

Cabrillo School - Pacifica School District

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

| Entity | 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 | Anne Marie Flores-Aikey |
| Email Address | afloresaikey@pacificasd.org |
| Website | http://pacificasd.org/CES/ |
| County-District-School (CDS) Code | 41689326043939 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|--|
| District Name | Pacifica School District |
| Phone Number | (650) 738-6600 |
| Superintendent | Heather Olsen |
| Email Address | holsen@pacificasd.org |
| Website | www.pacificasd.org |

School Description and Mission Statement (School Year 2020-2021)

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 projects based and standards-based curriculum, stressing active learning, independent thinking, and problem solving, both inside and outside of 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, and adjust to changing conditions.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 83 |
| Grade 1 | 65 |
| Grade 2 | 62 |
| Grade 3 | 60 |
| Grade 4 | 61 |
| Grade 5 | 62 |
| Grade 6 | 59 |
| Grade 7 | 64 |
| Grade 8 | 64 |
| Total Enrollment | 580 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.2 |
| American Indian or Alaska Native | 0.2 |
| Asian | 3.6 |
| Filipino | 4.5 |
| Hispanic or Latino | 23.3 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 51.2 |
| Two or More Races | 16.9 |
| Socioeconomically Disadvantaged | 11.9 |
| English Learners | 3.1 |
| Students with Disabilities | 8.8 |
| Homeless | 0.3 |

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 21.3 | 20.5 | 22 | 131.46 |
| Without Full Credential | 2.25 | 1.5 | 1.0 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 1.25 | 0 |

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts | Teachers College Reading and Writing Project (K-8)/2012 | Yes | 0 |
| Mathematics | Bridges in Mathematics (K-5) (2nd Edition)/2016 CPM Core Connections (6-8)/2014 | Yes | 0 |
| Science | FOSS California Edition (K-5)/2007 California HMH Science Dimensions (6-8)/2019 | 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 |
| 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 |

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

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/14/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Kitchen: Rooftop HV unit showing corrosion and leaking and should be replaced during the upcoming modernization MPR: Rooftop HV unit showing corrosion and leaking and should be replaced during the upcoming modernization |
| Interior: Interior Surfaces | Good | Portables: Portables are at the end of their life, sub floors are soft in certain areas, exterior walls rotted, roofs starting to rust through units should be replaced. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | Portables: Portables are at the end of their life, sub floors are soft in certain areas, exterior walls rotted, roofs starting to rust through units should be replaced. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 63 | N/A | 60 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 60 | N/A | 57 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 49 | N/A | 42 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

In the 2019-2020 school year, a Cabrillo team consisting of administrators, teachers, staff and parents with guidance from an family engagement consultant, designed, developed, implement and evaluated family engagement practices that lead to increased academic outcomes. The team aligned family engagement practices with the School Plan for Student Achievement (SPSA) and LCAP goals and priorities. The team participated in a Family Engagement Celebration in June 2020 to celebrate these family engagement efforts and to identify additional actions to continue to achieve the school's family engagement goals. In the 2020-2021 school year, Cabrillo parents along with parents from throughout the district participated in regularly scheduled meetings (Parent Advisory and Return to School Task Force) geared to providing input in the development of the redesign of the Distance Learning Program and the Continuum Learning Program (Distance, Hybrid, Full Return) plans.

The PTO at Cabrillo provides funds and volunteer support for our visual and performing arts program, field trips, assembly programs, classroom projects, curriculum and program enrichment, the library/media center, study trips, and numerous other activities. With the guidance of teachers, our parent volunteers teach literature circles, art, music, drama, and PE classes. Parents can become involved in leadership through the PTO and School Site Council. 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 the student-to-adult ratios. For more information on how to get involved, please contact Principal Annie Flores-Aikey, at 650-738-6660 or afloresaikey@pacificasd.org.

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 2.1 | 2.5 | 1.5 | 1.4 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | TBD | TBD | TBD |
| Expulsions | TBD | TBD | TBD |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

During a normal school year, 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 on campus, wear a visitor's badge while on school grounds and sign out when they leave. Our Safety Plan is updated and reviewed with staff members at the beginning of each school year and is available for review at the school and on the school website. The Safety Plan outlines responsibilities and procedures for everyone on site in the event of a school-wide or community emergency. It is meant to be used as a guide for "Best Practices" and flexibility if emergency procedures need to be implemented.

The Safety Plan includes The Big Five Safety Protocol, which describes five immediate action responses in a given emergency. These include: Shelter in Place; Drop, Cover, and Hold on; Secure Campus; Lockdown/Barricade; and Evacuation. When we are here with students, school site emergency drills are held monthly to simulate staff and student actions during an emergency. After each drill, the school debriefs and revises emergency guidelines accordingly. We keep emergency supplies on campus such as first aid 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.

