

Ventura Unified School District

School Plan for

Student

Achievement



Cabrillo Middle School

56 72652 6060388

Contact Information:

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2021-2022

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

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The district's Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2021-22 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified / Other Staff	Parent or Community Member	Student
Dr. Lorelle Dawes	X				
Halina Cheung		X			
Evi Georghiou		X			
Nicole Craig		X			
Carly Starn		X			
Luana LaBare			X		
Maria Godinez				X	
Kristin Ippilito				X	
Yesenia Munoz				X	
Brooklyn Angeles-Delgado					X
Joe Rose					X
Santannah Schnizler					X
Number of members in each category	1	4	1	3	3

English Language Advisory Council (ELAC) Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Other Certificated Staff	Parents/Guardians of English Learners	Other Staff
Lorelle Dawes	X				
Marixma Vazquez				X	
Silvia Garcia				X	
Zenaida Jimenez				X	
Number of members in each category	1			3	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

- ☐ The ELAC has voted to give governance to the SSC on this date: _____
- ☐ The name of the parent ELAC representative to SSC is: _____

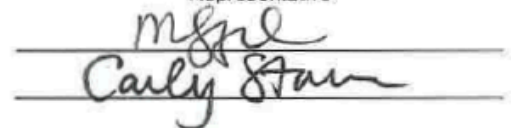
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee
Leadership Team

Signature of Authorized
Representative



Carly Starn

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: Nov. 12, 2021.

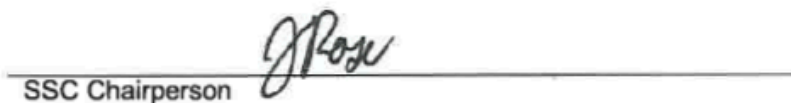
Attested:



Lorelle Dawes, Principal

11-12-21

Date



SSC Chairperson

11-12-21

Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, and 1 alternative high school.

During the 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

District Vision

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

District Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

School Profile

During the 2020-21 school year, Cabrillo Middle School served 869 students in grades 6-8. Student enrollment included 11% students with disabilities, 7.5% English learners, 40.4% socioeconomically disadvantaged, 1.8% homeless, and 0.6% foster youth.

Cabrillo Middle School is one of four middle schools in the Ventura Unified School District. Cabrillo serves students who live in the suburban, middle class community of Ventura which has a population of about 100,000. The school's boundaries draw from some of the wealthiest neighborhoods in the city as well as some of the poorest. Many students live in the high-income hillside and beach homes; others live in motels, small homes in the socio-economically disadvantaged Avenue area, or the small homes surrounding the school.

Cabrillo's parents are active at the school. They provide services for our teachers and support many programs that we would not be able to have without their assistance.

Cabrillo Middle School is a high performing school. Our students are recognized for outstanding academic achievement and/or improvement with Honor Roll awards and quarterly Renaissance recognition.

Specialized Services

- Approximately 9% of our school population receives Special Education services including students in the Deaf/Hard of Hearing Program, Vision Impaired, Emotionally Disturbed Program, and Special Day Class. These students are served by Special Ed-credentialed teachers and paraeducators who take classes and attend workshops to prepare them to meet the needs of these students.
- Approximately 24% of our students have been identified as Gift and Talented Education (GATE) students. These students are served in GATE classes in language arts and social studies by teachers who take classes or attend workshops to prepare them to meet the needs of these students
- Approximately 7% of our students are English Language Learners. These students are served by CLAD-credentialed teachers and are clustered in language arts classes according to their English language proficiency levels as determined by the ELPAC test. Some students have two periods of language arts.
- Intervention and remedial classes in math and language arts are offered to lower performing students.
- Before School Peer Tutoring in all subjects, before and after school intervention in math, a bilingual tutoring program, and a study skills class are offered to all students. Lower performing students are encouraged to participate.
- Since 1998, there have been approximately 30 eighth grade students enrolled in AVID, a program where students who will probably be the first one in their family to attend college are taught the necessary skills to prepare them for college prep classes.
- A 0 period is offered to all students with two periods of English Language Arts or mathematics.

Campus Features

- The school campus is very old with some buildings dating back to the late 1920's although most were built in the 1950's. Over the past several years, the entire school has been modernized. Because Cabrillo was once a high school and college campus, we are fortunate to have several facilities not usually found in middle schools. We have a computer lab, library, art classroom, woodshop, music class facilities, large gym, garden, cafeteria, an outdoor amphitheater, as well as many classroom buildings located on 18.4 acres.
- All classrooms have internet access, as well as wireless technology available throughout the campus. Teachers have access to two mobile computer labs and three Chromebook carts for whole class instruction and projects. All teachers have a laptop or PC computer in their classroom as well as an interactive whiteboard. Teachers use a district system for reporting attendance, assignments, grades, behavior, etc., through Teacher Connect the Q computer system. Most students take at least one quarter of computer training to learn the basics of Word, Excel, PowerPoint, and Internet procedures and safety. All students are introduced to Digital Citizenship and schoolwide technology integration across the curriculum.

Staff

- The middle school's teachers are a hardworking, conscientious group of excellent instructors who take pride in their work. All teachers are fully credentialed and have CLAD certificates. They have high expectations for academics, attendance, and behavior. Most of the teachers have been here for a long time - most have been teaching fifteen to twenty-five years. Once a teacher gets a job at the Cabrillo Middle School, few ever leave.
- Cabrillo Middle School has an impressive team of paraprofessionals to serve its special populations.

During the 2021-22 school year, the school supported:

- Three SAI paraprofessionals
- One ED paraprofessional
- Three DHH interpreters
- One DHH paraeducator
- Two 1:1 paraprofessionals (aides)
- One bilingual aide
- One campus supervisor
- Two SLP Interns (0.8 FTE)
- One 20% SAP counselor
- One ERSIS Clinician (0.25 FTE)
- One Empire Therapist (0.2 FTE)
- One Thomas Fire counselor (as needed basis)

Cabrillo is an outstanding school, and all of us who are part of this educational community – students, parents, teachers, and administrators - know that we are fortunate to be a part of it. Parent and community volunteers are on the campus a significant amount of time working on various projects.

