

Ventura Unified School District

School Plan for

Student

Achievement



Cabrillo Middle School

56 72652 6060388

Contact Information:

Courtney Johnson, Principal

courtney.johnson@venturausd.org

1426 East Santa Clara Street

Ventura, CA 93001

(805) 641-5155



Fiscal Year 2022-2023

This page intentionally left blank.

The School Plan for Student Achievement.....	1
School Site Council Membership.....	2
English Language Advisory Council (ELAC) Membership	3
Recommendations and Assurances	4
District information	5
District Profile.....	5
District Promise.....	5
District Pillars	5
District Vision	6
District Mission.....	6
District Governing Principles.....	6
School Information	7
School Profile.....	7
School Vision	8
School Mission.....	8
Student Enrollment by Ethnicity – 2021-22	9
Student Enrollment by Grade – 2021-22.....	9
Student Enrollment by Student Group – 2021-22.....	10
Comprehensive Needs Assessment.....	10
Bully Prevention, Violence Prevention, and Substance Abuse Curricula.....	10
Community Resource Guide.....	11
School Plan for Student Achievement.....	12
Budget.....	23
2022-23 Centralized Support for Planned Improvements in Student Performance	24
VUSD - Program Support Goals.....	24
References	26
CAASPP – Grade 6 English Language Arts/Literacy 2021-22.....	26
CAASPP – Grade 6 Mathematics 2021-22	27
CAASPP – Grade 7 English Language Arts/Literacy 2021-22.....	28
CAASPP – Grade 7 Mathematics 2021-22	29
CAASPP – Grade 8 English Language Arts/Literacy 2021-22.....	30
CAASPP – Grade 8 Mathematics 2021-22	31
2022-23 Site Based Funds Program Budget.....	32
2022-23 Supplemental Funds Program Budget	33
VUSD - Parent Involvement Policy	34
Professional Development Plan.....	36
School Accountability Report Card	37
School Site Council Bylaws	45

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:

Courtney Johnson, Principal
Cabrillo Middle School
1426 East Santa Clara Street
Ventura, CA 93001
(805) 641-5155
courtney.johnson@venturausd.org

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 2022-23 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified / Other Staff	Parent or Community Member	Student
Courtney Johnson	X				
Marcie Ball		X			
Matt Haines		X			
Martha Lennox		X			
Carly Starn		X			
Luana LaBare			X		
Bobbie Richards				X	
Shannon Coulter				X	
Yesenia Munoz				X	
John Scheidle					X
Zachary Guettler					X
Alexis Mejia					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/ Classified Staff	Parents/Guardians of English Learners	Other Staff
Courtney Johnson	X				
Joe Dyess		X			
Matt Walder		X			
Victor Mejia				X	
Andrea Mejia				X	
Betha Parra				X	
Veronica Garcia				X	
Regina Schneider				X	
Victor Munoz				X	
Lucy Gonzalez				X	
Number of members in each category	1			7	

(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

- 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: November 17, 2022

Attested:



Courtney Johnson, Principal



SSC Chairperson

11/17/2022

Date

11/18/22

Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just over 15,000 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, 1 alternative high school, and 1 independent study school.

During the 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% homeless, and almost 0.4% 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 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 2021-22 school year, Cabrillo Middle School served 771 students in grades 6-8. Student enrollment included 11.9% students with disabilities, 7.4% English learners, 41.1% socioeconomically disadvantaged, 0.1% migrant, and 2.7 % homeless 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 serves its special populations.

