Cabrillo Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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/
Grades Served	K-8
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 (Most Recent Year)

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 2014-15)

Grade Level	Number of Students
Kindergarten	63
Grade 1	62
Grade 2	60
Grade 3	61
Grade 4	70
Grade 5	65
Grade 6	63
Grade 7	63
Grade 8	47
Total Enrollment	554

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	2.2
Hispanic or Latino	21.7
White	54.5
Two or More Races	17.1
Socioeconomically Disadvantaged	11.4
English Learners	4.2
Students with Disabilities	11
Foster Youth	0.2

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	26	23	138.33
Without Full Credential	2	1	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	0	.4	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 2014-15)

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 2015-16)

Year and month in which data were collected: September 2015

Core Curriculum Area	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	Yes	0
Mathematics	Pearson, enVision (K-5)/2009 CPM Core Connections (6-8)/2014	Yes	0
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	The Puberty Workshop (5)/2013 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 in which data were collected: January 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2015				
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 in which data were collected: January 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	64	56	44
Mathematics	59	50	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	3	60	60	100.0	17	23	28	32
	4	64	62	96.9	15	19	35	31
	5	65	61	93.8	7	16	36	41
	6	61	60	98.4	18	23	47	12
	7	63	63	100.0	11	19	52	16
	8	46	45	97.8	20	29	38	13
Male	3	60	31	51.7	16	26	26	32
	4	64	32	50.0	16	19	56	9
	5	65	29	44.6	10	21	38	31
	6	61	28	45.9	29	14	46	11
	7	63	29	46.0	3	24	55	17
	8	46	30	65.2	23	30	43	3

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3	60	29	48.3	17	21	31	31
	4	64	30	46.9	13	20	13	53
	5	65	32	49.2	3	13	34	50
	6	61	32	52.5	9	31	47	13
	7	63	34	54.0	18	15	50	15
	8	46	15	32.6	13	27	27	33
Black or African American	6	61	3	4.9	--	--	--	--
	8	46	2	4.3	--	--	--	--
Asian	3	60	1	1.7	--	--	--	--
	4	64	1	1.6	--	--	--	--
	5	65	4	6.2	--	--	--	--
	6	61	1	1.6	--	--	--	--
	8	46	2	4.3	--	--	--	--
Filipino	3	60	3	5.0	--	--	--	--
	5	65	2	3.1	--	--	--	--
	7	63	1	1.6	--	--	--	--
	8	46	1	2.2	--	--	--	--
Hispanic or Latino	3	60	13	21.7	31	23	23	23
	4	64	14	21.9	21	29	21	29
	5	65	9	13.8	--	--	--	--
	6	61	14	23.0	14	36	50	0
	7	63	12	19.0	25	42	33	0
	8	46	10	21.7	--	--	--	--
White	3	60	28	46.7	11	36	25	29
	4	64	38	59.4	11	18	42	29
	5	65	37	56.9	5	14	41	41
	6	61	36	59.0	17	8	56	19
	7	63	41	65.1	5	12	59	22
	8	46	21	45.7	19	19	48	14
Two or More Races	3	60	15	25.0	20	7	40	33
	4	64	9	14.1	--	--	--	--
	5	65	9	13.8	--	--	--	--
	6	61	6	9.8	--	--	--	--
	7	63	9	14.3	--	--	--	--
	8	46	9	19.6	--	--	--	--
Socioeconomically Disadvantaged	3	60	2	3.3	--	--	--	--
	4	64	3	4.7	--	--	--	--
	5	65	8	12.3	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6	61	13	21.3	23	23	54	0
	7	63	8	12.7	--	--	--	--
	8	46	8	17.4	--	--	--	--
Students with Disabilities	3	60	6	10.0	--	--	--	--
	4	64	6	9.4	--	--	--	--
	5	65	4	6.2	--	--	--	--
	6	61	6	9.8	--	--	--	--
	7	63	7	11.1	--	--	--	--
	8	46	7	15.2	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	60	60	100.0	12	22	37	30
	4	64	62	96.9	6	21	39	34
	5	65	61	93.8	13	25	28	34
	6	61	60	98.4	28	30	27	15
	7	63	63	100.0	16	27	29	29
	8	46	45	97.8	16	36	24	24
Male	3	60	31	51.7	10	13	35	42
	4	64	32	50.0	9	22	38	31
	5	65	29	44.6	14	21	34	31
	6	61	28	45.9	29	32	18	21
	7	63	29	46.0	14	28	28	31
	8	46	30	65.2	10	43	27	20
Female	3	60	29	48.3	14	31	38	17
	4	64	30	46.9	3	20	40	37
	5	65	32	49.2	13	28	22	38
	6	61	32	52.5	28	28	34	9

