

A California Distinguished School

Family Handbook 2025 - 2026

601 Crespi Drive
Pacifica, CA 94044
(650) 738-6660

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BOARD OF TRUSTEES

Elizabeth Bredall
Bridget Hardt
Kai Doggett
Lynda Brocchini
LaVerne Villalobos

ADMINISTRATION

Dr. Carisa J. Bowman	Interim Superintendent
Martha Ladd, M.Ed.	Interim Deputy Superintendent
Dr. Stacy Stauffer	Interim Director, Educational Support Services
	Chief Business Official
Rachel Romo	Interim Director of Human Resources

DISTRICT MISSION STATEMENT

The Pacifica School District,
The community it serves,
And the children they cherish,
Together prepare each child to meet the
challenges of the future by providing
an equitable, rigorous academic program
which nurtures curiosity and inspires joy,
confidence, and achievement in learning.

We believe that:
Everyone has responsibility for his/her own actions.
Trust and integrity are essential for successful relationships.
Every person has inherent value.
One person's actions can have an effect in the life of another.
Learning is essential for personal growth.
Working together we can build a strong community.

CABRILLO SCHOOL

Mission

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 a 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 and varied instruction, 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.

CABRILLO SCHOOL
Staff Roster & Room Assignments
2025 - 2026

	Name	Rm. #	Email
Principal	Robin Pang-Maganaris	Office	rpang@pacificasd.org
Assistant Principal	Jeanne Bellinger	Office	jbelling@pacificasd.org
Secretary	Mary Griggi	Office	mgriggi@pacificasd.org
School Assistants	Rola Ababseh, C. Brammer,	Office	rabaseh@pacificasd.org cbrammer@pacificasd.org
School Counselor	Megan Tunnell	Office	mtunnell@pacificasd.org
School Psych.	Severin Steinmann	Office	ssteinman@pacificasd.org
TK	Morgan Mooney	A11	mmooney@pacificasd.org
TK	Ally Douglas	A8	adouglas@pacificasd.org
K	Barbara DeVolder	A10	bdevolder@pacificasd.org
K	Gabriela Wiseman	A9	gwiseman@pacificasd.org
1	Elisa Repetto	A5	erepetto@pacificasd.org
1	Kendra Crame	A4	kcrame@pacificasd.org
2	Stephanie Neutz	A6	sneutz@pacificasd.org
2	Lisa Anchick	A7	lanchick@pacificasd.org
2/3	Erin Mustille	B15	emustille@pacificasd.org
3	Jared Katz	B18	jkatz@pacificasd.org
3	Michelle Keaney	B16	mkeaney@pacificasd.org
4	Tiffany Lin	B17	tlin@pacificasd.org
4	Melinda McCabe	B19	mmcabe@pacificasd.org
5	Denise Gonzalez	C26	dgonzalez@pacificasd.org
5	Michele Sullivan/Robyn Engel	C28	msullivan@pacificasd.org rengel@pacificasd.org
6	Kimberly Hadeed	C27	khadeed@pacificasd.org
6	Toni Marie D'Amore	C29	tdamore@pacificasd.org
7/8	Alex Uribe	D35	auribe@pacificasd.org
7/8	Meghann Elsbernd	D36	melsbernd@pacificasd.org
7/8	George Yatrakis	D33	gyatrakis@pacificasd.org
7/8	Don Potter	D34	dpotter@pacificasd.org
RSP Teacher	Sara Lopez (TK-5) Diane Shakoor, Danita King Paras	A1	slopez@pacificasd.org
RSP Teacher	Angela Diaz (6-8) Joanne Fox, Paraprofessional	A2	adiaz@pacificasd.org
Band Room	Matthew Gallegos	Band	mgallegos@pacificasd.org
Physical Ed.	Wyatt Griffiths	A37	wgriffiths@pacificasd.org
Speech Room	Jackson Labelle	A2	jlabelle@pacificasd.org
RTI	Chris Donnelly	A2	cdonnelly@pacificasd.org

OT	Ileana Sugawara	A2	isugawara@pacificasd.org
Kitchen	Natalie Ackroyd & Aimee Falk	Kitchen	nackroyd@pacificasd.org afalk@pacificasd.org
Day & Night Custodian	Ralph Huerta & Maria Cabrera	Office	ahuerta@pacificasd.org mcabrera@pacificasd.org
Library-Media	Sue Beckmeyer	Library	sbeckmeyer@pacificasd.org

Cabrillo School Bell Schedule
2025-2026

TK and KINDERGARTEN	FIRST GRADE
8:20 School begins 10:00-10:15 AM Recess 11:30-12:10 Lunch (11:25-11:55 Minimum Day) 1:20 Regular dismissal 1:10 Wednesday/Minimum Day dismissal **12:20 Release 8/13-8/29	8:20 School begins 10:00-10:15 AM Recess 11:30-12:10 Lunch (11:25-11:55 Minimum Day) 1:30-1:40 PM Recess 2:20 Regular dismissal 1:10 Wednesday/Minimum Day dismissal
SECOND/THIRD GRADES	FOURTH GRADE
8:20 School begins 10:15-10:30 AM Recess 11:50-12:30 Lunch (11:50-12:20 Minimum Day) 2:20 Regular dismissal 1:10 Wednesday/Min. Day dismissal	8:20 School begins 10:15-10:30 AM Recess 11:55-12:35 Lunch (11:55-12:25 Minimum Day) 2:45 Regular dismissal 1:20 Wednesday/Min. Day dismissal
FIFTH/SIXTH GRADES	SEVENTH/EIGHTH GRADES
8:20 School begins 10:30-10:45 AM Recess 12:15-12:55 Lunch (12:15-12:45 Min. Day) 2:45 Regular dismissal 1:20 Wednesday/Min. Day dismissal	8:20 School begins 10:55-11:10 Morning break 1:00-1:40 Lunch (12:45-1:20 Min. Day) 2:45 Regular dismissal 1:20 Wednesday/Min. Day dismissal

Minimum Days (dates subject to change):

K-3rd Dismissal 1:10

4th-8th Dismissal 1:20

August 13, 2025 (first day of school)

October 20-24th, 2025 (parent/teacher conference week)

October 31, 2026

November 21, 2025 (day before Thanksgiving Break)

December 19, 2025 (day before Winter Break)

February 13, 2026 (day before President's Break)

March 16-20, 2026 (parent/teacher conference week)

April 3, 2026 (day before Spring Break)

May 22, 2026

June 1-4, 2026 (Last Week of School)

GENERAL INFORMATION

ABSENCES

Regular school attendance is important to your child's academic progress. Please arrange appointments and vacations outside of school days/hours. When your child is absent from school, please **phone the school office (650) 738-6660**. Or, if more convenient you may call and leave a message at ext. 5201. If your child will be absent for one day or more, please inquire about an Independent Study Contract and contact the office in advance. Work must be completed on an ISC in order for a child to receive credit. There are strict education code rules regarding ISCs.