During the 2022-23 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

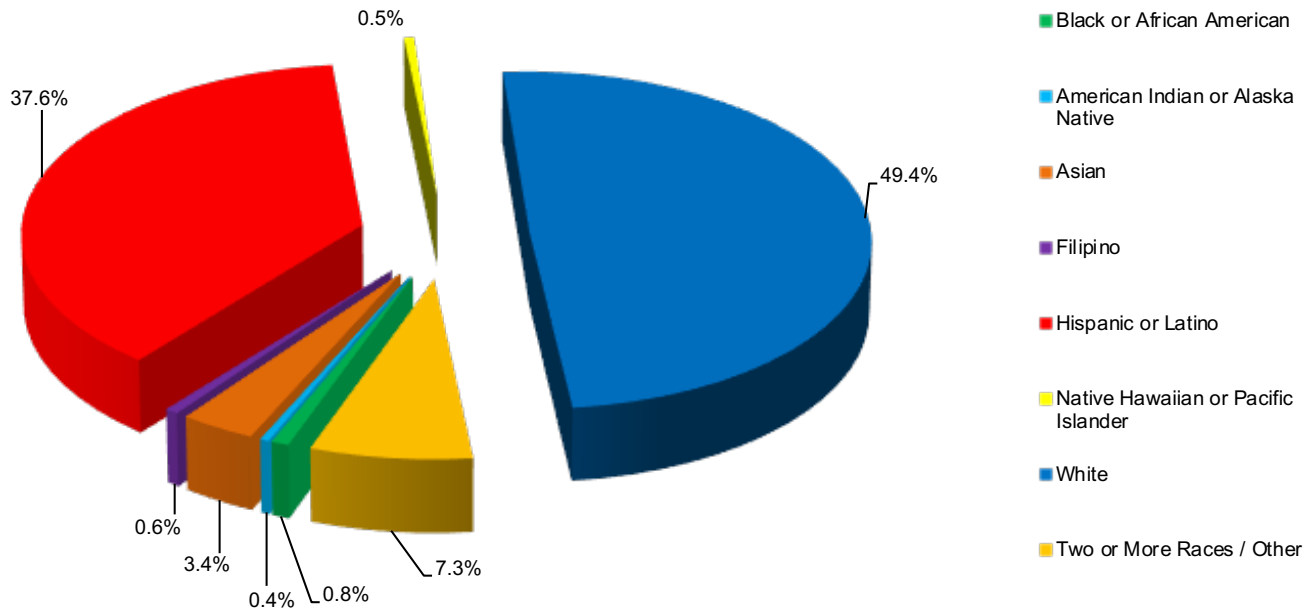
Cabrillo students, staff, families, and community are committed to creating a climate wherein students are respectful of and care about others; choose the best path of action, both academically and socially; and acquire the intellectual and technological skills needed to ensure continued personal and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

School Mission

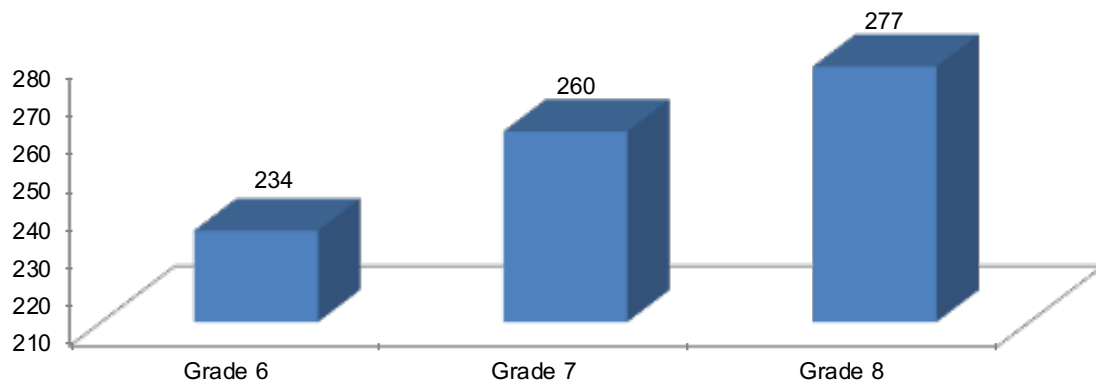
The Cabrillo faculty is dedicated to establishing and maintaining a positive and productive learning environment. The staff values and appreciates working in partnership with our families to facilitate our school mission.

- 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.

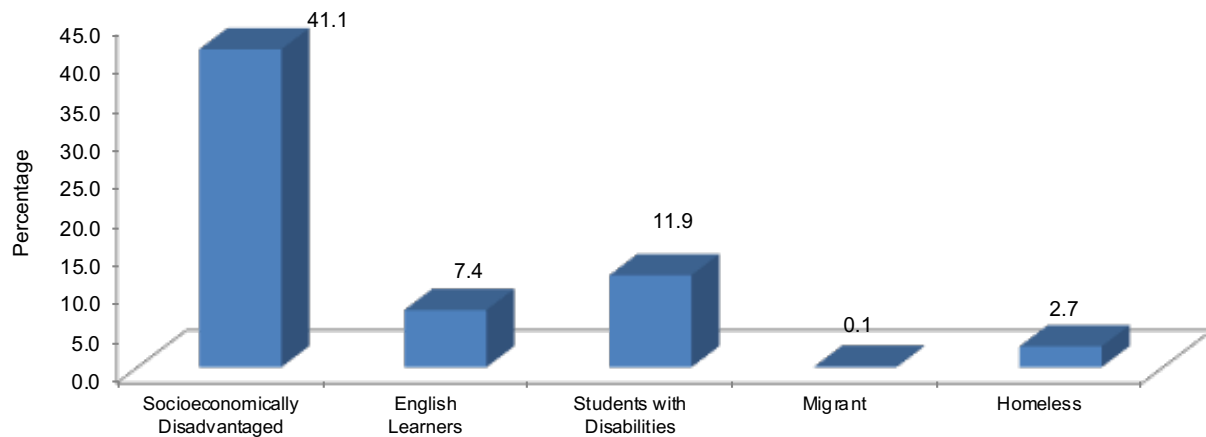
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



Student Enrollment by Student Group – 2021-22



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	11/17/2022	

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. The driving force that determined the identified needs outlined in this plan was meeting our students' needs academically, socially, and emotionally to ensure we are focusing our resources on strategies that address those needs.