School Vision

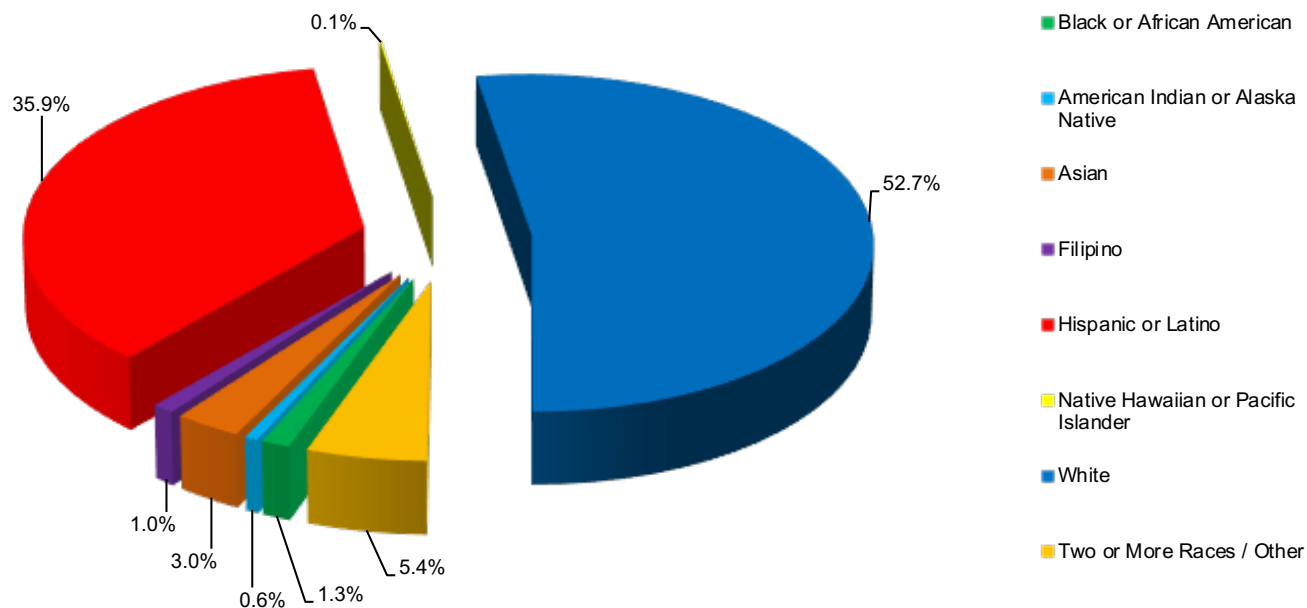
Cabrillo students, staff, families, and community are committed to creating a climate wherein students are respectful of and care about others; choose the best path of action, both academically and socially; and acquire the intellectual and technological skills needed to ensure continued personal and academic growth.

School Mission

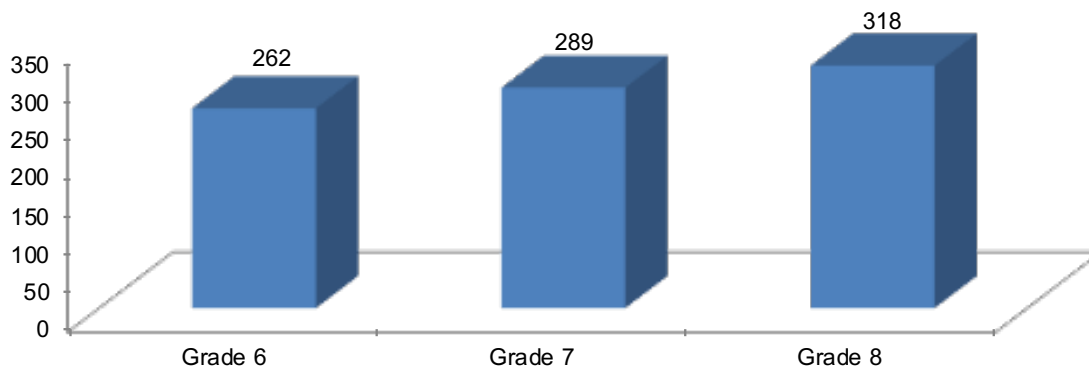
The Cabrillo faculty is dedicated to establishing and maintaining a positive and productive learning environment. The staff values and appreciates working in partnership with our families to facilitate our school mission.

- Every student has the right to attend a safe, healthy, and orderly campus where the school culture promotes a positive attitude toward learning.
- Every student will have access to an instructional program that is challenging, relevant, and engaging.
- Every student and staff member will work together to provide a campus climate that values each individual student and his/her unique background and culture.
- Every student and staff member will work together to promote community service, environmental responsibility and global awareness.
- Every student and staff member will utilize technology in safe, collaborative, and innovative ways while practicing appropriate digital citizenship.

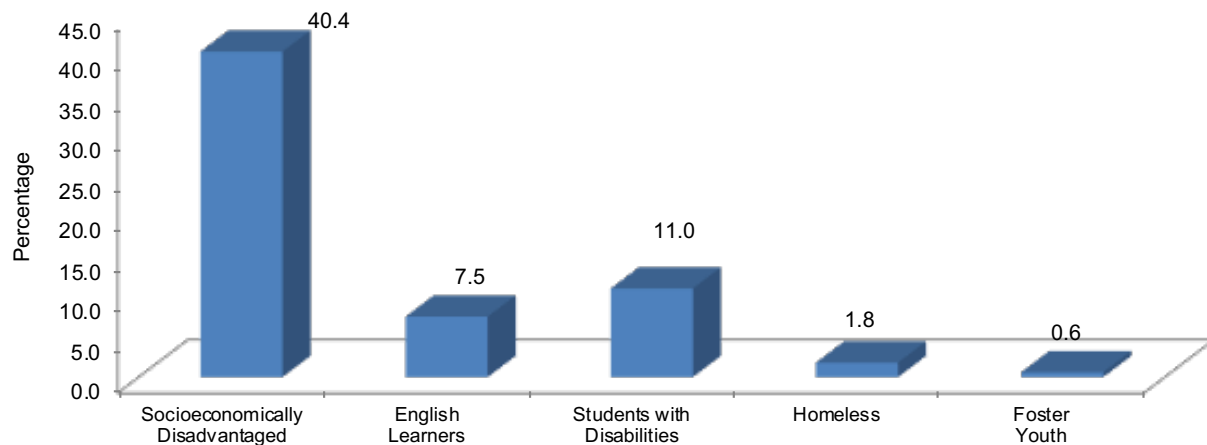
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

Cabrillo Middle School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During leadership team meetings, grade level collaboration, and staff meetings, administration and leadership team members considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - District Benchmarks
 - CAASPP Reports
- ✓ California School Climate Survey

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

Cabrillo Middle School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Cabrillo Middle School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying, suspension and expulsion, student expression, and the rights and responsibilities of students. School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Cabrillo Middle School's staff follow Dr. Randy Sprick's Guidelines for Success and CHAMPs programs to support student instruction, professional development, and classroom management practices associated with bullying and harassment. Both programs focus on the foundation to foster a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. Students are engaged in activities targeting bully prevention strategies through: classroom discussion, discipline assemblies, and sixth grade Study Skills lessons. Parents are included in bully prevention education and awareness activities through evening events sponsored by the school and articles published in the school/PTO newsletter.

