96.8	56.7
	5	32	32	100.0	46.9
	6	28	27	96.4	55.6
	7	32	32	100.0	62.5
	8	32	32	100.0	62.5
Hispanic or Latino	3	15	15	100.0	46.7
	4	14	13	92.9	53.9
	5	16	15	93.8	20.0
	7	17	17	100.0	35.3
	8	17	17	100.0	35.3
White	3	29	25	86.2	80.0
	4	30	30	100.0	66.7
	5	39	38	97.4	44.7
	6	34	33	97.1	66.7
	7	32	32	100.0	71.9
	8	32	32	100.0	71.9
Two or More Races	4	15	15	100.0	66.7
Socioeconomically Disadvantaged	6	11	11	100.0	45.5
	7	12	12	100.0	25.0
	8	12	12	100.0	25.0
Students with Disabilities	5	12	12	100.0	8.3

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	85	79	76	71	75	67	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	131	126	96.2	76.2
Male	64	60	93.8	81.7
Female	67	66	98.5	71.2
Hispanic or Latino	30	28	93.3	60.7
White	79	78	98.7	83.3
Two or More Races	19	18	94.7	72.2
Socioeconomically Disadvantaged	13	11	84.6	36.4
Students with Disabilities	18	15	83.3	40.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.5	34.9	30.2
7	22	22	28.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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, parent volunteers teach literature circles, art, music, drama, and PE classes. Parents can become involved in leadership through the PTO and School Site Council. We ask that families volunteer at least 40 hours per child each year. Cabrillo's programs rely on this high level of parent involvement to support our programs and improve student-to-adult ratios.

For more information on how to get involved, please contact Thomas Stafford, Principal, at 650-738-6660 or tstafford@pacificasd.org.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.2	1.4	1.0	2.3	2.8	2.2	4.4	3.8	3.7
Expulsions	2.8	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Staff members supervise our campus before school and during recess and lunch periods. We routinely review school and playground safety rules with students. Our playground equipment is new and meets state and federal safety regulations. We use the Playworks, structured play environment on our yard and have seen marked improvement in behavior on the play yard. We update our School Safety Plan each year. We conduct a yearly districtwide emergency/earthquake drill and monthly fire drills. We keep emergency supplies on campus, including first aid supplies, food, and water. The district provides satellite phones to maintain contact between sites, the district office, and emergency crews in the event of a catastrophic event such as an earthquake or tsunami. Our student leadership team helps ensure that emergency backpacks are updated and ready for emergencies should any occur.

The School Safety Plan is reviewed, updated, and discussed annually with the Site Council and school staff.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14 Avg. Class Size	Number of Classes 1-20	Number of Classes 21-32	Number of Classes 33+	2014-15 Avg. Class Size	Number of Classes 1-20	Number of Classes 21-32	Number of Classes 33+	2015-16 Avg. Class Size	Number of Classes 1-20	Number of Classes 21-32	Number of Classes 33+
K	19	1	3		24		3		24		3	
1	24		2		24		2		24		2	
2	24		2		24		2		24		2	
3	24		3		24		3		24		3	
4	32		2		33		1	1	33		1	1
5	24	1	2		32		2		32		2	
6	34		10	1	34		10	1	34		10	1
Other					7	2			7	2		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+	2014-15 Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+	2015-16 Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+
English	28		4		28		4		28		4	
Mathematics	21	2	3									
Science	28		4		28		4		28		4	
Social Science	28		4		28		4		28		4	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.75	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.88	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$4,509	0	$4,509	$68,635
District	N/A	N/A	$5,837	$61,513
Percent Difference: School Site and District	N/A	N/A	-22.8	11.6
State	N/A	N/A	$5,677	$71,610
Percent Difference: School Site and State	N/A	N/A	-20.6	-4.2

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

Types of Services Funded (Fiscal Year 2015-16)

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,944	$44,507
Mid-Range Teacher Salary	$60,346	$68,910
Highest Teacher Salary	$77,963	$88,330
Average Principal Salary (Elementary)	$114,504	$111,481
Average Principal Salary (Middle)	$113,880	$115,435
Average Principal Salary (High)		$113,414
Superintendent Salary	$206,006	$169,821
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Cabrillo staff attends all District-Wide professional development and participates in the workshops provided on-site from Teachers College Reading and Writing Workshop for our balanced literacy program. In addition, teachers collaborate on grading of the MARS tasks for mathematics and were active in the articulation of how to best meet the needs of our students in math as we align our lessons to the Common Core State Standards. Cabrillo has regularly scheduled grade level meetings to discuss students' needs in the areas of Balanced Literacy and Math specifically. Our Science program uses Foss kits as well as standardized lessons and assessments in every grade. There is at least one monthly meeting with the entire staff where all areas of school life are discussed and the school calendar is updated. The teachers also receive support from the District through Humanities, Math and Innovation Specialists. On-site, however, there are lead teachers in all of these areas. These teachers keep the rest of the staff updated on workshops and other activities that help to monitor student progress throughout the year. Teachers here at Cabrillo also search for opportunities to grow as educators in the 21st Century by signing up on their own for workshops and other professional development opportunities. Other areas of school life that are discussed are the School Wide Positive Behavior Interventions and Support Plan adopted in 2013 year as a District-Wide program for promoting a positive school climate and helping to eliminate bullying. With two Special Day Classes and a strong RSP program for students with IEPs, the faculty has discussed and implemented ways for mainstreaming and full-inclusion whenever possible.