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.

Cabrillo's School Plan has three areas of focus: Increase student achievement, increase student connections to our school, and increase parent and community involvement. These three goals are aligned with our District's LCAP goals to ensure that both site and district resources are being maximized.

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	September 29 to November 17, 2022
Cabrillo staff	October 12 to November 2, 2022
ELAC	November 16, 2022

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)**

N/A

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. Prior to distance learning due to COVID, there were significant achievement gaps between “White” students and those from “Two or More Races” compared to students who are “Hispanic, Socioeconomically Disadvantaged, English Learners and/or Students with Disabilities” in both English Language Arts and Mathematics. After distance learning, that gap still exists, but all groups saw a decrease in achievement across both ELA 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. The 2022 dashboard scores are not yet available; therefore, we are continuing to use the 2019 scores as our baseline.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA – All	+27.3	27.3 or higher
ELA – White	+50.7	50.7 or higher
ELA – Two or more races	+59.2	59.2 or higher
ELA – Hispanic	-17.2	-7.2 or higher
ELA – Socioecon. Disadv.	-14.8	-4.8 or higher
ELA – English Learners	-59	-49 or higher
ELA – St. with Disabilities	-128.4	-118.4 or higher
Math – All	-6.5	0 or higher
Math – White	+20.6	20.6 or higher
Math – Two or more races	+31.3	31.3 or higher
Math – Hispanic	-57.9	-47.9 or higher
Math – Socioecon. Disadv.	-53.8	-43.8 or higher
Math – English Learners	-93	-83 or higher
Math – St. with Disabilities	-173.5	-163.5 or higher

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) and backwards design throughout instruction and across the curriculum. Attend trainings, practice implementation, develop more skills, share lessons. Continue to develop a greater depth of understanding so that staff are effective in identifying what the desired outcome of their lessons are and able to best identify which methods of engagement and expression best suit the students for those lessons.

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: 2021-22**

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 California Dashboard is not yet updated for 2022, so we are not able to measure growth as there we do not yet have summative CAASPP Scores.

- Although meetings were able to happen in person again last year, the Professional Learning Communities were not structured and given a clear objective, so work done to target increasing student achievement was not accomplished.
- MobyMax was utilized by some teachers. SRI was used more universally.
- Universal Design for Learning was emerging as a focus when Cabrillo shifted to a distance learning model in 2020 and the implementation of UDL as a schoolwide practice was put on hold when that shift happened. During classroom observations and faculty meetings, UDL was the lens that teachers were encouraged to look at their lessons and activities through. Given the amount of changes that staff and students were working through as the school attempted to return to “normal” school, UDL was not implemented with fidelity.

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

Many conferences were not held or they were offered in Zoom meetings or recordings. Therefore the money allocated for conferences and trainings were not utilized as planned for PLC and UDL trainings.

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.

This year we will keep the goals the same as in the previous year. Given the large number of new staff, additional training for UDL and PLCs are necessary. In addition, Moby Max and SRI are used throughout the school, so we will be looking at data from these two areas to measure growth in the ELA and Mathematics standards for our students. In addition to working on integrating UDL in the classrooms, a focus on backwards design will be used to help identify what UDL strategies would be most appropriate for students. This can be found in Strategy/Activity 3.

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	Number of Suspensions in 2021-22: 34 <ul style="list-style-type: none"> 27 One day Suspensions 5 two day suspensions 2 five day suspensions 	31 or less suspensions (10% fewer)
Attendance Rate	2021-22 Attendance Rate: 92.57% 2019-20 Attendance Rate: 96.16%	Attendance Rate: 95%
Delivery of ASCA lessons in all grade levels of classes	2021-22 Seven lessons to all students plus three lessons to 8th grade only, and three different lessons to each grade specifically	Continue with the lessons and additional 6th grade <i>Minute Questions</i> visits with each 6th grade student.

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
- Offer Saturday School for students to recoup absences

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
License for A2A	District- general fund
\$1,000 for four Saturday Schools	Site Funds

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 6th, 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 75 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
- 6) Utilize Room 53 as *The Bridge* to provide a space for students to feel safe, play games, and meet new friends.

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 decor/supplies to create <i>The Bridge</i>	VEP Grant

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: 2021-22**

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 staff and administration made every effort to utilize Restorative Practices whenever possible. The challenge that presented itself was there was not a clear path for what restorative practice should be utilized and often the attempted restorative discipline used was not effective in changing behavior when students were not buying in to the restorative exercise or consequence. Additional training did not take place for staff during the school year.
- A2A was utilized as planned. The attendance rate was not used as a measurable goal last year.
- Cabrillo's School Counselors implemented the ACSA lessons and pushed in to classrooms to support SEL. Counselors were successful in the Tier 1 strategies planned for. Counselors worked to connect tier 2 and 3 students with support services when it was determined through SSTs and Threat/Risk Assessments that the student needed more support than the school alone could offer.
- The WEB program was implemented with fidelity with multiple check-ins and fun activities led by the WEB leaders with their 6th graders throughout the year to help engage the 6th grade class.
- Cabrillo provided multiple opportunities for students to get involved at school through athletics, intramural sports, lunchtime clubs, robotics team, musical performances, and in-school activities such as "No Student Eats Alone."

