2022-23 School Accountability
Report Card

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 privileged to be a Mariner and am happy that you are interested in our school.

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.

The middle school years can be challenging for students as they leave their smaller elementary communities for a secondary site. Their social and academic circles open up quite a bit which is exciting, but can also be overwhelming for some students. That is why one of our staff is mindful to promote a school culture that allows each of our students to thrive and excel academically, emotionally, and socially so that their middle school tenure is a positive one. One of the exciting additions to our school this year is our Wellness Center, known as The Harbor. We are proud that we are able to have a counselor on staff devoted to the emotional well being of our students.

One of the qualities that I really appreciate about our school is our willingness of our families to get involved. We have a robust Parent Teacher Organization, multiple opportunities to volunteer on campus, and welcome parent and guardian input to help ensure we are working to provide the best educational experience for our students.

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 diverse elective options in woodshop, digital media, art, leadership, yearbook, and our award winning music program, we have a wide array of clubs that meet every week, intramural and after school sports, and 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.

Board of Education
Dr. Jerry Dannenberg

Calvin Peterson

James Forsythe

Alicia LaVere

Sabrena Rodriguez

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

Cabrillo Middle School

Cabrillo Middle School serves students in grades six through eight following a traditional calendar. At the beginning of the 2022-23 school year, 801 students were enrolled, including 13.9% in special education, 7.2% qualifying for English Language Learner support, 2% homeless, 0.2% foster youth, and 40.2% 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 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.4%	Grade 6	277
Male	50.4%	Grade 7	241
Non-Binary	0.1%	Grade 8	283
American Indian or Alaskan Native	0.4%		
Asian	3.0%		
Black or African American	1.1%		
Filipino	0.5%		
Hispanic or Latino	38.3%		
Native Hawaiian or Pacific Islander	0.4%		
Two or More Races	6.6%		
White	49.7%		
English Learners	7.2%		
Foster Youth	0.2%		
Homeless	2.0%		
Migrant	0.0%		
Socioeconomically Disadvantaged	40.2%		Total Enrollment
Students with Disabilities	13.9%		801

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 appropriated 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
- Art Support
- Woodshop Support

Committees
- School Site Council
- African-American Parent Advisory Council
- Special Education District Advisory Committee
- English Learner Advisory Council
- Parent Teacher Organization
- Music Booster Club
- Superintendent PAC

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

California Physical Fitness Test Results					
2022-23					
% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level Seventh	99.0%	100.0%	100.0%	99.5%	100.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	42.51	38.75	32.31	32.57	29.47	30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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 receive scores.

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 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)
2022-23

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	277	271	97.83	2.17	38.75
Female	127	124	97.64	2.36	35.48
Male	149	146	97.99	2.01	41.78
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	104	100	0	21.15
Native Hawaiian or Pacific Islander					
Two or More Races	21	20	95.24	4.76	50
White	142	137	96.48	3.52	50.36
English Learners	23	23	100	0	0
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	82	81	98.78	1.22	19.75
Students Receiving Migrant Education Services					
Students with Disabilities	34	32	94.12	5.88	3.13

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	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	57	52	47	47	47	46
Mathematics	40	40	35	36	33	34

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA 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)
2022-23

	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	800	779	97.38	2.62	51.99	800	778	97.25	2.75	39.59
Female	391	378	96.68	0.32	56.35	391	377	96.42	3.58	37.93
Male	408	400	98.04	1.96	48	408	400	98.04	1.96	41.25
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	24	24	100	0	83.33	24	24	100	0	75
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	305	302	99.02	0.98	38.08	305	302	99.02	0.98	25.5
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	53	51	96.23	3.77	58.82	53	50	94.34	5.66	50
White	399	384	96.24	3.76	60.94	399	383	95.99	4.01	47.26
English Learners	57	55	96.49	3.51	1.82	57	57	100	0	5.26
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	240	233	97.08	2.92	31.33	240	233	97.08	2.92	17.6
Students Receiving Migrant Education Services										
Students with Disabilities	11	105	94.59	5.41	11.43	11	104	93.69	6.31	4.81

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

Double dashes (--) appear in the table when the number of students is ten or fewer, 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 during the Summer of 2023 include the following:

- Creation of a wellness center out of conversion of the Multi-Purpose Room
- Refinish the gymnasium floor
- Redo the Cabrillo mural on the electives building
- Fencing Project (during 2023-24 school year)

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:

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
Wellness Center	1
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

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

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 August 10, 2023. During fiscal year 2023-24, 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 2023.