CAFETERIA

All students may obtain FREE lunch throughout the 2025-2026 school year. For more information about the District's Nutrition Program, including the EZMealApplication, [click here](#).

CAMERA USE POLICY

Cameras may be used at school for instructional purposes or during special events, as approved by classroom teachers. Cameras may also be used under the direction of the yearbook editor.

During schoolwide events (concerts, Halloween parade, etc.), photos and recordings are permissible. During non-schoolwide events, parents and community members are not allowed to record or take photos of students without permission of teacher.

CELL PHONES, PERSONAL ELECTRONIC DEVICES & TOYS

As of January 1, 2016, SB 178 became law prohibiting school officials from searching electronic devices in the possession of students except in certain circumstances. School officials shall not search a student's electronic device (including, but not limited to, cell phones) without a warrant or specific consent of the authorized possessor (student) of the device. An exception is that a school official may access the device if he/she believes in good faith that an emergency involving danger of death or serious physical injury to any person requires access to the device.

Electronic devices are not to be seen or used at school. They should be stowed in student backpacks and *turned off completely* once on campus. This prohibition includes using the cell phone as a camera, to check the time, social media, and instant or private messaging.

Please do not contact your child on their cell phone while at school. If you must reach your child in an emergency, **contact the school office (650-738-6660)**.

If your child texts or calls you on their cell phone for a problem or because they are ill, direct them to the office. This is for their safety because if a student is ill, or it is an emergency, we can only help if we know.

If a student's device is confiscated, the following policies will apply:

Confiscation #1 – Device is held at the office.
Student may reclaim their device at the end of the school day.

Confiscation #2 – Device is held at the office.
Parent must reclaim the device.

Confiscation #3 – Device is held at the office for multiple days. Parent must reclaim the device.

Confiscation #4 and above – Student will be subject to school discipline policy for disrupting school activities.

A log of confiscations is kept at the office. The school is not responsible for loss or damage of the above-mentioned items. Additionally, toys should not be brought onto campus. The school is not responsible for the loss or damage of toys brought to school.

Communication and Problem-Solving

We value strong, respectful communication between home and school. When concerns arise, we ask families to follow a clear process so issues can be addressed quickly and effectively.

Start with the Teacher

If you have a question or concern about your child's classroom experience, your child's teacher is the first point of contact. Teachers know your child best in the school setting and are often able to resolve concerns quickly.

- Contact the teacher directly (email or phone)
- Share specific information about your concern
- Work together to identify possible solutions

If the Concern Continues

If the issue is not resolved after communicating with the teacher, you may request additional support.

- Contact the school office to schedule a meeting
- A meeting may include the teacher and the principal
- The goal is to work collaboratively toward a solution that supports your child

DISASTER PREPAREDNESS

In the event of a severe earthquake or other disaster during the school day, students will be kept on the school site with the faculty until such time as it is declared safe by the principal, or designee, to dismiss the students. *Disaster drills are held monthly throughout the year to allow students and staff to prepare for real emergencies.*

DISTRICT POLICIES ON-LINE

The public can view the Pacifica School District's Board Policies and Administrative Regulations on the District website: www.pacificasd.org. Choose 'District Information', then 'Board Policies and Administrative Regulations.' Follow the on-line directions.

DRESS AND APPEARANCE STANDARDS

Students shall dress appropriately for school. Clothing and footwear should allow students to safely participate in a variety of school activities.

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes that are considered safe for the given school activity must be worn at all times.
3. Hats, caps, and hoods may be worn indoors. Student's eyes and ears must be visible and unobstructed.
4. Clothes shall be sufficient to conceal undergarments.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities. We appreciate your assistance in helping children come to school dressed safely and appropriately for all school activities.

EARLY OUT WEDNESDAYS

Students are dismissed early on Wednesdays to allow time for teacher staff development.

- Transitional Kindergarten – 3rd grades dismiss at 1:10 PM
- 4th through 8th grades dismiss at 1:20 PM

E-BIKE SAFETY – A PARTNERSHIP WITH FAMILIES

Student safety remains a top priority, and we are seeing an increase in the number of students using E-Bikes as transportation to and from school. We would like to partner with families to reinforce safe riding practices, review expectations, and help ensure all students arrive safely each day.

We would like to clarify the difference between an E-Bike and an E-Moto.

- **Legal E-Bikes**
 - Max Power 750 watts
 - Max Speed 20 mph for Class 1 & Class 2 (currently no age limit)
 - Max Speed 28 mph for Class 3 (**rider must be 16 years old**)
- **E-Motos (Electric Motorcycles)**
 - Throttle-activated electric two-wheelers **without** working pedals
 - Throttle-activated electric two-wheelers **with** working pedals that have motors larger than 750 watts, or if the motors work above 20 mph

Companies are marketing these devices to teens and pre-teens, and are misleading the public into believing they are legal E-Bikes and appropriate for children. It is not legal for

anyone without a driver's license and DMV plates to operate E-Motos on public streets, sidewalks, or school property.

It is not legal for anyone under 16 to operate an E-Scooter (learner's permit or driver's license required, helmet required under 18).

Prioritize safety when your student is riding an E-Bike to school. Remember:

- E-Bikes are heavier and faster than conventional bikes, and are harder to control and stop, especially for inexperienced riders. It is important to practice before riding on streets or trails.
- E-Bike riders (and all bicyclists) must understand and follow the same rules as vehicles, including stop signs, lane use, and signaling. Speeding and reckless riding are prohibited.
- Wearing a properly fitted helmet is important and required for those under 18, including passengers.
- Riding double on e-bikes is not safe and is prohibited unless the bike is specifically designed with a second seat with footpegs. Standard e-bikes are built for a single rider, even if they have an elongated seat.
- Using headphones or earbuds when riding is dangerous; riders need to be able to hear what is going on around them.
- All electric bicycles must now be equipped with a red reflector or a red light (solid or flashing) that is visible from about 500 feet at all times, not just at night.
- Per AB1096, all electric bicycles must have a manufacturer produced permanent classification sticker visible.