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

Funds were spent largely as planned. ASB received additional funds last year as a result of COVID support, which allowed for additional money to be used in order to make the events and opportunities for students to engage with their school outside of their academic classes even more welcoming and fun for the students.

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.

Public Health restrictions were still in place for the majority of the 2021-22 school year. This year nearly all of those restrictions have been lifted, affording more opportunities for students to be engaged and connected to their school. This will allow for the current strategies to be more robust and comprehensive. Attendance data has been added as a measurable indicator for this goal now that school is back to normal in-person session and students required to miss school has drastically decreased due to declined COVID numbers.

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 of 2021 there were 192 Parent Conferences held (goal was 175). Enrollment was 775 	198 parent conferences. Enrollment is 800.
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 0 in 2022 	65
ELAC Meeting Attendance	Zero families attended in 2021-22 School Year	Regular attendance by at least 10% of EL families (5 families or more)

Strategy/Activity 1

Confer with parents to improve student engagement and academic success through individual and small group meetings with stakeholders (parents, teachers, counselors, and/or administrators). Identify which students are able to work with tutors for extra support outside of the school day.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$20,000 for tutors	Site Funds
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 to reduce confusion so potential volunteers do not feel overwhelmed with paperwork and clearance procedures.

- 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)
\$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

Strategy/Activity 3

Increase parent communication and invitations to attend school events via

- Weekly Principal Newsletters
- Individual Emails to parents of historically underrepresented student groups (i.e. ELs)
- Provide personalized invitations to students to take home to their parents.
- Hold lunchtime info sessions about opportunities for students so they can encourage their parents to attend
- Offer incentives for families to provide feedback

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000 for meals & prizes for parents attending events and meetings	Site 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: 2021-22**

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.

Cabrillo exceeded the projected goal for the number of parent conferences held in the 2021-22 school year (192 versus 175 projected). The volunteer tea did not happen but the volunteer clearing process was implemented and followed throughout the year.

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

The Volunteer Tea has been a successful event that honors our volunteers in pre-COVID years. Due to the constantly changing public health guidelines, the event was not able to be held last year.

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 added to Strategy/Activity 1 to reflect the before/after school tutoring opportunities Cabrillo is planning on offering this year. Given the number of English Learners we have at the school, the historically low parent engagement for this group, and the need to support an increase in student achievement, ELAC meeting participation has been added as a measurable indicator. Last year zero families attended. This year we plan to engage at least 5 families at each of these meetings (10% of our EL population). To help meet this desired outcome, an additional strategy has been added to specifically target parent attendance at school events and meetings.

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 2022-23 Pre-Allocation	\$0.00
Title I 2022-23 Allocation	\$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 2021-22 Carryover	\$11,732.00
Site-Based Funds 2022-23 Allocation	\$59,367.00
Supplemental Funds 2021-22 Carryover	\$3,568.00
Supplemental Funds 2022-23 Allocation	\$32,750.00

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

Total of federal, state, and/or local funds for this school: **\$107,417.00**

2022-23 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services 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.

Multilingual/Multicultural Education

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

Program models offered for Multilingual 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.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

Curriculum & Instruction

The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, 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-5) 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 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	235	227	227	19.38%	36.56%	20.70%	23.35%
Male	106	105	105	11.43%	36.19%	23.81%	28.57%
Female	129	122	122	26.23%	36.89%	18.03%	18.85%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	8	8	8	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	96	92	92	14.13%	27.17%	25.00%	33.70%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	101	97	97	24.74%	41.24%	17.53%	16.49%
Two or More Races	23	23	23	8.70%	69.57%	4.35%	17.39%
Socioeconomically Disadvantaged	92	86	86	8.14%	22.09%	25.58%	44.19%
English Learners	16	15	15	0.00%	0.00%	20.00%	80.00%
Students with Disabilities	28	26	26	0.00%	7.69%	11.54%	80.77%
Migrant Education	*	*	*	*	*	*	*
Homeless	7	7	7	*	*	*	*

