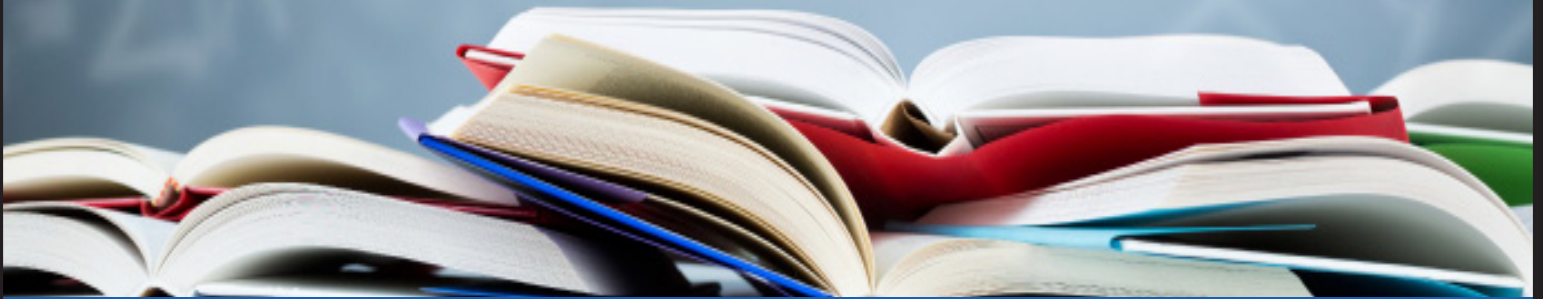


Ventura Unified School District

School Plan for

Student

Achievement



Cabrillo Middle School

56 72652 6060388

Contact Information:

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Fiscal Year 2024-2025

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The School Plan for Student Achievement

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

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

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

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

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

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 June 25, 2024.

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 2023-24 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				
Matt Haines		X			
Martha Lennox		X			
Carly Donick		X			
Bobby Donick		X			
Luana LaBare			X		
Shannon Coulter				X	
Kristin Ippolito				X	
Bobbie Richards				X	
Emerson Burdick					X
Liam Phillip					X
Anderson Tanji					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 Walden		X			
Maria Covarrubias				X	
Juan Martinez				X	
Adriana Miranda				X	
Rogelio Ramirez				X	
Bertha Parra				X	
Lucia Perez				X	
Angel Perez				X	
Kathy Rodriguez				X	
Number of members in each category	1	2		8	

(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: _____

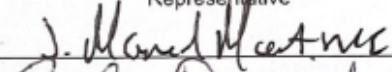
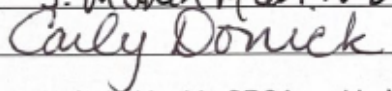
Recommendations and Assurances

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

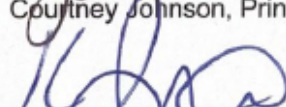
Signature of Authorized
Representative

- 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: May 20, 2024.

Attested:


Courtney Johnson, Principal


SSC Chairperson

5/20/24
Date

5/20/24
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. Approximately 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 2023-24 school year, Ventura Unified School District served 14,672 students in grades TK-12 including 14.3% students with disabilities, 14.6% English learners, 56.2% socioeconomically disadvantaged, 0.3% migrant education, 3.8% homeless, and 0.2% 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 2023-24 school year, Cabrillo Middle School served 867 students in grades 6-8. Student enrollment included 13.4% students with disabilities, 6.9% English learners, 43.4% socioeconomically disadvantaged, 0.1% foster youth, and 2.3% 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.