E-Bike Resources

- [What Parents Should Know](#) (English), [Lo que los padres deben saber](#) (Spanish)
- [Electric Wheels. Real Responsibilities](#) (English & Spanish)
- [E-Bike Handbook](#) (English, Spanish, Chinese)
- Webinar: ["E-Bike for The Holidays - How to Buy Smart and Ride Legal"](#)

EMERGENCY FORMS

Each student attending school must have a new emergency form on file in the school office each school year. Please keep data on the card current by notifying the secretary of any changes in home and/or work telephone numbers as soon as they are made. **Students cannot be released to anyone whose name is not on their emergency form.**

ENVIRONMENTAL EDUCATION – 5th & 8th Grades

Fifth grade students attend Outdoor Education Science Camp at Jones Gulch in La Honda. Eighth graders travel on a field trip to be designated by the teachers and principal for their science/history study trip.

FIELD TRIPS

As part of the educational program, students will go on several field trips. Parents are informed in advance and written permission and payment is required in order for a student to leave

campus. Permission slips are due back to school by teacher-designated deadline, but no later than the day before the field trip date.

Field Trip Requirements:

Behavior

6th – 8th Grade students who are suspended may also lose field trip privileges based on the severity of the suspension. For the TK-5 program, the teacher and the principal will meet to decide on the student's participation. For the upper grade program, teachers may make a recommendation to the principal regarding whether or not the student should be eligible to participate in the field trip. Final approval for field trips for all students regarding behavior will be determined by the principal.

Grades/GPA: Requirements for Field Trips for 6-8 Graders

For students who are in danger of failing in more than one subject, the principal, in concert with the teacher, will decide whether the student would benefit more from staying behind or participating. Final approval for all students with two or more failing grades will be determined by the principal.

FIRE/DISASTER DRILLS

Regular fire and/or disaster drills are held. These drills are practiced to promote the safety of our students in the case of an actual emergency. All staff members, including parent volunteers on campus, must participate in the drills.

FIRST AID, ILLNESSES, AND EMERGENCY MEDICAL SERVICES

Yard supervisors and the office staff administer first aid. Parents will be notified if an injury is of a serious nature or follow-up care is indicated.

A student who becomes ill at school will be sent to the office for care. If necessary, families will be contacted and arrangements made for transportation home. **Please be sure to list persons on your emergency card who can be easily contacted during school hours.**

In case of an emergency involving a child, school personnel may make the determination to call 911. If you cannot be contacted, the child will be taken to the nearest hospital emergency facility. You will be contacted as soon as possible.

GRADUATION REQUIREMENTS

Last Day for Turning in Assignments/ GPA Calculation:

The last day to turn in assignments for 8th graders is 6 school days before the day of graduation. GPA calculations will be done four school days before graduation day. The principal will use the GPA's calculated on that day alone to determine who will participate during the graduation.

GPA/ Behavior Requirements

Students in 8th Grade need to have a 1.5 GPA, which is a D + average, in order to participate in graduation activities and field trips. All students in danger of not meeting the requirement will be notified each trimester that they may not participate in graduation activities if they do not improve their grades. Their teachers will help them to create a program in order to fulfill the

minimum requirement. However, the student is responsible for completing the work necessary to earn the grade.

We expect students to be well behaved at all times because they represent Cabrillo. Students who are suspended close to graduation may not participate in the ceremony and are barred from attending any of the events.

HEALTH INVENTORY AND IMMUNIZATIONS

Completed at registration, this health assessment form helps the school assist in adapting programs to the students' needs. Verification of required immunizations must be presented at registration. For the most recent changes to immunization requirements, please visit the district website.

HELMET LAWS & BICYCLES, SCOOTERS, SKATEBOARDS

In compliance with the California Vehicle Code (CA Code 21212), all students must wear safety helmets when they ride bicycles, skateboards, or scooters to school. If a student is not wearing their helmet with the strap secured, their bike, skateboard, or scooter will be taken away and they will contact their family to arrange for transportation home after school. To reclaim their 'wheels', they must bring their helmet (with their name in it) to the school office.

During school hours, students' bicycles need to be **locked** in the bike cage. Unlocked bicycles, at times, are stolen from campus. It is very important that bicycles are locked at all times.

Students may not ride bikes, scooters, and skateboards on campus before, during or after school. Doing so will result in possible confiscation, or the student may lose the privilege of riding to school.

Students must also walk their bicycles, skateboards, or scooters once they reach the sidewalk at Crespi that parallels the school.

HOMEWORK POLICY

Homework is assigned routinely for students to practice skills and concepts. We ask families to support their children by: checking for assignments, assisting students with challenging work, and monitoring to ensure that assignments are completed. Scheduling regular times for homework, and a designated homework space is recommended. Nightly reading is a part of homework. Contact your child's teacher for individual classroom policies.

If your child is spend a long time on homework and it is causing friction in the family, please reach out to the classroom teacher and ask for a modification.

INDEPENDENT STUDY

Guidelines around Independent Study contracts have changed, and it allows us to approve contracts for a much shorter period of time than the previous requirement of 1 consecutive days. **If you have a planned trip, please contact us in the office with as much notice as possible (at least 2 weeks), and we will work on getting you set up on an Independent Study contract.** *If your child is experiencing chronic attendance issues, this may prevent us from approving a contract for Independent Study.*

Please note, that for shorter trips, your child will receive a grade level packet to complete, but they may still be responsible to complete specific classwork that is missed due to their absence. The packet helps us fulfill the requirements for attendance auditing purposes so we receive full funding for attendance, however the classwork requirement is to help prevent learning loss due to the absence. Email the Principal at rpang@pacificasd.org to request an Independent Study contract. If approved, a contract will be written up. If the work is completed within two weeks of the absence, the child will be counted as present and we will receive full revenue from the state. If the two week window closes, the office will mark the contract as incomplete. The absences from school will be determined excused or unexcused depending on the reason for the absence, and no future requests for contracts will be granted.