Cabrillo Middle School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **Digital Citizenship** - An Internet safety program designed to provide teachers with lessons and resources that will comply with the Children's Internet Protection Act (CIPA). All schools are required to provide Internet Safety instruction for all grade levels each year.
- **Project Alert - Grades 7 and 8** - a digitally delivered classroom-based substance abuse prevention program aimed at preventing and reducing experimental and continued use of drugs. Through a series of comprehensive lessons, Project ALERT motivates students against drug use, cultivates new non-use attitudes and beliefs, and equips students with the skills and strategies to resist drugs. The program features self-paced lessons, downloadable lesson plans, and supporting videos and posters.
- **Too Good for Drugs - Grade 6** - a school-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco, and other drug (ATOD) use. Interactive teaching methods encourage students to bond with pro-social peers and engage students through role-play, cooperative learning, games, small-group activities, and class discussions. The curriculum consists of 26 lessons; 14 core lessons delivered in the same class, and 12 infusion lessons included in other academic classes.
- **CHAMPS Positive Behavior Support** – a proactive and positive strategy program to:
 - Improve classroom behavior
 - Establish clear classroom behavior expectations with logical and fair responses to misbehavior
 - Motivate students to put forth their best efforts (perseverance, pride in work)
 - Reduce misbehavior (disruptions, disrespect, non-compliance)
 - Increase academic engagement, resulting in improved test scores
 - Spend less time disciplining students and more time teaching them
 - Teach students to behave respectfully and to value diversity, thereby reducing cultural differences that may manifest as misbehavior
 - Feel empowered and happy to be in the classroom
 - Develop a common language about behaviors among all staff
 - Create a plan for orienting and supporting new staff
 - Reduce staff burnout
- **Community Building Circles**
- **Restorative Practices**

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Cabrillo Middle School	56726526060388	11-12-21	

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

This SPSA is our Schoolwide Program plan.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This SPSA was developed in alignment with federal, state, and district goals.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Site Council	Sept. 23 to Nov. 18, 2021
Cabrillo staff	Nov. 12 to Nov. 22, 2021
ELAC	Nov. 17, 2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

Goals, Strategies, Expenditures, and Annual Review**Goal 1:**

Increase Student Achievement – Increase student achievement for all students while decreasing performance gaps. Specifically in English Language Arts and Mathematics, groups should make progress toward meeting the standard by at least 10 points in “Distance from met” (DFM) or show that they have met or exceeded the standard and continue to improve.

Identified Need:

The ultimate goal is for all students to meet or exceed the standards. Presently, there are significant achievement gaps between “White” students and those from “Two or More Races” compared to students are “Hispanic, Socioeconomically Disadvantaged, English Learners and/or Students with Disabilities” in both English Language Arts and Mathematics.

Annual Measurable Outcomes:

All Baselines are taken from 2019 Dashboard, and + refers to points above the standard while the – symbol refers to points below the standard. There was no CAASPP testing in 2020. In spring 2021, there was limited participation and shortened exams due to distance and hybrid learning, and there is no Dashboard available.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA – All	+27.4	27.4 or higher
ELA – White	+50.7	50.7 or higher
ELA – Two or more races	+38.6	38.6 or higher
ELA – Hispanic	-13.2	> -3.2
ELA – Socioecon. Disadv.	-10.9	> -0.9
ELA – English Learners	-61.8	> -51.8
ELA – St. with Disabilities	-105.8	> -95.8
Math – All	-3.2	> 0
Math – White	+22.5	22.5 or higher
Math – Two or more races	+12.7	12.7 or higher
Math – Hispanic	-50.5	> -40.5
Math – Socioecon. Disadv.	-46	> -36
Math – English Learners	-96.5	> -86.5
Math – St. with Disabilities	-158.9	> -148.9

Strategy/Activity 1

Develop Professional Learning Communities to the point that they are self-sustaining forms of cyclical improvements in teaching and learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000 Professional development	Site funds
\$2,000 including paraeducators in staff meetings	Supplemental funds

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All, including Hispanic, SED, EL, and SWD groups

Strategy/Activity 2

Use universal screening for Math (with Moby Max) and reading comprehension (SRI)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	

Strategy/Activity 3

Develop the lens of Universal Design for Learning (UDL) throughout instruction and across the curriculum. Attend trainings, practice implementation, develop more skills, share lessons. Continue to develop a greater depth of understanding

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000 Conferences	Site funds
\$4,000 All teachers attend training	District
\$800 All paras attend training	Supplemental funds

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies were all implemented to some extent in the 2020-21 SY. However, outcomes were not able to be measured as there were not any summative CAASPP scores.

- Teachers were trained in Professional Learning Communities and began identifying the most essential standards and developed some common formative assessments related to those
- Moby Max and SRI were not universally utilized in 2020-21 due to the nature of online learning. At the time, SRI could not be administered remotely, and with the limited instructional time, we decided to forego this goal until school resumes to a full schedule.
- UDL was implemented, although not as robustly as we had intended due to the intense learning curve teachers faced as they developed online learning modules. Teachers spent more time learning and implementing the necessary technology integration for distance and hybrid learning than they expected, and while they tried to incorporate UDL into the curriculum, it was only partially successful due to the many layers of thought that went into lesson design.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not anticipate being on distance learning for $\frac{3}{4}$ of the year and hybrid learning for the last quarter. Thus, we spent most of our professional development resources on supporting teachers with Canvas, Zoom, and new online resources such as Nearpod and PearDeck.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will stay nearly the same for the coming year as it was in the past. We will begin from the point of incremental growth that we already achieved, and we will develop more robust goals to succeed in these academic areas of import. It helps that we are able to hold PLC meetings in person.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students.

Identified Need:

The strengths and needs assessment on the Safety Plan indicated a need to continue to focus on Tier 1 level safety measures.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual # of suspensions	51 in 2019-20 (the suspension summary report from the last year of in person learning)	46 (10% fewer)
Delivery of ASCA lessons in all grade levels of classes	2020-21 Six lessons taught to every student plus the Individual Learning Plan (ILP) created with $\frac{1}{3}$ of students	2021-22 Seven lessons to all students plus three lessons to 8th grade only, and three different lessons to each grade specifically. ILPs for all grades.

Strategy/Activity 1

Use Restorative Practices whenever possible.

Train staff in restorative practices and restorative justice (RJ)

- Training at a staff meeting for teachers and paras
- Send additional staff to training at VCOE (administrators and counselors are already trained)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$400 to train additional staff	District/site

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups

Strategy/Activity 2

Connect with students and parent/guardians of those who are missing school.