School Vision

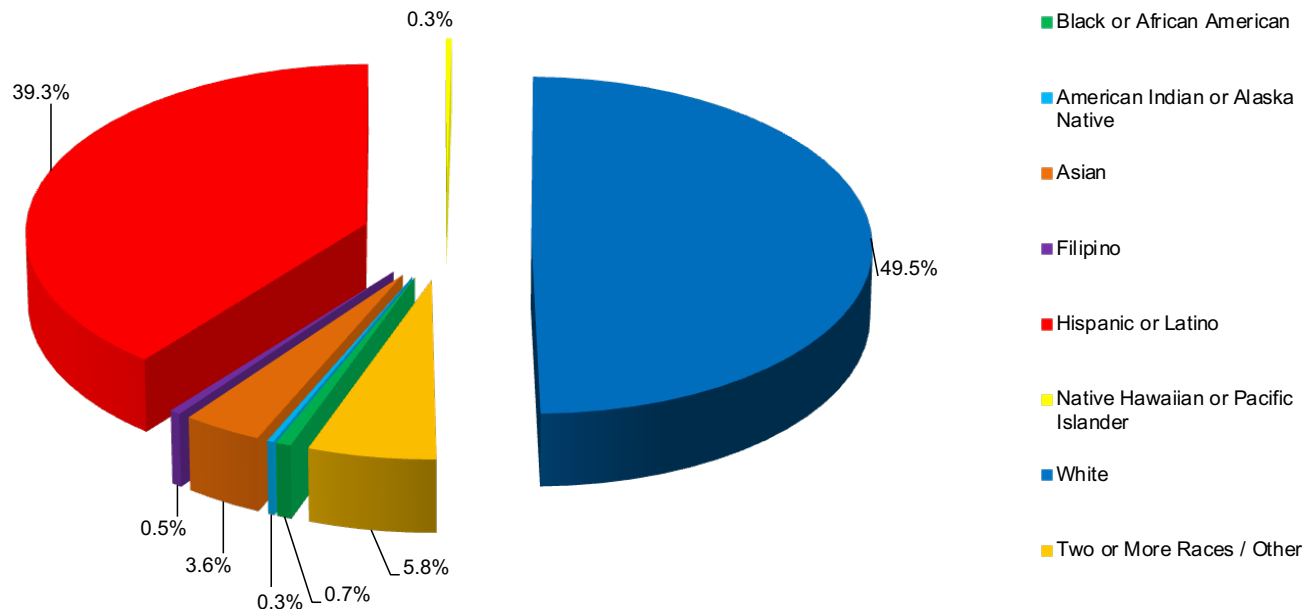
Cabrillo students, staff, families, and community are committed to creating a climate wherein students are respectful of and care about others; choose the best path of action, both academically and socially; and acquire the intellectual and technological skills needed to ensure continued personal and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

School Mission

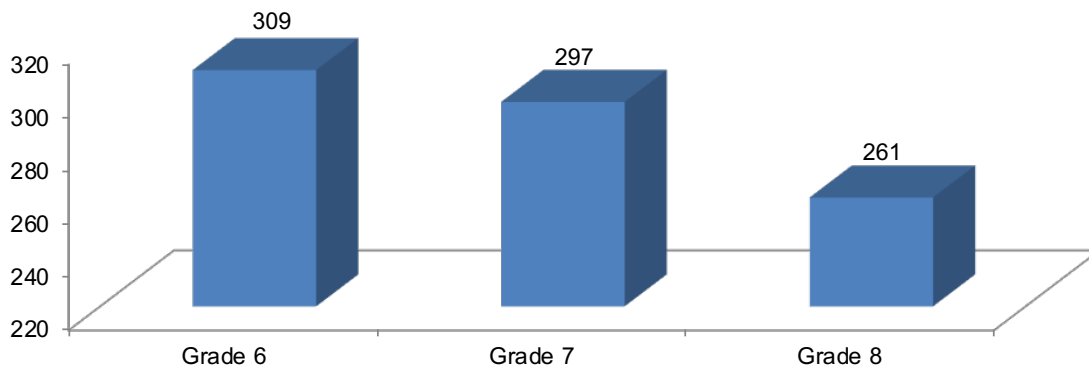
The Cabrillo faculty is dedicated to establishing and maintaining a positive and productive learning environment. The staff values and appreciates working in partnership with our families to facilitate our school mission.

- 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.