LEAVING SCHOOL GROUNDS

We have a “closed campus,” which means that students may not leave campus during school hours without prior permission. Once students have come on campus, they may not leave the school grounds to go to the parking lot or nearby stores. **A student, who is leaving during school hours must be signed out in the office by an adult listed on the child’s emergency card.** Students returning to campus from appointments must check in at the office.

LOST AND FOUND

The ‘Lost and Found’ items are housed in a rolling cart outside of the MPR. **Please put your child’s name on clothing labels** to assist us in returning lost clothing to the owners. When you are at school, check the ‘Lost & Found’ for lost items.

MEDICATION AT SCHOOL

An ‘[Administration of Medicine](#)’ form must be completed and signed by your child’s physician, in order to have medication on hand at school. This form must be on file in the office for medication to be dispensed at school. All medicines must be brought to the office in a properly labeled, sealed container, and given to the secretary. Please call the office if you have questions about these procedures (650-738-6660).

PARENTAL RIGHTS NOTIFICATION

At the beginning of each school year, the District provides a copy of your parental rights. You are asked to read the brochure and acknowledge receipt on side 2 of the Student Registration & Emergency card.

PARENT ELECTRONIC NEWSLETTER

Every Wednesday, an emailed newsletter is sent to you that has updates from the Principal. **Please read the newsletter** so that you are aware of possible changes in schedules, upcoming events, and community events that you may find interesting. PTO will also send out weekly communication, and both of these communications come through ParentSquare. Please read these communications for the most up to date information.

PARENT TEACHER ORGANIZATION (PTO)

All parents in Cabrillo School are members of the PTO; there are no membership dues. The PTO has something for everyone, from guest speakers at meetings to fundraisers. Your participation is both welcome and encouraged. You will be notified of the meeting dates and activities throughout the year through the weekly newsletter. Members of the PTO Board welcome your input. Feel free to contact the school office (650-738-6660) for names and contact information for more information, concerns, or questions.

POLICE INVOLVEMENT ON SCHOOL CAMPUSES

School staff will cooperate with law enforcement officers as needed to maintain a safe and orderly environment. Police investigations are conducted independently from the school district and school officials cannot interfere in police investigations. School officials shall provide support and privacy for the student to the extent possible. The text of Board Policy 5145.11 can be viewed online through the District website.

By law, parents/guardians do not need to be informed or to give consent before the law enforcement officer interviews a student on school premises. PC 830.1 However, the school official will ensure that the student's parents are notified that the interview took place unless instructed otherwise by the police officer.

PROMOTION/RETENTION STATEMENT

The Pacifica School District has adopted a policy (BP 5123) for student promotion/acceleration and retention that states that students must demonstrate growth in learning and meet grade level standards of expected student achievement. The text of Board Policy 5123 can be viewed online through the district website. A copy is also available at the District Office at 375 Reina Del Mar.

PUPIL HOURS

Playground supervision begins at 8:05 am, which means campus is not open until this time. **DO NOT** leave students unattended on school grounds before or after school. Students must be off campus by 3pm, unless participating in one of our after-school approved programs. The Pacifica Beaches, Parks and Recreation Program is an inexpensive alternative for supervision on campus. This program provides a safe space for students after school. Your cooperation is appreciated since teachers must have time to plan and prepare for their classes. Please be sure that your child knows where you expect them to go after school. The **office phones** are very busy and are available for student use only for an emergency.

REPORTING TO PARENTS

Conferences

Scheduled Parent Conferences are held twice during the school year – in October (towards the end of trimester 1) and in March right after trimester 2 is complete. Parents who wish to speak with teachers at other times may do so. However, please do not hold unscheduled conferences before the start of school is unless it has been pre-arranged – teachers are usually very busy getting ready for the start of the day.

Report Cards

Report Cards are issued 3x a year (November, March, June). Mid-trimester Progress Reports are issued for grades 6-8.

SCHOOL HOURS AND SUPERVISION

School is open to students from 8:20 AM to 2:45 PM. Supervision is provided in the morning from 8:05 to 8:20. **There is NO supervision before 8:05 AM.** School ends for all students at various times dependent upon grade.

Regular Days

TK/K 1:20
1-3 2:20
4-8 2:45

Minimum Days

TK-3 1:10
4-8 1:20

All students, unless enrolled in an afterschool program, or meeting with a teacher, are to leave the campus by 3:00 PM. **It is important to leave grounds immediately upon release.** There is no staff supervision on the yard after school. No students are allowed on the upper deck and fields before or after school because there is no adult supervision.

SEXUAL HARASSMENT, UNIFORM COMPLAINT PROCEDURES, AND BOARD POLICIES

Sexual Harassment (BP 5145.7) and Uniform Complaint Procedures (AR 1312.3) are included in the District Handbook/Annual Parent Notification as well as on-line or at the District Office.

SITE-BASED SUPPLEMENTAL FUNDS

Cabrillo School is allocated funds directly to the site and is approved for spending through the Site Council. This funding helps to enhance instruction through hiring additional personnel and instructional materials, particularly in the areas of leveled literacy interventions, and in support of unduplicated students.

SPECIAL EDUCATION SERVICES

Students found eligible for special education services are served by the special education staff. Services may include the Resource Specialist Program, Speech and Language, inclusion support, occupational therapy, behavioral services, mental health services, and/or the services of our school psychologist dependent upon eligibility and goals. There are also Special Day Classes in our district for students who qualify for more intensive services.

Requesting an Evaluation for Special Education Services

If you believe your child may have a disability that affects their learning, you have the right to request an evaluation for special education services at any time. This request should be made in writing to your child's teacher or the school principal. Upon receiving your written request, the school district will review the request and respond within the timeline required by law. If an evaluation is agreed upon, you will be asked to provide written consent before any assessments are conducted.

The purpose of the evaluation is to determine whether your child is eligible for special education services under the Individuals with Disabilities Education Act. If eligible, an Individualized Education Program (IEP) will be developed in collaboration with you.

STANDARDIZED TESTING

With the adoption of the new California Common Core State Standards, the District will participate in the Smarter Balanced Assessment (also referred to as CAASPP). This assessment will be taken on-line in spring and aligns with the California State Standards. Children in grades 3-8 participate in this examination.