- Follow or exceed A2A timeline
- Provide resources to families who struggle with attendance
- Do home visits for those who are chronically absent

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
License for A2A	District- general fund

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups, with a special emphasis on students with chronic attendance problems

Strategy/Activity 3**Comprehensive School Counseling Program***Tier 1:*

- Counselors determine Academic & SEL placement/programs looking at intervention strategies, EL opportunities, UDL Supports, Parent Teacher Conferences, consultation with outside agencies, collaboration with Admin and Stakeholders, professional development and integration with district leadership.
- Deliver direct and indirect lessons, guest speakers, and activities to 6th, 7th, and 8th grade students based on the ASCA Mindsets and Behaviors for Student Success - ASCA (American School Counselor Association-National Model)
- All counselors and administrators attend Hatching Results training
- Print community/suicide resources on all student ID cards for 7th and 8th grade students
- Counselors set goals annually by looking at previous year school data and needs and wants of staff determined by communication and staff meetings.
- Provide equitable communication through translations/interpreters to meet the needs of all students and their families

Tiers 2-3:

- Develop partnerships with agencies to support students, such as Livingston grief counseling, BRITE, Brimm, Ventura County Behavioral Health, and Diversity Collective.
- Provide SAP counseling (Responsive Small Group, Direct/Indirect) Rise referrals, STAR Referrals, Care Solace warm handoffs, Beacon, and Empire counseling. Provide Suicide Threat assessments, Crisis Team and Community Resources.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Nominal amount for supplies	Site funds
Training in Hatching Results	LCAP funds

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students are served in Tier 2. Tiers 2 and 3 are for students who have received behavioral referrals, Pre-SST/SST requests, or who have a 504 Plan (gen ed) or IEP (special ed) or who have a Positive Behavior Support Plan - PBSP. They can also have self-identified through the counselors' "Needs Assessment" survey. .

Strategy/Activity 4

There will be a WEB (Where Everybody Belongs) orientation and quarterly WEB events for 6th graders to get and stay connected to 8th graders.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,500 for WEB t-shirts and snacks	ASB
\$500 stipends for WEB advisors	Site funds

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 6th graders and approximately 65 8th graders.

Strategy/Activity 5

- 1) Invite students to a “No Student Eats Alone” lunch or event. Provide music, activities, prizes, and friendly peers at the event. Promote it through multiple means.
- 2) After school athletics, Robotics, and musical opportunities
- 3) Clubs at lunch
- 4) Intramural sports
- 5) Welcoming Library environment with connections to reading materials

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$400 (approx.) for games, cotton candy machine	ASB funds
\$2,500 for Robotics	CTE grants, ASB, and PTO
\$3,000 for athletics	ASB
\$15,000 for after school music	District’s general fund, parcel tax, Music Boosters
\$500 equipment and pizza party for intramurals	PTO
\$1,000 for new library books	Library and PTO funds

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Cabrillo’s staff completely reimagined processes to achieve these goals during the pandemic, and the goals were largely achieved. Strategies for implementation varied greatly depending on the goal. For example, ASCA lessons were delivered through SEL Wednesday classes rather than in content area classes, but the content and follow-up were still accomplished. Other examples include restorative meetings done by Zoom, books checked out of the Library remotely and delivered to homes, WEB activities done over Zoom, and the Robotics team filming their competition to submit electronically rather than doing any of these activities in person. With the exception of athletics and intramurals, all of these activities and strategies were implemented in a version conducive to distance or hybrid learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Expenditures for most “school connectedness” activities were lower during distance learning since there were fewer supplies for activities. However, the costs were redirected to online services such as an online DJ for a WEB event, Zoom licenses, Canvas accounts, and the like.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We removed the attendance portion of the goal for 2021-22 due to health concerns. While we still value and encourage positive attendance, we recognize many of the factors related to morbidity and mortality of Covid are out of our control and would provide too many variables to be able to adequately achieve.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Students perform better when parents/guardians are positively involved. Students and community members benefit from community involvement in the middle school.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parent conferences held	<ul style="list-style-type: none"> In November, 2019, there were 122 conferences held and 175 parents participated in Drop-In Parent Conferences. Enrollment was 925. In Nov., 2020, there were 207 conferences held by Zoom. Drop-in parent conferences were unavailable. Enrollment was 840. 	175 parent conferences. Drop-In Parent Conferences will be suspended this year due to Covid restrictions. Enrollment is 775.
Number of volunteers invited to Volunteers' Tea (indicating significant involvement throughout the year)	<ul style="list-style-type: none"> 63 in 2019 65 in 2020 (event not held due to school closure) 0 in 2021 due to extended school closure 	65

Strategy/Activity 1

Confer with parents to improve student engagement and academic success through individual and small group meetings with parents, teachers, counselors, and/or administrators

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Nominal costs for graphics and meeting time to plan/organize	Site funds

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with an emphasis on students who are earning D and F grades and/or who are exhibiting behavior problems.

Strategy/Activity 2

Formalize the system for registering and orienting volunteers in VUSD and Cabrillo.

- Welcome volunteers and have them fill out an emergency card
- Send volunteers to Classified HR for approval and district orientation
- Orient them to the program in which they are volunteering
- Celebrate them at the Volunteers' Tea

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,500 in the first year to fingerprint volunteers	District funds
\$500 for the Volunteers' Tea	Donation funds

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent conferences continue to be an important form of communication between teachers and parents/guardians. The format has shifted depending on the school schedule and ability to meet in person, but the underlying purpose and goals have remained the same.

Cabrillo's volunteers help set Cabrillo apart from other schools in our district by increasing our adult to student ratio without costing any more. Middle school students benefit from additional adult mentors and role models. We are grateful to be able to include them in our educational program and our school plan.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 2021-22, the VUSD Board of Trustees is directing staff to update the guidelines for volunteers. As of the writing of this plan, the new policies are still in draft format, but we anticipate additional expenses related to fingerprinting and background checks for volunteers. Cabrillo has proactively done background checks on our regular volunteers, but those records will not be sufficient for the new system, so there will be some additional costs as we perform new fingerprints and background checks.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Drop-in Parent Conference Night was not able to be held during the school closure (fall, 2020) nor with the Covid precautions in fall, 2021. However, we still believe it is a positive form of communication between the school and parents/guardians, and we are keeping it in the plan in anticipation of the year when it will be able to resume.

Budget**Other Federal, State and Local Funds**

The School Site Council intends for Cabrillo Middle School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2020-21 Carryover	\$0.00
Title I 2021-22 Allocation	\$0.00
Title I 2021-22 Parent Involvement	\$0.00

Subtotal of additional federal funds included for this school: **\$0.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Site-Based Funds 2020-21 Carryover	\$5,153.00
Site-Based Funds 2021-22 Allocation	\$39,105.00
Supplemental Funds 2020-21 Carryover	\$1,953.00
Supplemental Funds 2021-22 Allocation	\$26,775.00

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$72,986.00**

2021-22 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare English Learners at all grade levels for college and career success. Department staff supports English Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for English Learners in VUSD include Structured English Immersion, English Language Mainstream and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

Curriculum & Instruction

The Curriculum & Instruction Department provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator and secretary.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support

and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-6) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 6 English Language Arts/Literacy 2020-21

	English Language Arts/Literacy						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 6							
All Students Tested	253	190	187	19.79%	31.02%	21.93%	27.27%
Male	127	99	97	15.46%	29.90%	25.77%	28.87%
Female	126	91	90	24.44%	32.22%	17.78%	25.56%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	35	21	21	19.05%	57.14%	19.05%	4.76%
Hawaiian or Pacific Islander							
White (not Hispanic)	101	76	76	27.63%	32.89%	23.68%	15.79%
Two or More Races	13	10	10	*	*	*	*
Socioeconomically Disadvantaged	100	79	76	10.53%	21.05%	23.68%	44.74%
English Learners	25	18	17	0.00%	5.88%	35.29%	58.82%
Students with Disabilities	32	21	20	0.00%	5.00%	5.00%	90.00%
Migrant Education							
Homeless							