CAASPP – Grade 6 Mathematics 2021-22

	Mathematics						
	2021-22						
	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	236	226	226	21.68%	17.70%	28.76%	31.86%
Male	107	105	105	22.86%	16.19%	25.71%	35.24%
Female	129	121	121	20.66%	19.01%	31.40%	28.93%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	8	8	8	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	97	91	91	13.19%	10.99%	27.47%	48.35%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	101	97	97	24.74%	23.71%	26.80%	24.74%
Two or More Races	23	23	23	30.43%	21.74%	39.13%	8.70%
Socioeconomically Disadvantaged	92	85	85	11.76%	12.94%	22.35%	52.94%
English Learners	17	16	16	0.00%	0.00%	12.50%	87.50%
Students with Disabilities	28	25	25	0.00%	8.00%	12.00%	80.00%
Migrant Education	*	*	*	*	*	*	*
Homeless	7	7	7	*	*	*	*

CAASPP – Grade 7 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	263	248	248	22.58%	33.87%	19.76%	23.79%
Male	139	130	130	19.23%	36.15%	20.77%	23.85%
Female	123	117	117	26.50%	31.62%	17.95%	23.93%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	5	5	5	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	103	96	96	8.33%	34.38%	21.88%	35.42%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	132	125	125	31.20%	34.40%	19.20%	15.20%
Two or More Races	19	18	18	27.78%	33.33%	22.22%	16.67%
Socioeconomically Disadvantaged	103	100	100	10.00%	26.00%	24.00%	40.00%
English Learners	23	20	20	0.00%	0.00%	20.00%	80.00%
Students with Disabilities	34	29	29	0.00%	10.34%	20.69%	68.97%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	7	7	7	*	*	*	*

CAASPP – Grade 7 Mathematics 2021-22

	Mathematics						
	2021-22						
	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	263	246	246	20.73%	24.80%	20.73%	33.74%
Male	139	130	130	19.23%	28.46%	21.54%	30.77%
Female	123	115	115	22.61%	20.87%	20.00%	36.52%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	5	5	5	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	103	94	94	9.57%	15.96%	22.34%	52.13%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	132	125	125	28.80%	28.80%	20.80%	21.60%
Two or More Races	19	18	18	27.78%	33.33%	16.67%	22.22%
Socioeconomically Disadvantaged	103	98	98	8.16%	19.39%	20.41%	52.04%
English Learners	23	20	20	0.00%	0.00%	5.00%	95.00%
Students with Disabilities	34	29	29	0.00%	0.00%	13.79%	86.21%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	7	7	7	*	*	*	*

CAASPP – Grade 8 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	266	248	248	23.39%	35.48%	23.39%	17.74%
Male	136	126	126	23.02%	39.68%	19.84%	17.46%
Female	130	122	122	23.77%	31.15%	27.05%	18.03%
African American	4	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	12	12	12	66.67%	33.33%	0.00%	0.00%
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	83	81	81	12.35%	28.40%	28.40%	30.86%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	148	136	136	26.47%	41.18%	20.59%	11.76%
Two or More Races	14	12	12	33.33%	33.33%	25.00%	8.33%
Socioeconomically Disadvantaged	112	105	105	7.62%	30.48%	30.48%	31.43%
English Learners	11	11	11	0.00%	9.09%	18.18%	72.73%
Students with Disabilities	28	26	26	3.85%	3.85%	34.62%	57.69%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	9	9	9	*	*		

CAASPP – Grade 8 Mathematics 2021-22

	Mathematics						
	2021-22						
	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	266	247	247	25.10%	10.93%	25.51%	38.46%
Male	136	127	127	26.77%	12.60%	29.13%	31.50%
Female	130	120	120	23.33%	9.17%	21.67%	45.83%
African American	4	*	*	*	*	*	*
American Indian or Alaskan Native	*	0	0	N/A	N/A	N/A	N/A
Asian	12	12	12	83.33%	8.33%	8.33%	0.00%
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	83	80	80	12.50%	8.75%	26.25%	52.50%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	148	137	137	27.74%	12.41%	28.47%	31.39%
Two or More Races	14	12	12	33.33%	16.67%	0.00%	50.00%
Socioeconomically Disadvantaged	112	103	103	8.74%	9.71%	24.27%	57.28%
English Learners	11	11	11	0.00%	0.00%	9.09%	90.91%
Students with Disabilities	28	25	25	4.00%	4.00%	0.00%	92.00%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	9	9	9	*	*	*	*

2022-23 Site Based Funds Program Budget

2022-23 BUDGET

School Site:

Cabrillo Middle School

Program:

Site Based Fund

2021-22 Carryover	\$	11,732.00
2022-23 Allocation	\$	59,367.00
Total Available Funding:	\$	71,099.00