In addition to the Smarter Balanced Assessment, multilingual learners also take English Language Proficiency Assessment for California (ELPAC) to determine their proficiency in the English language.

TARDINESS

Students are expected to be in class on time. School begins at 8:20 AM daily. Please allow time for delays and traffic. Late students must report to the office to check in and get a tardy slip before going to class. Being tardy to school more than 3 times per trimester may result in 'make-up' time during recesses or after school. On field trip days, late students may miss their field trip if their class has already departed. Excessive tardiness and absences will result in a referral to the School Attendance Review Board (SARB).

TELEPHONE CONFERENCES/MESSAGES

To contact your child's teacher, you may leave them a message through our voice-mail system. Except in an emergency, calls will not be put through to classrooms during class time. Students are only allowed to use the school telephone in case of an emergency. The office will deliver telephone messages to students in case of an emergency. If you call the office during school hours and receive the voice-mail, please hang up and try again.

TEXTBOOKS

Students are responsible for the textbooks assigned to them. There will be a charge made for lost or damaged books. Students should cover the books that are issued to them. Report cards will be held for students with outstanding bills.

VISITORS

According to state law and the safety of our entire community, **all visitors are required to sign in at the school office.** You must wear a visitor pass (sticker). Please contact classroom teachers in advance when you would like to visit class. This will help avoid classroom interruptions.

VOLUNTEERS

Please always sign in at the front office. Cabrillo School is proud to have extensive parent involvement. Please sign in at the office and log your volunteer hours. Volunteers are expected to check in with their child's teacher to inquire of how they can be of assistance. They are also expected to be excellent role models while volunteering at school. In addition, field trip drivers

will be required to show proof of insurance, a valid California driver's license, and a completed Field Trip Driver form. Here at Cabrillo, we require **all volunteers to be fingerprinted**. You may pick up a fingerprint form from our front office. **Please let our front office know when you have submitted your form so that we can contact you when you have cleared.** *(Please check with the office regarding the most current volunteer policy during covid).*

WELLNESS POLICY

All foods available on each campus during the school day support the district adopted federal nutritional guidelines and objectives of promoting student health and reducing childhood obesity in accordance with Board Policy 5030 and the District Student Wellness Plan.

The Board believes that foods and beverages available to students at district schools should support the District health curriculum and promote optimal health, taking into consideration the needs of students with special dietary needs. Nutritional standards adopted by the district for all foods and beverages sold to students during school hours or within a half-hour before/after school meet or exceed state and federal nutritional standards. venues.

School staff shall encourage parents/guardians or other volunteers to support the District's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. A maximum of four class parties or celebrations per year shall be held after the lunch period whenever possible as a way to promote student health and maximize the use of instructional time.

In support of this policy, staff, students and parents are strongly encouraged to refrain from bringing snacks to share for birthdays or other celebrations unless it is for one of the four school sanctioned celebration days.

(Full text of District Wellness Policy may be found on the District Website)

INSTRUCTIONAL PROGRAM

The instructional program at Cabrillo School is based on the California Common-Core State Standards adopted by Pacifica School District. The following paragraphs will give you a brief overview of the instructional program at Cabrillo School. Throughout the school year – at Back-to-School night, Parent Meetings, and Open House, as well as through weekly written communications and/or telephone conferences from the principal and teachers – you will receive additional information regarding your child's instructional program. We believe that by keeping you informed about your child's instructional program you can offer the encouragement and support so essential to your child's success.

English-Language Arts

California State Standards and the District Balanced-Literacy Plan guide our English-Language Arts program. English-Language Arts includes listening, speaking, reading (comprehension, phonics and oral reading), spelling and writing. Since these subjects are all interrelated and eventually provide the foundation for all other subject areas, language arts is a key area of the school day in all grade levels. There is an emphasis in teaching primary students to read and write, in teaching intermediate students how to gain fluency and confidence in reading and writing, and in teaching upper grade students to apply reading and writing to become

independent learners. The current English-Language Arts in grades K-5 curriculum is published by Open Court. The 6th-8th grade English-Language Arts curriculum is Amplify.

With support of strategies such as cross-age tutoring, small group instruction with parents in the primary grades, and thematic reading units, students are exposed to a wealth of reading and writing opportunities. Activities, such as journal entries, science logs, research reports, and essay writing support students in building their writing skills.

A selection of reading material is available in all classes. All classes have books to inspire reading. Parents are encouraged to have children read daily at home and to visit both the school library and public library frequently. A daily reading schedule is essential to the success of student fluency and comprehension.

Mathematics

Mathematics instruction is based on the philosophy and standards in the district Math Plan that is aligned with California State Standards. The standards include number sense, algebra and functions, measurement and geometry, statistics, data analysis and probability, and mathematical reasoning. By the time our students finish fifth grade we expect them to be able to accurately compute using all four operations (addition, subtraction, multiplication, division) and to apply their knowledge conceptually. The Bridges Math program is used in grades K-5. CPM texts are used in grades 6, 7 and 8. A Math Fair is held in the spring each year for students in grades K-1 to give them an opportunity to become involved in various math games with their parents to stimulate an interest in participating in math games as a lifelong hobby.

Social Science

The Social Science curriculum not only includes history, geography and civics, but also encompasses numerous opportunities for interdisciplinary studies in an effort to help all students develop their broad knowledge. A variety of materials, resources, strategies, and technologies are used to engage the students. The curriculum is augmented with assemblies, projects, and field trips. Much of the literature used to enhance social science emphasizes heroes, adventure, faraway places, and distant times in order to captivate the imaginations of the students. The K-5 basic textbooks are from the Houghton-Mifflin series. Our Social Studies series from Teachers' Curriculum Institute (TCI), History Alive, provides the basis of our program in grades 6-8 with supplemental projects to reinforce content standards. Students in the upper grades also participate in community service projects.

Science

Our science program based on the FOSS (Full Option Science System) and Mystery Science for the K-5 Program and New Generation Science Standards Based Curriculum for 6th- 8th. The K-8 science curriculum seeks to instill within our students' minds important concepts such as the use of hypotheses, the concept of control and variable in scientific inquiry and the importance of accurate measurement to verify results. FOSS modules are organized under four topic headings: Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. The upper grade curriculum follows the state standards for an integrated approach to scientific inquiry.