CAASPP – Grade 6 Mathematics 2020-21

	Mathematics						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	253	179	175	16.00%	19.43%	25.14%	39.43%
Male	127	90	88	12.50%	21.59%	27.27%	38.64%
Female	126	89	87	19.54%	17.24%	22.99%	40.23%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	35	22	21	14.29%	19.05%	23.81%	42.86%
Hawaiian or Pacific Islander							
White (not Hispanic)	101	74	73	23.29%	27.40%	23.29%	26.03%
Two or More Races	13	9	9	*	*	*	*
Socioeconomically Disadvantaged	100	70	68	4.41%	11.76%	27.94%	55.88%
English Learners	25	17	17	0.00%	0.00%	17.65%	82.35%
Students with Disabilities	32	18	17	0.00%	0.00%	0.00%	100.00%
Migrant Education							
Homeless							

CAASPP – Grade 7 English Language Arts/Literacy 2020-21

	English Language Arts/Literacy						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	279	216	216	20.83%	37.50%	18.06%	23.61%
Male	140	111	111	17.12%	38.74%	16.22%	27.93%
Female	139	105	105	24.76%	36.19%	20.00%	19.05%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	10	10	10	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	29	18	18	22.22%	50.00%	16.67%	11.11%
Hawaiian or Pacific Islander							
White (not Hispanic)	110	86	86	32.56%	37.21%	17.44%	12.79%
Two or More Races	12	10	10	*	*	*	*
Socioeconomically Disadvantaged	114	88	88	4.55%	32.95%	22.73%	39.77%
English Learners	18	15	15	0.00%	6.67%	40.00%	53.33%
Students with Disabilities	30	17	17	5.88%	0.00%	11.76%	82.35%
Migrant Education							
Homeless							

CAASPP – Grade 7 Mathematics 2020-21

	Mathematics						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	279	206	202	18.81%	19.31%	28.22%	33.66%
Male	140	103	101	17.82%	18.81%	34.65%	28.71%
Female	139	103	101	19.80%	19.80%	21.78%	38.61%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	10	10	10	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	29	18	17	23.53%	29.41%	23.53%	23.53%
Hawaiian or Pacific Islander							
White (not Hispanic)	110	83	81	22.22%	23.46%	30.86%	23.46%
Two or More Races	12	9	9	*	*	*	*
Socioeconomically Disadvantaged	114	82	81	7.41%	12.35%	29.63%	50.62%
English Learners	18	13	13	7.69%	0.00%	7.69%	84.62%
Students with Disabilities	30	13	13	7.69%	0.00%	0.00%	92.31%
Migrant Education							
Homeless							

CAASPP – Grade 8 English Language Arts/Literacy 2020-21

	English Language Arts/Literacy						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	309	209	203	24.63%	30.54%	23.15%	21.67%
Male	134	104	100	22.00%	28.00%	24.00%	26.00%
Female	175	105	103	27.18%	33.01%	22.33%	17.48%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	8.00%	*	*	*
Asian	8	8	8	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	53	37	35	17.14%	31.43%	31.43%	20.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	120	70	70	31.43%	40.00%	11.43%	17.14%
Two or More Races	13	11	11	45.45%	18.18%	36.36%	0.00%
Socioeconomically Disadvantaged	108	79	76	11.84%	26.32%	28.95%	32.89%
English Learners	19	16	16	0.00%	12.50%	43.75%	43.75%
Students with Disabilities	38	19	18	0.00%	16.67%	11.11%	72.22%
Migrant Education							
Homeless							

CAASPP – Grade 8 Mathematics 2020-21

	Mathematics						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	309	191	187	23.53%	13.37%	20.32%	42.78%
Male	134	96	95	25.26%	12.63%	25.26%	36.84%
Female	175	95	92	21.74%	14.13%	15.22%	48.91%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	8	8	8	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	53	34	33	15.15%	18.18%	18.18%	48.48%
Hawaiian or Pacific Islander							
White (not Hispanic)	120	65	65	29.23%	15.38%	20.00%	35.38%
Two or More Races	13	10	10	*	*	*	*
Socioeconomically Disadvantaged	108	70	67	7.46%	11.94%	22.39%	58.21%
English Learners	19	14	13	0.00%	7.69%	0.00%	92.31%
Students with Disabilities	38	18	18	0.00%	5.56%	0.00%	94.44%
Migrant Education							
Homeless							

2021-22 Site Based Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Site Based Funds			
Site: Cabrillo		20-21 Carryover	5,153
		21-22 Allocation	39,105
			0
			0
Resource = 0000		Total	44,258
Object #	Classification		
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i>	<i>Revise</i>
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub	1,700	
1107	Stipend, Certificated	0	
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1203	Counselor, WEB stipend	480	
2101	Paraed, Positional		
2103	Paraed, Hourly		
2106	Paraed, Sub		
2203	Health Tech, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional		
2403	Clerk, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly		
SUBTOTAL		2,180	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	17,932	
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences	10,000	
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual	8,993	
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)	5,153	
7310	Indirect		
SUBTOTAL		42,078	0
Total:		44,258	0
Principals Signature for Adjustment: <i>Heather Dwyer</i> Date: <i>11-12-21</i> School Site Council Approval: (Chairman) <i>Alfonso</i> Date: <i>11-12-21</i> Director, Special Projects Approval: <i>Alfonso</i> Date: <i>11/16/21</i>			

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2021-22 Supplemental Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Supplemental Funds			
Site: Cabrillo	20-21 Carryover	1,953	
	21-22 Allocation	26,775	
		0	
Resource = 0100	Total	28,728	
Object #	Classification		
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i>	<i>Revise</i>
1101	Teacher, Contractual	0	
1103	Teacher, Hourly	2,800	
1106	Teacher, Sub		
1107	Stipend, Certificated		
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1203	Counselor, Hourly		
1301	Director		
2101	Paraed, Positional	20,834	
2103	Paraed, Hourly	1,500	
2201	Parent Teacher Liaison		
2203	Child Care, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional		
2403	Clerk, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly (Tutors)		
SUBTOTAL		25,134	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	3,594	
4300	Other Supplies		
4400	Equip Not Captld(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		3,594	0
Total:		28,728	0
Principals Signature for Adjustment: <i>Yvette Davis</i> Date: <i>11-12-21</i> School Site Council Approval: (Chairman) <i>Rose</i> Date: <i>11-12-21</i> English Learner Advisory Committee Review <i>Myra</i> Date: <i>11-18-21</i> Director, Special Projects Approval: <i>Sahelad Kishin</i> Date: <i>11-21-21</i>			

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VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

Support for programs that reach parents/guardians and family members at home, in the community, and at school

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

Any other activities and strategies that the district determines are appropriate and consistent with this policy. If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504).