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	7	63	34	54.0	18	26	29	26
	8	46	15	32.6	27	20	20	33
Black or African American	6	61	3	4.9	--	--	--	--
	8	46	2	4.3	--	--	--	--
Asian	3	60	1	1.7	--	--	--	--
	4	64	1	1.6	--	--	--	--
	5	65	4	6.2	--	--	--	--
	6	61	1	1.6	--	--	--	--
	8	46	2	4.3	--	--	--	--
Filipino	3	60	3	5.0	--	--	--	--
	5	65	2	3.1	--	--	--	--
	7	63	1	1.6	--	--	--	--
	8	46	1	2.2	--	--	--	--
Hispanic or Latino	3	60	13	21.7	15	15	54	15
	4	64	14	21.9	21	7	50	21
	5	65	9	13.8	--	--	--	--
	6	61	14	23.0	21	50	21	7
	7	63	12	19.0	42	17	33	8
	8	46	10	21.7	--	--	--	--
White	3	60	28	46.7	4	29	25	43
	4	64	38	59.4	0	29	34	37
	5	65	37	56.9	8	27	32	32
	6	61	36	59.0	25	17	36	22
	7	63	41	65.1	10	27	27	37
	8	46	21	45.7	10	33	29	29
Two or More Races	3	60	15	25.0	27	7	47	20
	4	64	9	14.1	--	--	--	--
	5	65	9	13.8	--	--	--	--
	6	61	6	9.8	--	--	--	--
	7	63	9	14.3	--	--	--	--
	8	46	9	19.6	--	--	--	--
Socioeconomically Disadvantaged	3	60	2	3.3	--	--	--	--
	4	64	3	4.7	--	--	--	--
	5	65	8	12.3	--	--	--	--
	6	61	13	21.3	38	38	23	0
	7	63	8	12.7	--	--	--	--
	8	46	8	17.4	--	--	--	--
Students with Disabilities	3	60	6	10.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	4	64	6	9.4	--	--	--	--
	5	65	4	6.2	--	--	--	--
	6	61	6	9.8	--	--	--	--
	7	63	7	11.1	--	--	--	--
	8	46	7	15.2	--	--	--	--
Foster Youth	**3**	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	77	85	79	73	71	75	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	75
All Student at the School	79
Male	74
Female	85
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	--
White	82
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	6.50	27.40	54.80
7	27.00	28.60	23.80

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 (Most Recent Year)

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		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	1.90	2.81	1.41	1.94	2.29	2.77	5.07	4.36	3.80
Expulsions	0.00	0.18	0.00	0.00	0.03	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Staff members supervise our campus before school and during recess and lunch periods. We routinely review school and playground safety rules with students. 0ur 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 was last reviewed, updated, and discussed with the school faculty in September 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	2
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	2012-13 Avg. Class Size	2012-13 Number of Classes 1-20	2012-13 Number of Classes 21-32	2012-13 Number of Classes 33+	2013-14 Avg. Class Size	2013-14 Number of Classes 1-20	2013-14 Number of Classes 21-32	2013-14 Number of Classes 33+	2014-15 Avg. Class Size	2014-15 Number of Classes 1-20	2014-15 Number of Classes 21-32	2014-15 Number of Classes 33+
K	24		3		19	1	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		32		2		33		1	1
5	32		2		24	1	2		32		2	
6	28		10	1	34		10	1	34		10	1
Other	7	2							7	2		

Note: 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	2012-13 Avg. Class Size	2012-13 Number of Classrooms 1-22	2012-13 Number of Classrooms 23-32	2012-13 Number of Classrooms 33+	2013-14 Avg. Class Size	2013-14 Number of Classrooms 1-22	2013-14 Number of Classrooms 23-32	2013-14 Number of Classrooms 33+	2014-15 Avg. Class Size	2014-15 Number of Classrooms 1-22	2014-15 Number of Classrooms 23-32	2014-15 Number of Classrooms 33+
English	33		1	3	28		4		28		4	
Mathematics	26	1	1	3	21	2	3					
Science	33		1	3	28		4		28		4	
Social Science	33		1	3	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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.88	N/A
Psychologist	.6	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4303	15	4287	64795
District	N/A	N/A	5585	$59,122
Percent Difference: School Site and District	N/A	N/A	-23.2	2.1
State	N/A	N/A	$5,348	$69,086
Percent Difference: School Site and State	N/A	N/A	-19.7	-9.8

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,838	$42,723
Mid-Range Teacher Salary	$58,589	$65,936
Highest Teacher Salary	$75,693	$84,545
Average Principal Salary (Elementary)	$99,397	$106,864
Average Principal Salary (Middle)	$101,821	$110,494
Average Principal Salary (High)		$103,499
Superintendent Salary	$196,854	$159,133
Percent of Budget for Teacher Salaries	35%	40%
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.