Visual And Performing Arts

The arts encompass the disciplines of dance, drama/theater, music and visual art. Recognizing that the arts can increase self-discipline and motivation, contribute to a positive self-image, provide an acceptable outlet for emotions, and help to develop creative and intuitive thinking processes not always inherent in other academic pursuits, the staff plans various ways to involve the students in the arts. Students are actively engaged through various art media including painting, drawing, and clay sculpting. The focus is on creative endeavor and satisfying experiences rather than on artistic perfection. Art experiences are drawn from other curriculum areas such as language arts, social science, and science. Musicians, actors, storytellers, and poets present assemblies throughout the year. Instructors, PTO & community volunteers provide instruction in Cabrillo's K-8 Visual and Performing Arts Program. Kindergarten through fifth graders have a dedicated music teacher, and Band classes are available to students in grades 6-8, with the generous support of Music Matters in Pacifica, a program of the Pacifica Education Foundation (PEF).

Physical And Health Education

Physical education leads to lifelong wellness and well-being. PE contributes to the development of the whole person through physical activity that allows for the integration of the psychomotor, cognitive, and affective learning skills. K – 5 students take part in scheduled activities with their teachers and in the parent-led creative arts program. 6th – 8th graders have scheduled PE with a certificated PE teacher. Activities de-emphasize winning and losing and stress the importance of active participation, self-motivation, and sportsmanship.

At all grade levels, health education is discussed in many contexts related to maintaining a healthy body and a safe environment. Upper grade students participate in a comprehensive health education program that includes drug and alcohol prevention, making healthy/safe choices, and the onset of puberty. Since the use of alcohol, tobacco, and other drugs are physically and emotionally harmful, the Pacifica School District has initiated a policy of drug-free schools.

Technology & Library Services

In order for our students to live successfully in the 21st century, they will need to be familiar with technology. It is our goal to help each student build their technology skills and learn to safely use Internet resources. To achieve these goals, classes have access to classroom Chromebooks. We now have enough Chromebooks that each child will be issued one for the entire year. It will go back and forth, much like a textbook (with teacher direction). Students will also need their own set of headphones.

Parent and community volunteers staff our school library. Teachers arrange for class use of the library and books are checked out to students using an automated system. It is important that students are responsible for returning library materials in a timely manner. With the support of the PTO, we are working to expand our library collection. Our school library is staffed by a part-time Library Media Technician with the support of parent and community volunteers. Volunteers are needed to keep our library-media center fully functioning.

STUDENT BEHAVIOR AND SCHOOL RULES

For more complete information on Education Code Requirements related to student behavior, please refer to the District Handbook/Annual Parent Notification available online and at the District Office.

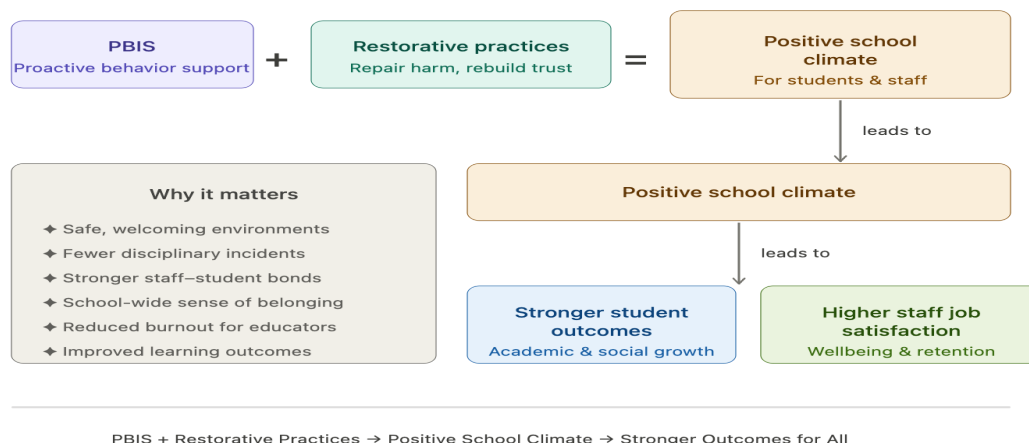
Positive Behavior Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is a nationally recognized, evidence-based framework that schools use to create predictable, positive, and supportive learning environments by defining, teaching, and reinforcing clear behavioral expectations instead of relying primarily on punitive discipline measures.

In the Pacifica School District, PBIS has been adopted at the school level as part of broader efforts to strengthen school climate, consistency in behavior expectations, and social-emotional support for all students. District schools developed their own behavior matrices and team-based implementation strategies (e.g., Pacific's "Be Positive, Be Respectful, Be Inclusive..." matrix), with PBIS systems integrated into student handbooks and school plans to align with district goals around equity and positive culture.

These local efforts sit within statewide support structures (like the San Mateo County Office of Education's PBIS training and coaching) that help schools deepen implementation over time.

PBIS Framework



PBIS at Cabrillo looks like administration, teachers, classified staff and students all having a shared and common belief system.

Core Behavioral Expectations

Cabrillo's core behavior expectations are as follows:

Outstanding – to do your personal best

Responsible – to do what you know is right without being told

Courteous – to be loving and kind

Attitude – to have a positive attitude

[Link](#) to Expectations' posters here.

Schoolwide Expectations in Action

Students follow our core expectations throughout all areas of school: Outstanding, Responsible, Courteous and Attitude. Expectations are taught, modeled, and reinforced in classrooms, hallways, cafeteria, playground, and other common areas. Staff consistently remind, redirect, and acknowledge students throughout the day.