VUSD Board Policy 6020, USC Title 20

Professional Development Plan

Cabrillo Middle School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2021-22 school year, teachers at Cabrillo Middle School will participate in the following trainings:

- Professional Learning Communities (PLCs)
- Second Step
- Universal Design for Learning (UDL)
- History/Social-Science Curriculum Pilot
- Social Emotional Learning (SEL)

2020-21 School Accountability Report Card

Published January 2022



CABRILLO MIDDLE SCHOOL
1426 EAST SANTA CLARA STREET, VENTURA, CA 93001
(805) 641-5155

DR. LORELLE DAWES, PRINCIPAL
GRADES 6-8

PRINCIPAL'S MESSAGE

Cabrillo Middle School is an outstanding school that celebrates our notable achievements as we work "for the future of every student." We have some of the strongest core instruction and most exemplary elective programs in California.

Cabrillo's historic campus is situated on a rise overlooking the Pacific Ocean. There has been a school on this 18-acre site since 1911, but most of the present day campus was constructed in the 1950s. We are privileged to teach and nurture 6th, 7th, and 8th grade students who live as far west as La Conchita, east to Clearpoint, up to the hills, and down to the Ventura coast, as well as many intra- and inter-district transfer students.

In keeping with our district's mission and promise, we continuously strive to make Cabrillo a safe, healthy, and high-performing school. Additionally, we are acutely aware that the needs of middle-school-age children are different than those of elementary or high school students. Because of the many physical, cognitive and psychosocial changes occurring in pre-adolescents, we believe that social emotional intelligence and well-being are crucial to academic success. When we speak of creating a safe campus, we must provide an environment that is physically safe as well as emotionally safe. Our school promotes health by not only providing nutritious meals, but by offering a wide array of clubs, councils, mentoring programs, intramurals, and after-school sports, which encourage school and peer connectedness. When we speak of creating a high-performing school, we consider student achievement as well as student engagement in learning. The programs and activities at Cabrillo are designed around this understanding and promote the academic success and social/ emotional development of our middle-school-age students.

DISTRICT & SCHOOL DESCRIPTION

District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Cabrillo Middle School

Cabrillo Middle School serves students in grades six through eight following a traditional calendar. At the beginning of the 2020-21 school year, 869 students were enrolled, including 11% in special education, 7.5%

Board of Education

MATTHEW ALMARAZ
SABRENA RODRIGUEZ
AMY (YAMAMOTO) CALLAHAN
DR. JERRY DANNENBERG
VELMA LOMAX

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. ANTONIO CASTRO
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MR. BRETT TAYLOR
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org



qualifying for English Language Learner support, 1.8% homeless, 0.6% foster youth, and 40.4% qualifying for free or reduced price lunch. The school's programs are tailored to meet the needs of students in their transitional years from the self-contained classroom environment of an elementary school to the departmentalized program of high school.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	52.9%	Grade 6	262
Male	47.1%	Grade 7	289
Non-Binary	0.0%	Grade 8	318
American Indian or Alaskan Native	0.6%		
Asian	3.0%		
Black or African American	1.3%		
Filipino	1.0%		
Hispanic or Latino	35.9%		
Native Hawaiian or Pacific Islander	0.1%		
Two or More Races	5.4%		
White	52.7%		
English Learners	7.5%		
Foster Youth	0.6%		
Homeless	1.8%		
Migrant	0.0%		
Socioeconomically Disadvantaged	40.4%		
Students with Disabilities	11.0%		
Total Enrollment			869

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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;
- School facilities are maintained in good repair

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 alternative 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 sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, school newsletters, the school website, flyers, letters, and weekly bulletins. Contact the school office at (805) 641-5155 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperone Field Trips
- Fundraising
- Library Assistance
- Tutoring
- Sixth Grade Team-Building Activities
- Intramural Sports
- Office Projects
- School Clubs
- School Garden

Committees

- School Site Council
- African-American Parent Advisory Council
- SEDAC
- English Learner Advisory Council
- Parent Teacher Organization
- Music Booster Club
- Superintendent PAC

School Activities

- Back to School Night
- Cabrillo Showcase
- Digital Citizenship Nights
- Student Performances
- Parent Conference Night
- Anti-Bullying Workshops
- Drug Alcohol Tobacco Education Workshops

- Parent Academic Workshops
- Family History Night
- Parent Skills Workshops

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Cabrillo Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results 2020-21			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Cabrillo Middle School's original facilities were built in 1931; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Campus repair and/or improvement projects the 2021-22 school year include the following:

- Convert one classroom to a digital studio classroom
- Creation of a music room and video production room to be finalized
- Addition of two outdoor classrooms

Every morning before school begins, the assistant principal and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three full-time evening custodians (two full-time and one part-time) are assigned to Cabrillo Middle School. The day custodian is responsible for:

- Restrooms
- Cafeteria Setup/Cleanup
- General Cleaning and Custodial Functions
- Routine Maintenance

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Restrooms
- Classrooms
- Cafeteria Cleaning
- Gymnasium Cleaning
- Office Areas

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Cabrillo		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	34.18	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards

	Cabrillo		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	309	201	65.05	34.95	34.18
Female	175	102	58.29	41.71	34
Male	134	99	73.88	26.12	34.38
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	116	84	72.41	27.59	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	11	73.33	26.67	45.45
White	157	90	57.32	42.68	42.7
English Learners	19	15	78.95	21.05	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	54	65.06	34.94	11.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	18	47.37	52.63	0

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)

2020-21

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	841	615	73.13	26.87	55.12	841	576	68.49	31.51	36.88
Female	440	301	68.41	31.59	59.73	440	287	65.23	34.77	37.5
Male	401	314	78.3	21.7	50.65	401	289	72.07	27.93	36.27
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	25	25	100	0	88	25	25	100	0	72
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	307	222	72.31	27.69	37.85	307	202	65.8	34.2	22.05
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	47	39	82.98	17.02	64.1	47	36	76.6	23.4	47.22
White	439	312	71.07	28.93	62.78	439	297	67.65	32.35	42.81
English Learners	62	49	79.03	20.97	8.33	62	44	70.97	29.03	4.65
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	222	151	68.02	31.98	35.14	222	136	61.26	38.74	16.79
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	101	58	57.43	42.57	8.93	101	50	49.5	50.5	4.06

Note: N/T values indicate this school did not test students using the CAASPP for ELA.

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.

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1931
Acreage	18.4
Bldg. Square Footage	99302
	Quantity
# of Permanent Classrooms	42
# Portable Buildings	2
# of Restrooms (student use)	3 sets
Cafeteria/Multipurpose Room	1
Computer Labs	3
Gym with Locker Rooms	1
Library	1
Music Practice Rooms	3
Outdoor Amphitheater	1
Outdoor Classroom in Garden	1
Science Labs	5
Staff Lounges/Lunch Rooms	2
Teacher Work Room	2
Wood Shop	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, all administrators, the campus supervisor, and two teachers patrol the campus, entrance areas, and designated common areas. All administrators, the campus supervisors, and four teachers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the campus supervisor, two teachers and all administrators monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Cabrillo Middle School is a closed campus. During school hours, all visitors must sign in at the school's office, present a valid ID, and wear identification badges while on school grounds.