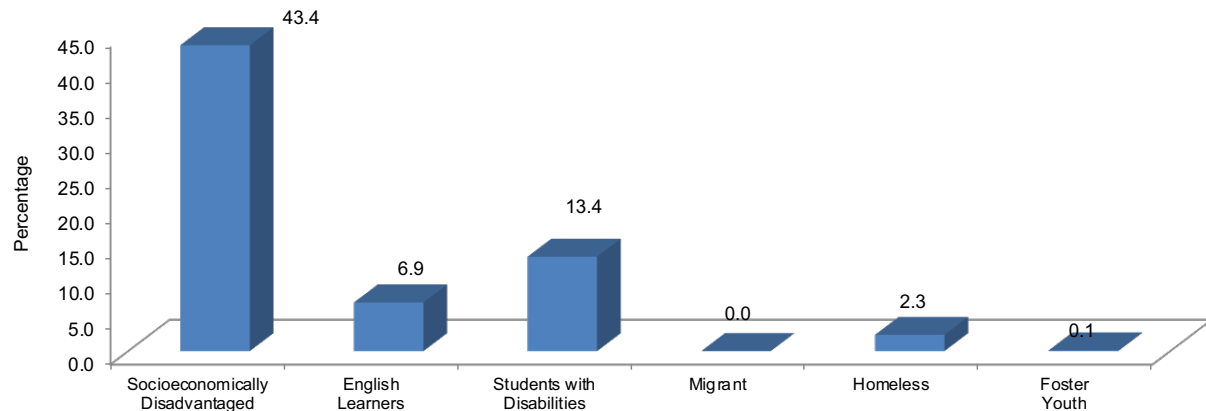
Student Enrollment by Ethnicity – 2023-24



Student Enrollment by Grade – 2023-24



Student Enrollment by Student Group – 2023-24



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 learning 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:

- 24 Hour Hotline Numbers
- After School Childcare & Activities
- Alcohol, Tobacco, Other Drugs
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Educational Resources
- Family Support
- Health Notifications
- Healthcare
- Homeless Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention Information
- Low or No-Cost Health Insurance for Children
- Student Assistance/Support
- Teen Services
- 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	5/20/2024	

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 28, 2023 - May 20, 2024
Cabrillo staff	September 2023 - May 2024
ELAC	October 18, 2023 and February 21, 2024

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.

Identified Need:

Increase the percentage of students demonstrating competency on assessments and in courses.

Annual Measurable Outcomes:

Metric/Indicator		Baseline/Actual Outcome		Expected Outcome
D/F Rate		2023-24 Students with one more more D/F: • Semester 1: 33% • Quarter 3: 29% • Semester 2: TBD 2022-23 Students with one or more D/F: • Semester 1: 25% • Semester 2: 28%		2024-25 Students with one of more D/F: • Semester 1: 30% • Quarter 3: 26% • Semester 2: 25%
CAASPP Scores		2021-22 Met or Exceeded Standard	2022-23 Met or Exceeded Standard:	2024-25 Met or Exceeded Standard:
ELA	All Students	57%	52%	55%
	White	66%	61%	64%
	Two or More Races	70%	59%	62%
	Hispanic	42%	38%	41%
	Socioeconomically Disadvantaged	35%	34%	37%
	English Learners	2%	2%	4%
	Students w/ Disabilities	9%	12%	15%
Math	All Students	40%	40%	43%
	White	48%	47%	50%
	Two or More Races	55%	50%	53%
	Hispanic	24%	26%	29%
	Socioeconomically Disadvantaged	23%	20%	23%
	English Learners	0%	5%	7%
	Students w/ Disabilities	5%	5%	7%

Strategy/Activity 1

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

- Professional Learning Communities and Staff Meeting Focus: Grading Practices & Effective Engagement Strategies (Create common assessments (in addition to the district benchmarks), Regular reflection upon practices to ensure grades represent mastery/comprehension instead of checking boxes).
- Determine curriculum for intervention courses (district is working on math intervention, Cabrillo Staff working on ELA intervention) and determine what
- PD: Equity in Lesson Planning
- Visit other sites to identify best practices that can be brought back to Cabrillo

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000 including paraeducators in staff meetings	Supplemental funds
\$3,000 Substitutes for Intervention Collab time & to allow for teachers to observe other educators.	Supplemental funds & Site Funds
\$5,000 Grading for Equity Consultant	LCAP funds

Strategy/Activity 2

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

Provide parent workshops to help them understand how to best support their student:

- How to monitor student progress and assignments on Canvas & Q.
- Strategies to set student up for success (AVID strategies)
- Provide evening tutors in English and Spanish so parents can support students with homework.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000 Tutors for parent workshops	LCAP
\$2,000 Paraprofessionals	Repeated expenditure

Strategy/Activity 3

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

- Cohort to attend MTSS Conference to establish school wide engagement strategies w/ focus for each month.
- Before and after school tutoring on campus
- WEB Academic Check-Ins
- Targeted 7th & 8th Grade intervention (The Bridge)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$6,800 MTSS Conference (5 staff members)	Educator Effectiveness Block Grant
\$8,000 ELA, Math, Science, Social Science Tutoring Before & After School	LCAP
Nominal Funds for WEB Check Ins	Site Funds
Nominal Funds for The Bridge supplies	Site Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Spanish Speaking students

- Spanish speaking paraeducator in math classes with English Language Learners.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$26,535 for Bilingual Paraeducator	Supplemental

Annual Review:**SPSA Year Reviewed: 2023-24**

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.

This year tutoring began much earlier than the previous school year with offerings before and after school Monday-Thursday in the four core content areas. Attendance in math tutoring was well attended with an average of 8 students in attendance throughout the year. The focus of staff meetings and PLCs was grading practices, much of that work done was reflecting. Student grades did not show an upward trend for semester 1, but the data available at the time of this report's writing indicated the semester 2 academic achievement was going to be better than the previous year (lower D/F rate).

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

Administration and staff need to establish a clear process to "mandate" tutoring for struggling students. Better data needs to be collected to see if there is a correlation between accessing before/after school tutoring and improving grades exists.

Counselors did not launch The Bridge this year, as they were supporting launching Wellness Center programs and beefing up WEB check ins. There is a plan in place for this to happen beginning in the Fall of 2024.

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.

After getting feedback from our ELAC parents, it was decided that parents/guardians may not always know how to support their student, especially if they are unfamiliar with the LMS (Canvas, Q) and the curriculum. The solution to this concern is to provide evening sessions to help support parents/guardians. This will include introducing research supported strategies (i.e. writing down assignments in a planner) that are taught in our AVID class. Furthermore, providing bilingual tutoring and interpreters so that parents/guardians do not feel overwhelmed at these events will increase the willingness of our historically underrepresented parents/guardians to attend these opportunities.

The second strategy last year was to utilize universal screeners for math and ELA but that is now embedded in strategy 1.

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	Suspensions in 2023-24: <ul style="list-style-type: none"> 83 (54 students); 6.2% of student population 66 off campus (40 students); 5% of student population 17 on campus (17 students); 2% of student population Suspensions in 2022-23: 96 <ul style="list-style-type: none"> 60 off campus 36 on campus 	10% decrease: <ul style="list-style-type: none"> 75 suspensions; 5% of student population Off campus: 3% of population On Campus:
Attendance Rate	2023-24 Attendance Rate: 93.8% 2022-23 Attendance Rate: 92.5% 2021-22 Attendance Rate: 92.57%	Attendance Rate: 95%
LCAP Survey	54% of students feel safe at school 47% of students feel comfortable talking to school staff	60% of students feel safe on campus 53% of students feel comfortable talking to school staff

Strategy/Activity 1

- Use Restorative Practices whenever possible to reduce suspensions.
- Connect with students and parents/guardians of those who are missing school using A2A timelines, provide resources for families who struggle with attendance, conduct home visits to get students in class.
- Offer Saturday school with themes to increase attendance and recoup ADA for missed days.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000 PBIS Conference	Educator Effectiveness Funds
License for A2A	District Funds
\$1,500 for six 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

Strategy/Activity 2

- Monthly attendance incentives
- Weekly Video Bulletins to inform students of various opportunities on campus to engage
- October Antibullying week & Guest Speaker
- Addiction specialist for parent presentation & staff PD to increase awareness of warning signs and how to support students

- Cyber-Safety Cop in Spring for students & parent education
- Anti-Vaping messaging
 - MusicNotes Assembly
 - Collab with BRITE for ongoing lessons

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000 + donations for monthly attendance incentives	Site funds/donations
\$3,000 for Unity Day Anti-Bullying Assembly	LCAP & Site Funds
\$5,000 for Addiction PD for Staff & Parent Presentation	LCAP
\$5,000 CyberSafety Cop: Safety in a Digital World (parents & student presentations)	LCAP
\$2,650 MusicNotes: AntiVaping Student Assembly	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**

- 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)
- Wellness Counselor to staff the Wellness Center to address students' social and emotional needs.
- 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)
Full Time Wellness Counselor	Grant Funded
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.