Positive Recognition

- Staff acknowledge students immediately when they demonstrate expected behaviors
 - Acknowledgements follow a guideline of 5:1 – five positives to every 1 correction
 - Schoolwide systems include: Orca Powers and Orca tickets
 - Classroom systems can include both individual and group rewards
 - Table points
 - Class points
- Recognition methods may include:
 - Praise or verbal acknowledgment
 - Tickets, points, or digital rewards
 - Classwide or schoolwide celebrations
- Students understand what behaviors earn recognition and why

Teaching and Reteaching

Expectations are taught explicitly at the start of the year and revisited as needed. Lessons include modeling, role-playing, and guided practice. Reteaching occurs after breaks or when data shows problem behaviors are increasing

Response to Misbehavior

Minor behaviors are handled by staff in the classroom using reteaching, redirection, or reflection. Major behaviors follow a consistent office-managed process. Students understand clear consequences while still having opportunities to learn expected behavior

Tiered Supports

- Tier 1: Universal strategies support all students
- Tier 2: Targeted interventions for students needing extra help
- Tier 3: Individualized supports for students with persistent challenges

Data and Decision-Making

Staff collect behavior data (e.g., referrals, acknowledgments, location of incidents). PBIS team reviews data regularly to guide teaching, recognition, and interventions. Data drives decisions about reteaching, supports, and celebrations

Staff Modeling and Consistency

Staff model expected behavior in every interaction. Staff use common language, signals, and procedures across all settings. Consistent expectations make the school predictable, safe, and fair for students

PBIS Schoolwide Behavior Expectations Matrix

Cabrillo's Schoolwide Expectations Matrix is provided here. This matrix is a quick look at behavior expectations across school areas. [Link to document here.](#)

	Outstanding <i>Doing your personal best every day</i>	Responsible <i>Acting in ways that show you are "doing what you know is right."</i>	Courteous <i>Acting in ways that treat others with love and care.</i>	Positive Attitude <i>Think, "Yes, I can!"</i>
Classroom	* Listen to teacher and follow directions * Follow classroom rules without being told * Consider others' viewpoints	* Be ready every day to learn * Have your materials ready every day * Walk in classroom * Use classroom materials with care * Save loud voices for the playground	* Keep hands to self * Include others by inviting them into your discussions * Help others * Respect others' viewpoints	* Think: – Yes I can – Who can I ask for help? – I'll get this in a little bit – I don't know this YET but I will

Lunch Tables	* Speak kindly to others * Respect others' viewpoints * Appreciate what others bring for lunch especially when it is different than what you are used to eating	* Sit down, stay down, raise your hands. * Eat your own food * Clean up without being told * Help others to clean up * Put your lunchboxes away into lunch bins * Save loud voices for the playground	* Eat the whole time * Wait to be dismissed * Keep bodies seated * Keep hands to self * Invite others to sit with you * Make space for others * Offer to help others * Look for people by themselves and invite to join you * Say "Hi" * Smile at others * Respect others' viewpoints	* I think about the earth when I clean up * I recycle * I compost
Playground	* Agree on rules prior to starting game * Stop playing and give eye contact when the adult on yard duty speaks to you * Follow the rules of games * Stop, look, and listen to peers speaking to you * Consider others'	* Use equipment safely and put away equipment when done playing * Pick up trash * Line up when the bell rings * Stay in boundaries * If someone is injured, stop and help. * If you see someone making an unsafe choice, get	* Keep hands to self * Use words to express frustration * Invite others to play * Offer to help * Be kind with words and actions * Say "Hi" * Smile at others * Look for people by themselves and invite to join you * Keep an eye on the	* I check my feelings temperature * If I'm red, I take a break

	viewpoints	help	Buddy Bench. If someone is sitting there, ask them to play	
Bathroom	* Give others privacy in stalls * Use the bathroom and then return to class quickly	* Wash hands * Throw away paper towels * Flush toilets * Turn off water when done * Use quiet voices in bathroom * Walk in bathrooms * Keep feet on the ground * Turn off water when done * Remember that games are for the playground	* Wait your turn and let others go first if you can wait * Be mindful of handicapped stalls and leave open for those who need them.	* I remember the bathroom is not for playing
Courtyards and Hallways	* Settle your body * Lower voices * Keep hands off work on the bulletin boards	* Walk with a settled body * When in groups, walk slowly and carefully so you don't trip yourself or others * Think about the classrooms next to the courtyards	* Look for people by themselves and invite to join you * Smile at others * Say "Hi" * Respect others' viewpoints	* I remember that courtyards and hallways are learning spaces.

Acknowledging Positive Behavior

Acknowledging positive behavior is a core part of our PBIS framework. The purpose of acknowledgement is to reinforce the behaviors we want to see, increase student motivation, and

build a positive and supportive school climate. When students are recognized for following our core expectations, they learn to connect their actions with positive outcomes.

Acknowledgements help prevent problem behaviors by highlighting and encouraging the behaviors we want students to repeat, and they support students' self-esteem and sense of responsibility.

Consistency is key. All staff use the same language and acknowledgement system across classrooms, common areas, playgrounds, cafeteria, assemblies, and the bus. By integrating acknowledgement into daily routines, students quickly learn that positive behavior is noticed and valued no matter where they are on campus. This consistency reinforces expectations, creates predictability, and contributes to a calm, respectful, and productive learning environment for everyone.

Restorative Practices

At our school, restorative practices are used to repair harm, restore relationships, and teach responsibility, rather than simply punish misbehavior. When conflicts or inappropriate behaviors occur, students are guided to reflect on their actions, understand how their behavior affected others, and take steps to make things right. This may include conversations with peers, apologies, or collaborative problem-solving. Restorative practices help students develop empathy, communication skills, and accountability, while maintaining a safe and supportive learning environment for everyone.

Restorative Conversations

Holding a restorative conversation involves guiding the student to reflect on their behavior, understand its impact, and plan how to make things right. Begin by ensuring the student feels safe and calm, then ask them to describe what happened from their perspective. Encourage them to consider who was affected by their actions and how those people might have felt. Help the student take responsibility for their behavior and guide them to identify practical steps to repair the harm and prevent similar situations in the future. Throughout the conversation, remain neutral, listen actively, and focus on teaching and problem-solving rather than punishment. The goal is to restore relationships, reinforce expectations, and support the student in making better choices moving forward.

Restorative Discipline Flow Chart

Teachers manage most behavior in the classroom, focusing on reteaching and reinforcing expectations. Parents are kept informed of student behavior so that they can support change in students. Office referrals are reserved for serious behaviors or repeated disruptions that require administrative intervention.

While discipline procedures are outlined here, it is important to recognize that each behavior occurs in a unique context and each student is an individual with different needs, strengths, and circumstances. These procedures are intended as general guidelines to support consistency

and fairness, but staff should use professional judgment, knowledge of the student, and the specific situation when responding to behavior. The goal is always to teach and reteach expectations, maintain a safe and respectful environment, and support students in making positive choices, rather than applying a one-size-fits-all consequence.