Average Class Size and Class Size Distribution				
2018-19				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	22	15	5	11
Math	28	4	11	7
Science	28	3	9	9
Social Science	33	1	3	14
2019-20				
English	24	11	5	12
Math	32	3	4	12
Science	30	3	4	13
Social Science	33	2	2	14
2020-21				
English	21	16	4	12
Math	31	2	4	12
Science	30	1	12	6
Social Science	33		8	9

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

CLASSROOM ENVIRONMENT

Facilities Inspections

The district's maintenance department inspects Cabrillo Middle School on an annual basis in accordance with Education Code §17592.72(c) (1). Cabrillo Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 12, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Cabrillo Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated in November 2021. All school staff participate in school safety discussions at each faculty meeting; updates to the current plan were discussed at the October 2021 faculty meeting.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Class Size

The Average Class Size and Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Discipline & Climate for Learning

Cabrillo Middle School's discipline policies are based upon a schoolwide discipline plan, Restorative Justice, and CHAMPS positive behavior model, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: October 12, 2021		Good	Fair	Poor
		Repair Needed and Action Taken or Planned		
Systems	✓			
Interior Surfaces	✓			Shop/Music Girls RR - Excessive peeling paint at the windows; Classroom 20 - Ceiling tile falling and water damaged at center of room; Classroom 30 - The cabinet door is peeling; Classroom 77 - Excessive peeling paint at the south door; Classroom 79 - Ceiling tiles are missing and falling in multiple locations; Building 70 Girls RR - Cracked and broken ceramic wall tile at the entrance
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			Building 20 Girls RR - ADA toilet is out of order; Building 20 Boys RR - Left sink is out of order, faucet does not function; Boys Locker Room - Right sink in RR is out of order
Safety	✓			Health Office - Fire extinguisher is out of service date (6/26/19); Classroom 53 - Fire extinguisher is missing
Structural	✓			Building 30 Exterior - Excessive rust at the north eaves at rooms 34-35; Relo 45-46 Exterior - Signs of rot at the east elevation of room 46 foundation, siding rotted at the south side of room, excessive rust at room 45 north eaves
External	✓			Gym Exterior - Contrasting stripe is faded and missing at the stairs to the main campus
Overall Summary of School Facility Good Repair Status				
Overall Summary		Exemplary	Good	Fair
			✓	

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Chronic Absenteeism by Student Group (2020-21)									
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate					
All Students	870	861	51	5.9					
Female	454	449	26	5.8					
Male	416	412	25	6.1					
American Indian or Alaska Native	26	26	0	0					
Asian	5	5	0	0					
Black or African American	12	12	1	8.3					
Filipino	9	9	0	0					
Hispanic or Latino	315	313	29	9.3					
Native Hawaiian or Pacific Islander	1	1	1	100					
Two or More Races	48	47	1	2.1					
White	454	448	19	4.2					
English Learners	66	66	7	10.6					
Foster Youth	7	6	1	16.7					
Homeless	18	18	3	16.7					
Socioeconomically Disadvantaged	356	353	41	11.6					
Students Receiving Migrant Education Services									
Students with Disabilities	102	101	14	13.9					

Suspensions and Expulsions									
	Cabrillo			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	4.30%	5.57%	0.34%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.11%	0.33%	0.00%	0.05%	0.10%	0.01%	0.09%	0.00%	0.00%

The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

consequences for poor or disruptive behavior in the classroom. Twice a year, an assistant principal visits each physical education class to reinforce the importance of following school rules and making responsible, respectful choices in behavior. Sixth grade students attend an assembly presented by school administrators; students are advised of the school's behavior expectations. Cabrillo Middle School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Cabrillo Middle School also employs the "Where Everybody Belongs" (WEB) mentorship program that aims to ensure that all incoming 6th graders have a smooth and welcoming transition to middle school. WEB is built on the belief that students can help each other to succeed. To accomplish this, students from the 8th grade class are trained to become WEB Leaders that will serve as positive role models and mentors to the incoming 6th grade class.

CELEBRATE KINDNESS
ACT WITH INTEGRITY
BUILD POSITIVE RELATIONSHIPS
RESPECT DIVERSITY
IMAGINE OUR POTENTIAL
LISTEN WITH EMPATHY
LEAD BY EXAMPLE
OWN OUR ACADEMIC JOURNEYS

Chronic Absenteeism
The chart in this report identifies the chronic absenteeism rates by student group for Cabrillo Middle School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

CURRICULUM & INSTRUCTION

Staff Development
All curriculum and instructional improvement activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2019-20, 2020-21, and 2021-22 school years, the teachers at Cabrillo Middle School had the opportunity to participate in districtwide staff development training focused on:

2019-20 Trainings:

- College & Career Readiness
- CPM Adoption Training
- History-Social Science Pilot Training
- Multi-Tiered Systems of Support (MTSS)
- MVP Math 3 Training
- Next Generation Science Standards Pilot/Adoption Training
- School Safety
- Social Emotional Learning (SEL)
- Special Education
- SSAE Secondary Math Grant – Cohort 1
- SSAE Secondary Math Grant – Cohort 2
- STEMScopes
- StudySync
- Technology Training
- Universal Design for Learning

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Canvas Course Management 101 – By Site-Based Canvas Leads
- Distance Learning Plans
- ELA Course Build Peer Review and Support
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- History-Social Studies and Elective Course Build Peer Review and Support
- Inspire Science
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Science Course Build Peer Review and Support
- Screen Casting with Screencastify
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

2021-22 Trainings:

- CA History Framework
- Inspire Science
- Intro CPM
- Intro CA Math
- Canvas
- ALEKS Online Math
- Teacher's Curriculum Institute and National Geographic History-Social Science Curriculum
- Science Common Assessment Training
- Implicit Bias
- Illuminate/DnA Student Assessment System
- SPED and EL ELA Course Placement Criteria

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2020-21 school year, Cabrillo Middle School's staff development activities concentrated on:

- Anti-Bullying
- Blue Heart Project
- CAASPP Assessments
- Canvas
- Career Technical Education (CTE)
- Distance Learning

- English Language Arts (ELA)
- Hybrid Learning
- Math & Social Science
- Multi-Tiered Systems of Support (MTSS)
- Restorative Justice
- Professional Learning Communities
- Science Adoption Training
- Technology Training
- Universal Design for Learning (UDL)