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, all new 7th/8th graders, and approximately 75 8th grade WEB leaders

Strategy/Activity 5

- Monthly soundbaths in the wellness center
- 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.
- After school athletics and musical opportunities
- Clubs at lunch
- Intramural sports
- Welcoming Library environment with connections to reading materials
- Utilize Room 41 as *The Harbor* to provide a space for students to find a safe place during lunch
- Create a site survey to give to students three times per year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$400 (approx.) for games, cotton candy machine	ASB funds
\$3,000 for athletics	ASB
\$15,000 for after school music and zero period choir	District's general fund, parcel tax, Music Boosters
\$500 equipment and pizza party for intramurals	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: 2023-24**

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.

While the number of suspensions went up, the percentage of students receiving a suspension (in school or off campus) decreased. In addition, some students who received a suspension were pending a BRIMM at the time this report was written, which would further decrease the suspension rates. Overall, behaviors were down on campus, most notably with the number of fights and conflict arising as a result of cell phones/social media platforms being down. Attendance rates increased slightly. District support in holding SARB meetings helped to hold students and parents accountable to ensure students come to school. Student incentives such as Mister Softee during school and opportunity drawings were held quarterly to motivate students to maintain 97% or better attendance and/or attend Saturday Academies to make up for missed school days. This year Cabrillo worked with a local artist to offer three Saturday academies in which students could work on a student-designed mural that will be installed on campus. Due to interest, we added an additional date in May with 24 students in attendance. Pre and post surveys for Jesse Billauer's presentation for Unity week indicated that students were more empathetic towards others and understood the importance of goal setting.

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

We were able to increase our Wellness Center Counselor to full time in January, so the wellness counselor was able to provide targeted group opportunities through community partners (i.e. BRITE) to provide education and support for students struggling with addiction and/or students who received a suspension for using/possessing illicit substances. This allowed targeted outreach to parents and it was decided to hold off on bringing MusicNotes Assembly on campus this year. They are scheduled to visit in the fall of 2024. Instead of having CyberSafety Cop return for a second year, we decided to go with focusing on good habits and hosted in May of 2024 an assembly and parent workshop called Healthy Screen Habits. We added Soccer as an option for students to participate in addition to the existing cross country, volleyball, and basketball (both boys and girls teams exist for all sports). The girls soccer team claimed the championship title and boys came in 3rd. The teacher librarian requested approximately \$3000 in new book titles for the library to increase engagement, which was not planned for, but we were able to make happen.

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.

Changes were made to reflect the plans our wellness counselor has to continue the group offerings for students and parents. There has been a weekly student bulletin that every 1st period is supposed to read, but that has not been happening with fidelity or students do not pay attention when it is read. The principal will work with the Digital Media class to bring weekly video bulletins to increase the number of students engaging with the information in the bulletin.

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"> November 2023: 185 Parent conferences. Enrollment was 865 November of 2022: 98 Parent Conferences held. Enrollment was 800 	190 Parent conferences.
Number of volunteers invited to Volunteers' Tea (indicating significant involvement throughout the year)	<ul style="list-style-type: none"> 148 in 2024 119 in 2023 	150
ELAC Meeting Attendance	5-7 families in attendance at each meeting	Regular attendance by at least 10% of EL families (5 families or more)
PTO Meeting Attendance	2023-24 average attendance: 11 2022-23 average attendance: 13	Average attendance: 15

Strategy/Activity 1

- Monthly "Coffee with Admin"
- Parent Series covering topics of addiction, electronic device safety, e-bike safety
- Monthly community events in collab with PTO (skating, yoga, dinners)
- Create themes for ELAC meetings to provide opportunity for larger participation

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000 Refreshments for Coffee with Admin	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 for ELAC
- Hold lunchtime info sessions about opportunities for students so they can encourage their parents to attend
- Provide childcare and translators to lower the barrier for attendance by all families to school events.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,500 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: 2023-24**

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.