This year, due to COVID 19 and without students on campus, our safety protocols mainly deal with health and safety during a pandemic. Staff members working from Cabrillo's school site are performing daily health screenings, taking daily temperature checks and following the best practices of wearing face coverings, washing and sanitizing hands, and maintaining social distancing. All meetings are held via zoom to limit gatherings.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 19 | 1 | 3 | | 24 | | 3 | 3 | 23 | | | |
| 1 | 24 | | 2 | | 24 | | 2 | | 25 | | 2 | |
| 2 | 17 | 1 | 2 | | 25 | | 2 | | 24 | 2 | | |
| 3 | 24 | | 3 | | 24 | | 3 | | 24 | | 2 | |
| 4 | 32 | | 2 | | 31 | | 2 | | 31 | | 2 | |
| 5 | 32 | | 2 | | 32 | | 2 | | 31 | | 2 | |
| 6 | 32 | | 11 | | 32 | | 12 | | 30 | | 12 | |
| Other** | | | | | 4 | 1 | | | 21 | 1 | 2 | |

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 1160 |

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

Student Support Services Staff (School Year 2019-2020)

| 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 | 0.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.4 |
| Resource Specialist (non-teaching) | |
| Other | |

*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 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$5,938 | \$589 | \$5,349 | \$66,140 |
| District | N/A | N/A | \$7,219 | \$69,032 |
| Percent Difference - School Site and District | N/A | N/A | -29.8 | -4.3 |
| State | N/A | N/A | \$7,750 | \$80,565 |
| Percent Difference - School Site and State | N/A | N/A | -36.7 | -19.7 |

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

Types of Services Funded (Fiscal Year 2019-2020)

Centrally-provided Curriculum Specialist and Teacher Leads in Humanities, Math, Science and Access/Equity/Innovation provide support to school staff with tools, data analysis skills, proven strategies and practices that produce positive outcomes for students. Half time Vice Principals provide supports for unduplicated pupils in the areas of English Language support, small group pull-out support and direct guidance support based on student need. In addition, the VP works to help create a positive environment for students.

We provide additional support in Math through a 2 hour daily paraprofessional who assists teachers with small group work and math support in our combination class settings. We also have an 18 hour weekly paraprofessional for Leveled Literacy Intervention and Reading Support. Our PTO provides funding for our electives for upper grades which include Drama, Dance, Art, Physical Activities, World Languages, Media, and Student Leadership among other offerings.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,977 | \$50,574 |
| Mid-Range Teacher Salary | \$66,272 | \$76,649 |
| Highest Teacher Salary | \$87,906 | \$98,993 |
| Average Principal Salary (Elementary) | \$135,232 | \$125,150 |
| Average Principal Salary (Middle) | \$134,496 | \$129,394 |
| Average Principal Salary (High) | | \$122,053 |
| Superintendent Salary | \$202,000 | \$193,925 |
| Percent of Budget for Teacher Salaries | 31.0 | 34.0 |
| Percent of Budget for Administrative Salaries | 7.0 | 6.0 |

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

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 4 |

Pacifica School District has three district-wide Professional Development Days. These 3 days have focuses aligned to district-wide initiatives which are based on student achievement and school climate data. In 2018-2019, the first district-wide PD day focused on school safety. The second day focused on the foundations to implementation of English Language Development. The third day was a menu of options with a focus on STEAM and History Social Science. In 2019-2020, the first day was focused on The BIG 5 and a School Site Safety Procedures and Plan. The second day was focused on Restorative Practices. The third day was site-based with a focus on school and district-wide initiatives of Family Engagement, Cycle of Inquiry/Improvement Science, Restorative Practices, Readers/Writers Workshop and the 6-8 Science Adoption. Pacifica School District provides our new teachers and staff with Curricular-based Professional Development each year, including Readers/Writers Workshop, TCRWP ELD, Bridges Mathematics, CPM Math and Fountas and Pinnell Reading Assessments trainings. In 2020-2021, the first two district wide professional development days focused on preparing for starting off the school year in full distance learning. Staff participated in accelerated learning training and the promotion of Social and Emotional development as we started the year from a distance. The third day's focus was on the San Mateo County Pandemic Recovery Framework, development of a report card standards and social emotional wellness specifically self care and trauma using the Community Resiliency Model. The fourth professional development day included training on Health and Safety and on the social emotional learning curriculum Caring School Communities.

Cabrillo staff attends all district-wide professional development and participates in the District's Specialists' Facilitated workshops provided on-site. All teachers K-5 are trained in the fairly new Bridges Math Program. We are working with the Next Generation Science Standards (NGSS), and are continuing conversations around appropriate curriculum. On Wednesdays, 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. On all other Wednesdays, teachers collaborate either in department or grade level meetings. Teachers at Cabrillo also search for opportunities to grow as 21st Century Educators, by signing up for workshops and other PD opportunities on their own. Also discussed are Positive Behavior Interventions and Support (PBIS) and other ways to promote a positive school climate, while eliminating incidents of bullying.