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

School Facility Good Repair Status

Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: August 10, 2023				
Systems	✓			Classroom 62 - HVAC condensate is leaking out the overflow into the room
Interior Surfaces		✓		Shop/Music Girls RR - Excessive peeling paint at the windows; Classroom 20 - Ceiling tile falling and water damaged at center of room; Classroom 24 - Carpet seams are peeling and the carpet is buckling throughout the room; Classroom 30 - Water damaged ceiling tiles at the center of the room; Classroom 31 - Water damaged ceiling tiles at the south wall; 50/60 1st Floor Corridor, Classroom 62 - Ceiling tiles missing and falling in multiple locations; 50/60 2nd Floor Corridor - Excessive peeling paint on the walls by rooms 61 and 62; Classroom 73 - Water damaged ceiling tiles; Classroom 77 - Excessive peeling paint at the south door, water damaged and missing ceiling tiles throughout; Building 70 Girls RR - Cracked and broken ceramic wall tile at the entrance; Main Gym - Wall tiles are falling in multiple locations
Cleanliness	✓			Classroom 3 - Possible termite damage in west ceiling, tiles covered by plastic
Electrical	✓			
Restrooms/Fountains	✓			Cafeteria - The drinking fountain bottle filler does not function
Safety	✓			
Structural	✓			Building 30 Exterior - Excessive rust at the north eaves at rooms 34-35, excessive peeling paint at the room 32 north eaves; Building 40 Exterior - South rain gutter rusted out; 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; Building 40 Exterior - Termite/rot damage at the north windows of room 41; Classroom 78 - The south door hinges are damaged and missing a pin, door does not shut properly; Boys 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	Poor
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 (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	834	828	163	19.7
Female	413	407	81	19.9
Male	419	419	82	19.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	1	4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	322	320	78	24.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	54	3	5.6
White	413	409	79	19.3
English Learners	64	64	16	25
Foster Youth	--	--	--	--
Homeless	24	24	5	20.8
Socioeconomically Disadvantaged	353	349	101	28.9
Students Receiving Migrant Education Services				
Students with Disabilities	122	121	39	32.2

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions and Expulsions									
	Cabrillo			VUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.34%	1.98%	6.71%	0.17%	2.74%	3.22%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%	0.08%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	6.71%	0.00%
Female	5.08%	0.00%
Male	8.35%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	8.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	9.32%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	7.41%	0.00%
White	4.12%	0.00%
English Learners	18.75%	0.00%
Foster Youth	0.00%	0.00%
Homeless	16.67%	0.00%
Socioeconomically Disadvantaged	12.46%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.02%	0.00%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

morning, all administrators, the campus supervisors, and two teachers patrol the campus, entrance areas, and designated common areas. All administrators, the campus supervisors, and four teachers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the campus supervisor, two teachers and all administrators monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

CLASSROOM ENVIRONMENT

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.

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				
	2020-21			
	Average	Number of Classes*		
Subject	Class Size	1-22	23-32	33+
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
	2022-23			
English	19	15	4	10
Math	27	4	14	1
Science	30	2	8	7
Social Science	33		7	8

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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Cabrillo Middle School for the 2022-23 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 2021-22, 2022-23, and 2023-24 school years, the teachers at Cabrillo Middle School had the opportunity to participate in districtwide staff development training focused on:

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
• Integreate 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

2023-24 Trainings:
• Trauma Informed Practices
• Dual Language Education
• MAP Reports
• ELPAC Task Types
• Multilingual Learner Liaisons Collaboration

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 2022-23 school year, Cabrillo Middle School's staff development activities concentrated on:

• Anti-Bullying
• Blue Heart Project
• CAASPP Assessments
• Canvas
• Career Technical Education (CTE)
• English Language Arts (ELA)
• Math & Social Science
• Multi-Tiered Systems of Support (MTSS)

• Restorative Justice
• Professional Learning Communities
• 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.

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: *Studysync*	0%
2019	Yes	Houghton Mifflin: *Read 180*	0%
2017	Yes	Houghton Mifflin Harcourt: *The Real Book*	0%
Math			
2016	Yes	McGraw Hill Education: *California Math, Course 1, 2 & 3 (Volumes 1 & 2)*	0%
2016	Yes	CPM: *Core Connections, Course 1, 2 & 3*	0%
Science			
2020	Yes	McGraw Hill: *California Inspire Science*	0%
Social Science			
2022	Yes	TCI: *History Alive! The Ancient World*	0%
2022	Yes	TCI: *History Alive! The Medieval World and Beyond*	0%
2022	Yes	TCI: *History Alive! The United States through Industrialism*	0%

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.

On October 10, 2023, 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 #23-33 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 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	0
Misassignments	0.3	0.1
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0.3	0.1

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	0
Local Assignment Options	3.3	5.9
Total Out-of-Field Teachers	3.5	5.9

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	0
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	0

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)	18.8	65.67	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	1	3.48	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.56	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.9	20.66	66	10.09	11953.1	4.28
Unknown	2.7	9.57	43.2	6.6	15831.9	5.67
Total Teaching Positions	28.7	100	654.7	100	279044.8	100

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 2022-23		
	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

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 in this report 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: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2021-22 school year, Ventura Unified School District spent an average of $15,181 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2021-22		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	128,391	146,440
High School	133,882	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

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

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
	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	7,420	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,355	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,065	6,550	92.6%	7,607	86.1%
Average Teacher Salary	74,857	79,491	N/A	90,632	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 2021-22 school year, the district received categorical, special education, and support programs funds for:

• A-G Completion Grant
• After School Education and Safety (ASES)
• After School Kids Code Grant Pilot Program
• American Rescue Plan – Homeless Children and Youth
• Child Nutrition: Food Service Staff Training Funds
• Child Nutrition: Kitchen Infrastructure Upgrade Funds
• Classified School Employee Summer Assistance Program
• Career and Technical Education Programs
• Career Technical Education Incentive Grant Program
• COVID Relief Funding
• Department of Rehabilitation
• Educator Effectiveness
• Education Protection Account
• Expanded Learning Opportunities Program
• Indian Education
• Lottery: Instructional Materials
• On-Behalf Pension Contributions
• Other Federal Funds
• Other Local: Locally Defined
• Other State: Locally Defined
• Special Education
• State COVID Relief Funding
• State Lottery
• Strong Workforce Program
• Supplementary Programs
• Title I, II, III, IV
• Tobacco Use Prevention Education

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 2023.