		Budget	Actual expensed & encumbered to date	Balance to date
Expenditures:				
1000s - Certificated Salaries				
			(as of 10/12/22)	
	Teachers, Extra hours	\$ 20,000.00		\$ 20,000.00
	Teachers, Sub	\$ -	\$ 122.40	\$ (122.40)
	Other	\$ -		\$ -
2000s - Classified Salaries				
	Paraed, Extra hours	2000		\$ 2,747.00
	Clerical, Extra hours	\$ -		\$ -
	Other	\$ -		\$ -
3000s - Employee Benefits				
	23.16% for Certificated	\$ 4,632.00	\$ 28.34	\$ 4,603.66
	35.63% for Classified	\$ -		\$ -
4000s - Books and Supplies				
	Books Other Than Textbooks	\$ 1,000.00		\$ 1,000.00
	Materials and Supplies	\$ 20,000.00	\$ 5,699.86	\$ 14,300.14
	Equipment not Capitalized	\$ -		\$ -
5000s - Services & Other Operating Expenses				
	Conferences/Travel	\$ 10,000.00	\$ 103.00	\$ 9,897.00
	Rentals and Repairs	\$ 2,000.00	\$ 800.00	\$ 1,200.00
	Operating Lease	\$ -		\$ -
	Graphics	\$ 2,500.00		\$ 2,500.00
	Contracted Services	\$ 467.00	\$ 92.16	\$ 374.84
	Internet Publications/Software	\$ 500.00		\$ 500.00
	Communications	\$ 3,000.00	\$ 600.00	\$ 2,400.00
6000s - Capital Outlay				
	Capital Equipment >\$5,000 ea.	\$ 5,000.00	\$ -	\$ 5,000.00
Total		\$ 71,099.00	\$ 7,445.76	\$ 64,400.24

Budget Balance	\$	-
----------------	----	---

MK 12/12

Principals Signature:	<i>Gahmer</i>
Date:	11/17/22
School Site Council Approval: (Chair)	<i>[Signature]</i>
Date:	11/17/22
Director, Special Projects Approval:	<i>[Signature]</i>
Date:	1/3/23

2022-23 Supplemental Funds Program Budget

2022-23 BUDGET

School Site:

Cabrillo Middle School

Program:

Supplemental

2021-22 Carryover	\$	3,568.00
2022-23 Allocation	\$	32,750.00
Total Available Funding:	\$	36,318.00

		Budget	Actual expensed & encumbered to date	Balance to date
Expenditures:				
1000s - Certificated Salaries				
			(as of 10/12/22)	
	Teachers, Extra hours	\$ -		\$ -
	Teachers, Sub	\$ 2,000.00		\$ 2,000.00
	Other	\$ -		\$ -
2000s - Classified Salaries				
	Parad - Avril Mateos	\$ 15,480.00	\$ 15,479.76	\$ 0.24
	Parad, Extra hours	\$ 2,747.00	\$ 270.46	\$ 2,476.54
	Clerical, Extra hours	\$ -		\$ -
	Other	\$ -		\$ -
3000s - Employee Benefits				
	23.16% for Certificated	\$ 463.00		\$ 463.00
	35.63% for Classified	\$ 6,494.00	\$ 5,611.78	\$ 882.22
4000s - Books and Supplies				
	Books Other Than Textbooks	\$ 634.00		\$ 634.00
	Materials and Supplies	\$ 3,000.00		\$ 3,000.00
	Equipment not Capitalized	\$ -		\$ -
5000s - Services & Other Operating Expenses				
	Conferences/Travel	\$ 4,000.00		\$ 4,000.00
	Rentals and Repairs	\$ 200.00		\$ 200.00
	Operating Lease	\$ -		\$ -
	Graphics	\$ 300.00		\$ 300.00
	Contracted Services	\$ 500.00		\$ 500.00
	Internet Publications/Software	\$ 500.00		\$ 500.00
6000s - Capital Outlay				
	Capital Equipment >\$5,000 ea.	\$ -	\$ -	\$ -
Total		\$ 36,318.00	\$ 21,362.00	\$ 14,956.00

Budget Balance	\$ -
-----------------------	-------------

MC 12/12

Principals Signature: <i>C Johnson</i>
Date: <i>11/17/22</i>
School Site Council Approval: (Chair) <i>[Signature]</i>
Date: <i>11/17/22</i>

J. Woklin 1/3/23

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)

1. 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
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. 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
4. 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
5. 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 2022-23 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)

2021-22 School Accountability Report Card

Published January 2023



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

COURTNEY JOHNSON, PRINCIPAL
GRADES 6-8

PRINCIPAL'S MESSAGE

Welcome to Cabrillo Middle School! I am very excited to join the outstanding Cabrillo community this year as its new principal.

Our campus is a historical one that still has an ocean view! There has been a school on our 18-acre site since 1911, but most of the present day campus was built in the 1950s. Our students come to us from 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.

We know that middle school is a time of transition that makes these three years unique from the elementary and high school experience. For that reason, Cabrillo faculty is committed to fostering a school culture that allows each of our students to thrive and excel academically, emotionally, and socially to ensure that their middle school tenure is a positive one. The foundation of success starts with close ties and open communication between school and home. Parent and guardian involvement is encouraged and welcomed, whether that be through being an active member of our PTO, a regular parent volunteer in our library or for school events, or regularly checking in with your student and their teachers about their progress in their classes.