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

Ventura Unified School District is currently piloting History-Social Science curriculum in the 2021-22 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 21, 2021, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2019	Yes	McGraw Hill Education: <i>Studysync</i>	0%
2019	Yes	Houghton Mifflin: <i>Read 180</i>	0%
2017	Yes	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
Math			
2016	Yes	McGraw Hill Education: <i>California Math, Course 1, 2 & 3 (Volumes 1 & 2)</i>	0%
2016	Yes	CPM: <i>Core Connections, Course 1, 2 & 3</i>	0%
Science			
2020	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
2007	Yes	Glencoe/McGraw Hill: <i>Discovering Our Past, Ancient Civilization</i>	0%
2007	Yes	Glencoe/McGraw Hill: <i>Discovering Our Past, Medieval and Early Modern Times</i>	0%
2007	Yes	Glencoe/McGraw Hill: <i>Discovering Our Past, The American Journey to WWI</i>	0%

Resolution #21-25 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

Counseling & Support Staff

Cabrillo Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Cabrillo Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2020-21		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Health Technician	1	0.7
Occupational Therapist	As needed	
Psychologist	1	0.9
School Nurse	1	0.4
Speech & Language Pathologist	2	0.6
Student Assistant Program Counselor	1	0.2

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

Teacher Preparation and Credentials

The charts below identify the number of teachers at Cabrillo Middle School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Cabrillo Middle School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

SARC DATA**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 Cabrillo Middle School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

Internet

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2021 and the school facilities section was acquired in November 2021.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2019-20

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,862
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20

Expenditures Per Pupil	Dollars Spent Per Student				
	Cabrillo	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,144	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,040	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,104	6,041	84.5%	8,444	71.5%
Average Teacher Salary	49,762	78,453	N/A	66,376	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

School Site Council Bylaws**CABRILLO MIDDLE SCHOOL****SCHOOL SITE COUNCIL****BYLAWS****ARTICLE 1****Name of Council**

The name of this council shall be the Cabrillo School Site Council.

ARTICLE II**Role of Council**

The school improvement plan, including a budget, shall be developed and recommended by the School Site Council. The School Site Council, following approval of a school improvement plan by the school district governing board, shall have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and to assess periodically the effectiveness of such a program. Modifications or any improvement to the plan or budget shall be developed, recommended, and approved or disapproved in the same manner. The council shall carry out all other duties and responsibilities assigned to it in the Education Code of the State of California.

ARTICLE III**Members****Section 1 -Size and Composition**

The School Site Council shall be composed of 12 members, with equal numbers of staff to student/parent participation. The students will be represented by one 8th grader, one 7th grader, and one 6th grader. There shall be three parent/guardian representatives. The staff portion shall be composed of the Principal, one classified employee member and four certificated members.

The needs and resources of the school improvement program require that membership include broad representation of parents, students, and staff, including all socioeconomic and ethnic groups represented in the school attendance area. Representation on the council shall be: the principal, representatives of teachers selected by teachers at the school, other school personnel selected by other school personnel at the school, parents of pupils attending the school selected by such parents, and pupils selected by pupils attending the school. The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) equal numbers of parents and pupils.

Council members representing parents and/or community members may be employees of the school district but may not serve as a parent representative at the site of employment.

Section 2- Term of Office

All adult members of the council shall serve for a two-year term from September through September. The parent representatives shall be elected by their constituents, with approximately half elected one year and the other half in the alternating year. Staff members (except the Principal) shall be elected by their colleagues, with approximately half elected each year. The students serve one year terms from August through June of the school year. Adult members (except the Principal) may serve a maximum of two consecutive terms. At the conclusion of a member's term(s), at least one year shall elapse before such member may be selected to a new term.

Section 3 - Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. Absentee ballots shall not be permitted.

Section 4 - Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of the area or no longer meets the membership requirements under which he or she was selected; e.g., a parent becomes employed by the district. Membership may be terminated for any member who is absent from all regular meetings for a period of three consecutive meetings. The council, by affirmative vote of two-thirds of all of the members, can suspend or expel a member.

Section 5 -Transfer of Membership

Membership in the School Site Council is not transferable or assignable.

Section 6 - Resignation

Any member may resign by filing a written resignation with this council.

Section 7 - Vacancy

Any vacancy on the council shall be filled for the remainder of the school year by appointment by the chairperson. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

ARTICLE IV Officers

Section 1 - Officers

The officers of the School Site Council shall be a chairperson, secretary, parliamentarian, and such other officers as the council may deem desirable.

Section 2 - Election and Term of Office

The officers of the School Site Council shall be elected annually by SSC members and shall serve for a minimum of one year or until each successor has been elected.

Section 3 - Removal

Any officer may be removed by a two-thirds vote of all members sitting on the School Site Council whenever, in the judgment of the council, the best interests would be served thereby.

Section 4 - Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the School Site Council for the unexpired portion of the term.

Section 5 - Chairperson

The chairperson shall preside at all meetings of the School Site Council and may sign all letters, reports, and other communications of the School Site Council. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time. In the absence of the chairperson, the principal shall assume the duties of the chairperson.

Section 6 - Secretary

The secretary shall keep the minutes of the meetings, both regular and special, of the School Site Council and shall promptly transmit to each of the members, and to such other persons as the School Site Council may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the School Site Council.

Section 7 – Parliamentarian

The parliamentarian shall ensure that the meetings are conducted according to the Robert's Rules of Order or in accordance with an appropriate adaptation thereof. The parliamentarian shall oversee the selection process of members in accordance with Article III

**ARTICLE V
Committees****Section 1 - Standing and Special Committees**

The School Site Council may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the School Site Council.

Section 2 - Membership

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees.

Section 3 -Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

Section 4 - Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the School Site Council or with policies of the governing board.

Section 5 - Quorum

Unless otherwise provided in the decision of the School Site Council designating a committee, a majority of the committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6 - Vacancy

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

ARTICLE VI

(SSC Bylaws 10-1-20 ADOPTED)

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Meetings of the School Site Council

Section 1 -Regular Meetings

The School Site Council shall meet regularly, at least four times per academic year.

Section 2 -Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 3 - Place of Meetings

The SSC shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4 - Notice of Meetings

Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business pursuant to Education Code 35147. Notice of meetings shall be delivered either personally, by mail or electronically to each member not less than forty-eight hours or more than two weeks prior to the date of such meeting.

Section 5 - Decisions of the School Site Council

All decisions of the School Site Council shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

An electronic vote by the SSC members is available for use between scheduled meetings to facilitate SSC action on time sensitive issues. The electronic voting results will be maintained by the secretary and included in the minutes at the next scheduled SSC meeting for review.

Section 6 - Quorum

The presence of 51 percent of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the School Site Council. No decision of the School Site Council shall be valid unless a majority of the members then holding office concur therein by their votes.

Section 7- Conduct of Meetings

All regular and special meetings of the School Site Council shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof. Members of the council and of the public shall conduct themselves in a respectful and courteous manner especially because of the presence of children.

Section 8 - Meetings Open to the Public

All regular and special meetings of the SSC and its committees shall be open to the public.

(SSC Bylaws 10-1-20 ADOPTED)

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