Minor Behavior Response Classroom Managed		Major Behavior Response Administration Managed	
Inappropriate language, non-aggressive physical contact, refusal, tardy to lines, disruption to class, dress code, property misuse, electronics, cheating		Abusive language, drugs, weapons, physical aggression, elopement, cutting class	
Behavior #1	* Think Sheet * Restorative Cycle in classroom (focus on harm done and repairing harm) * Reteach appropriate behavior to harmer	Behavior #1	* Think Sheet * Restorative Cycle with Administration (focus on harm done and how to repair harm)
Behavior #2 (same behavior within 2 weeks of Behavior #1)	* Think Sheet * Notify Parents * Restorative Cycle (focus on harm done and repairing harm) * Reteach appropriate behaviors	Behavior #2 (same behavior within 2 weeks of Behavior #1)	* Think Sheet * Notify Parents * Restorative Cycle (focus on harm done and repairing harm) * Reteach appropriate behaviors * Check In/Check Out
Behavior #3 (same behavior within 2 weeks of Behavior #2)	* Think Sheet * Parent/Teacher Conference * Restorative Cycle * Referral to COST	Behavior #3 (same behavior within 2 weeks of Behavior #2)	* Think Sheet * Family conference * After-School Restorative Center Referral * Check In/Check Out

			* Referral to COST * Tier II implementation
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Suspensions

In California public schools, students cannot be suspended from school solely for disobedience, disruption, or willful defiance of staff. A 2023 law (Senate Bill 274) amended Education Code Section 48900 so that suspension or expulsion for “willfully defying the valid authority of school personnel” or “disrupting school activities” is prohibited for students in all grades (K–12), effective through at least July 1, 2029. This means that simple disobedient or defiant behavior on its own — such as refusing to follow a direction, talking back, or low-level disruption — cannot be used as the basis for an out-of-school suspension or an expulsion recommendation.

At the same time, California law has long allowed a teacher to suspend a student from an individual class for up to the day of the incident and the following day for conduct that would otherwise fall under Section 48900 (e.g., defiance or disruption), as specified in Section 48910. This is limited to class removal — it is not a suspension from the entire school. Any such class suspension must be reported to the principal and is followed by parent contact and a conference between the teacher and the parent.

Withholding Recess

Starting with the 2024–25 school year, California law (Education Code § 49056) prohibits school staff from denying or withholding recess as a disciplinary consequence — unless a student’s participation poses an immediate threat to the physical safety of the student or their peers. If recess is denied for safety reasons, staff must make all reasonable efforts to resolve the safety concern and minimize the amount of time a student is excluded from recess. ([California.Public.Law](#))

In practice, this means that while schools can respond to behavior using appropriate supports and interventions, recess itself cannot be taken away as a routine punishment. Any exclusion from recess must be directly tied to an immediate safety concern, and even then, exclusion should be minimized and accompanied by efforts to address the underlying issue. ([legalclarity.org](#))

Communication with Families

Regular family contact is a critical component of supporting positive behavior change in students. When families are informed about both successes and challenges, they can reinforce expectations at home, celebrate improvements, and support interventions consistently with the school. Timely communication builds a partnership between staff and families, strengthens trust, and ensures that students receive consistent messages about behavior and expectations across setting rules to students.

Middle School Behavior Supports

In addition to the above, middle school students are also held accountable to rising as leaders of this campus through our [Middle School Incentive Program](#)

PBIS Expectation Poster

Cabrillo's Core Values – Be an ORCA

O I am OUTSTANDING

- I do my best



R I am RESPONSIBLE

- I do what I know is right without being told



C I am COURTEOUS

- I treat others with love and care



A I have a GREAT ATTITUDE

- I think "Yes, I can!"



Classroom Expectations

Cabrillo ORCA Expectations

CLASSROOM



O I am OUTSTANDING in the CLASSROOM when

- I follow the teacher's direction the first time

R I am RESPONSIBLE in the CLASSROOM when

- I use my time wisely and focus on learning

C I am COURTEOUS in the CLASSROOM when

- I help others around me when I can

A I have a great ATTITUDE in the CLASSROOM when

- I think, "I can do it!"



O



R



C



A



Cafeteria Expectations

O



R



C



A



Cabrillo ORCA Expectations

CAFETERIA



O I am **OUTSTANDING** in the **CAFETERIA** when

- I share space so that everyone can have a place at the table

R I am **RESPONSIBLE** in the **CAFETERIA** when

- Sit down, stay down, raise your hand, and clean up

C I am **COURTEOUS** in the **CAFETERIA** when

- I always use good manners

A I have a great **ATTITUDE** in the **CAFETERIA** when

- I think about the earth when I'm cleaning up



Hallway Expectations

O



R



C



A



Cabrillo ORCA Expectations

HALLWAYS



O I am **OUTSTANDING** in the **HALLWAYS** when

- I travel through hallways quietly

R I am **RESPONSIBLE** in the **HALLWAYS** when

- I walk with a safe body

C I am **COURTEOUS** in the **HALLWAYS** when

- I think about how my behavior impacts others

A I have a great **ATTITUDE** in the **HALLWAYS** when

- I am friendly to others



Restroom Expectations

Cabrillo ORCA Expectations

RESTROOMS

- O** I am **OUTSTANDING** in the **RESTROOMS** when
- I get in, get finished, in a timely fashion
- R** I am **RESPONSIBLE** in the **RESTROOMS** when
- I flush the toilet, wash hands, trash in the bin and only toilet paper in toilet
- C** I am **COURTEOUS** in the **RESTROOMS** when
- I respect everyone's privacy
- A** I have a great **ATTITUDE** in the **RESTROOMS** when
- I remember the bathroom is not for playing

O



R



C



A



Yard Expectations

Cabrillo ORCA Expectations

YARD

- O** I am **OUTSTANDING** in the **YARD** when
- I share and include others in the game
- R** I am **RESPONSIBLE** in the **YARD** when
- I clean up, line up and listen to adults
- C** I am **COURTEOUS** in the **YARD** when
- I think of others' feelings and help
- A** I have a great **ATTITUDE** in the **YARD** when
- I check my feelings temperature

O



R



C



A