Cabrillo is a high-performing school and feeling connected to school is crucial for student success. Cabrillo has ample opportunities for every student to find that connection in their academic classes as well as outside of the classroom. In addition to robust elective options in woodshop, digital media, art, leadership, and our award winning music program, we have a wide array of clubs that meet every week, a competitive robotics team, intramural and after school sports, and peer mentoring and support programs to encourage student engagement in the Cabrillo Community.

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 2021-22 school year, 771 students were enrolled, including 11.9% in special education, 7.4%

Board of Education

SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
AMY (YAMAMOTO) CALLAHAN
JAMES FORSYTHE
CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

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, 2.7% homeless, and 41.1% 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 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.5%	Grade 6	234
Male	50.1%	Grade 7	260
Non-Binary	0.4%	Grade 8	277
American Indian or Alaskan Native	0.4%		
Asian	3.4%		
Black or African American	0.8%		
Filipino	0.6%		
Hispanic or Latino	37.6%		
Native Hawaiian or Pacific Islander	0.5%		
Two or More Races	7.3%		
White	49.4%		
English Learners	7.4%		
Foster Youth	0.0%		
Homeless	2.7%		
Migrant	0.1%		
Socioeconomically Disadvantaged	41.1%		
Students with Disabilities	11.9%		
		Total Enrollment	771

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

Student achievement is more robust when parents and guardians are involved in their student's education. We encourage parents and guardians to participate in a decision making group, volunteering on campus, and attending school events. Parents are informed about upcoming events and school activities through ParentSquare, school newsletters, the school website, flyers, and weekly bulletins. For more information on how to become involved in your student's educational experience, contact the school office at (805) 641-5155.

Opportunities to Volunteer

- Chaperone Field Trips
- Fundraising
- Library Assistance
- Intramural Sports
- School Clubs
- School Garden
- Woodshop Support

Committees

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

School Activities

- Back to School Night
- Cabrillo Showcase
- Student Performances
- Parent Conferences
- Anti-Bullying Workshops
- Counselor Information Nights
- Athletic Coaching

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 fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results					
2021-22					
% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Seventh	100.0%	100.0%	100.0%	100.0%	100.0%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Test Results in Science					
All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Cabrillo		VUSD		CA
	20-21	21-22	20-21	21-22	20-21
Science (Grades 5, 8, & 10)	34.18	42.51	30.74	32.31	28.72

Note: 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 (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/.

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

2021-22					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	266	247	92.86	7.14	42.51
Female	130	122	93.85	6.15	36.07
Male	136	125	91.91	8.09	48.8
American Indian or Alaskan Native	--	--	--	--	--
Asian	12	12	100	0	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	81	97.59	2.41	30.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	12	85.71	14.29	58.33
White	148	135	91.22	8.78	48.15
English Learners	11	11	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	114	106	92.98	7.02	25.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	27	90	10	11.11

Note: 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.

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	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	57	N/A	47	N/A	47
Mathematics	N/A	40	N/A	35	N/A	33

Note: 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.

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

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

The "Percent Met and Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3 - Alternate) on the CAA's divided by the total number of students who participated in both assessments.

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

2021-22										
	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	764	723	94.63	5.37	57.12	765	719	93.99	6.01	40.33
Female	382	361	94.5	5.5	58.73	382	356	93.19	6.81	38.48
Male	381	361	94.75	5.25	55.68	382	362	94.76	5.24	42.27
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	25	25	100	0	84	25	25	100	0	80
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	282	269	95.39	4.61	41.64	283	265	93.64	6.36	23.77
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	56	53	94.64	5.36	69.81	56	53	94.64	5.36	54.72
White	381	358	93.96	6.04	66.48	381	359	94.23	5.77	48.47
English Learners	50	46	92	8	2.17	51	47	92.16	7.84	0
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	315	299	94.92	5.08	35.79	315	294	93.33	6.67	23.13
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	92	83	90.22	9.78	9.64	92	81	88.04	11.96	4.94

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

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

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

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

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 September 9, 2022. During fiscal year 2021-22, 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, updated and shared with school staff in November 2022.

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.

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

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: September 9, 2022	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces		✓	Classroom 1 - Appears to be mold growing on the east wall of the roof level; Classroom 3 - Ceiling tiles falling; Shop/Music Girls RR - Excessive peeling paint in the windows; Classroom 20 - Ceiling tile falling and water damaged at center of room; Building 50/60 1st Floor Corridor, Classroom 62 - Ceiling tiles missing and falling in multiple location; Classroom 73 - Water damaged ceiling tiles; Classroom 77 - Excessive peeling paint at the south door; Building 70 Girls RR - Cracked and broken ceramic wall tile at the entrance
Cleanliness	✓		Classroom 3 - Possible termite damage in west ceiling, tiles covered by plastic
Electrical	✓		Classroom 2 - Light switch to the restroom/closet is broken; Classroom 3 - Light lens is falling in main room; Cafeteria Exterior - Lights missing from the west arcade
Restrooms/Fountains	✓		
Safety	✓		Health Office - Fire extinguisher is out of service date (6/26/19) for the third year in a row; Classroom 3 - Fire extinguisher is out of service date at the teacher's desk; Practice Room 7A, Office 7 - Fire extinguisher is out of service date (6/25/21); Classroom 76 - Fire extinguisher is missing from the room
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 46, excessive rust at room 45 north eaves, the ramp hand rail is bent and damaged at room 46, roof is rusted through on the north side
External	✓		Cafeteria Exterior - Contrasting stripe missing/faded from the stage stairs; Boy's Locker Room - Entrance door sticks/rubs on the floor, the door must be forced open
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

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 (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	807	795	194	24.4
Female	402	395	89	22.5
Male	402	397	104	26.2
American Indian or Alaska Native	4	4	3	75
Asian	27	27	1	3.7
Black or African American	7	7	2	28.6
Filipino	5	5	1	20
Hispanic or Latino	305	300	94	31.3
Native Hawaiian or Pacific Islander	4	4	0	0
Two or More Races	56	56	9	16.1
White	399	392	84	21.4
English Learners	83	61	21	34.4
Foster Youth	1	0	0	0
Homeless	26	25	12	48
Socioeconomically Disadvantaged	343	338	121	35.8
Students Receiving Migrant Education Services	1	1	0	0
Students with Disabilities	99	97	45	46.4

Suspensions and Expulsions									
	Cabrillo			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	5.57%	0.34%	1.98%	2.53%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.33%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.00%	0.07%

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.

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.

CLASSROOM ENVIRONMENT

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.

Average Class Size and Class Size Distribution				
2019-20				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
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
2021-22				
English	20	15	5	10
Math	32	2	3	11
Science	32	2	4	10
Social Science	34		5	10

*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.

Discipline & Climate for Learning

Cabrillo Middle School's discipline policies are based upon restorative justice which is used 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 consequences for poor or disruptive behavior in the classroom. Twice a year, assistant principals visit the PE classrooms to reinforce the importance of following school rules and making responsible, respectful behavior choices. Sixth grade students attend an assembly presented by school administrators in which students are advised of the school's behavioral expectations. Cabrillo Middle School employs a progressive approach in managing students who make poor choices in behavior.

Sixth grade and new students are provided with Where Everybody Belongs (WEB) mentorship that aims to ensure that all incoming students have a smooth and welcoming transition to middle school. WEB is built upon the belief that students can help each other to succeed. Eighth grade students are trained to be WEB leaders to make this possible. They serve as positive role models and mentors to our new students.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Cabrillo Middle School for the 2021-22 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 2020-21, 2021-22, and 2022-23 school years, the teachers at Cabrillo Middle School had the opportunity to participate in districtwide staff development training focused on:

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

2022-23 Trainings:

- Active Assailant
- Ag in the Classroom
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Co-Teaching Training
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Dual Language Retreat
- Ellevation Training
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Gizmos
- Indian Ed Curriculum Training
- Integrate to Innovate - Deeper Dive into Secondary Digital Platforms
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Multi-Tiered Systems of Support
- Nonviolent Crisis Intervention
- Planning Inquiry Lessons in History
- Promoting Positive Behavior in the Classroom
- Read 180
- Secondary Math Overview
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- SPARK Training
- Study Sync Refresher
- Supporting Multilingual Learners Across Content
- TCI Curriculum Training
- Trauma Informed Practices
- Suicide Prevention

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 2021-22 school year, Cabrillo Middle School's staff development activities concentrated on:

- Anti-Bullying
- Blue Heart Project
- CAASPP Assessments

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 WWII</i>	0%

- 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 2022-23 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 October 11, 2022, 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 Resolution #22-40 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	
Misassignments	0.3	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	0.3	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.1	
Local Assignment Options	3.3	
Total Out-of-Field Teachers	3.5	

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.5	

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.7	71.04	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0.6	2.36	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0.3	1.03	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.5	12.1	65.1	10.03	12115.8	4.41
Unknown	3.9	13.37	29.7	4.57	18854.3	6.86
Total Teaching Positions	29.2	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
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.

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 2021-22		
	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.

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 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 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.)

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	Cabrillo	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	216	N/A	N/A	N/A	N/A
Restricted (Supplemental)	138	N/A	N/A	N/A	N/A
Unrestricted (Basic)	79	157	50.2%	6,593	2.4%
Average Teacher Salary	72,065	77,937	N/A	88,358	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 2020-21 school year, the district received categorical, special education, and support programs funds for:

- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

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 and the school facilities section was acquired in December 2022.

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)

Page 4

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)

Page 5