The volunteer's tea was very well received and well attended. It provided an opportunity to highlight the great things that happen on campus and for our students as a result of our community. The largest accomplishment for administration this year is the increase in attendance and input that has happened at each ELAC meeting this year. Parents/guardians have expressed appreciation for the platform to be heard and learn about the school. The input provided at these meetings can be seen throughout this document. Furthermore, the connections the principal, assistant principal, and counselor has been able to develop with families who have not previously been actively participating in school events has led to an increase in achievement in improvement in behaviors for those individual students. Teachers are engaging parents more in their student's education as evidenced by the large increase in parent teacher conferences.

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

While the attendance at PTO meetings did not reach the goal set (20), the PTO involvement as a whole has been much more robust and integrated in all things Cabrillo. Coffee with Admin did not happen every month.

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.

N/A

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 2023-24 Carryover	\$0.00
Title I 2024-25 Pre-Allocation	\$0.00
Title I 2024-25 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 2023-24 Carryover	\$0.00
Site-Based Funds 2024-25 Allocation	\$42,483.00
Supplemental Funds 2023-24 Carryover	0.00
Supplemental Funds 2024-25 Allocation	\$34,650.00

Subtotal of state or local funds included for this school: **\$77,133.00**

Total of federal, state, and/or local funds for this school: **\$77,133.00**

2024-25 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.

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 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	277	270	270	18.15%	28.89%	22.59%	30.37%
Male	142	140	140	17.86%	26.43%	22.14%	33.57%
Female	135	130	130	18.46%	31.58%	23.08%	26.92%
African American	4	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	10	10	10	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	100	99	99	10.10%	21.21%	28.28%	40.40%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	148	143	143	18.88%	35.66%	20.98%	24.48%
Two or More Races	11	11	11	54.55%	9.09%	27.27%	9.09%
Socioeconomically Disadvantaged	111	111	111	9.01%	20.72%	20.72%	49.55%
English Learners	18	17	17	0.00%	5.88%	17.65%	76.47%
Students with Disabilities	44	43	43	9.30%	2.33%	11.63%	76.74%
Migrant Education							
Homeless							

CAASPP – Grade 6 Mathematics 2022-23

	Mathematics						
	2022-23						
	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	277	270	270	18.52%	18.15%	27.78%	35.56%
Male	142	140	140	22.14%	18.57%	26.43%	32.86%
Female	135	130	130	14.62%	17.69%	29.23%	38.46%
African American	4	4	4	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	10	10	10	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	100	99	99	7.07%	16.16%	26.26%	50.51%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	148	142	142	22.54%	19.01%	31.69%	26.76%
Two or More Races	11	11	11	36.36%	18.18%	18.18%	27.27%
Socioeconomically Disadvantaged	111	111	111	8.11%	11.71%	27.03%	53.15%
English Learners	18	18	18	0.00%	11.11%	16.67%	72.22%
Students with Disabilities	44	42	42	4.76%	2.38%	9.52%	83.33%
Migrant Education							
Homeless							

CAASPP – Grade 7 English Language Arts/Literacy 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	246	241	241	24.48%	29.88%	17.84%	27.80%
Male	117	116	116	18.10%	31.90%	13.79%	36.21%
Female	129	125	125	30.40%	28.00%	21.60%	20.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	9	9	9	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	101	100	100	17.00%	26.00%	23.00%	34.00%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	109	105	105	28.57%	34.29%	12.38%	24.76%
Two or More Races	21	21	21	28.57%	28.57%	19.05%	23.81%
Socioeconomically Disadvantaged	107	104	104	12.50%	26.92%	18.27%	42.31%
English Learners	16	16	16	0.00%	0.00%	18.75%	81.25%
Students with Disabilities	33	31	31	3.23%	3.23%	0.00%	93.55%
Migrant Education							
Homeless							

CAASPP – Grade 7 Mathematics 2022-23

	Mathematics						
	2022-23						
	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	246	240	240	27.50%	14.58%	20.00%	37.92%
Male	117	115	115	27.83%	13.04%	17.39%	41.74%
Female	129	125	125	27.20%	16.00%	22.40%	34.40%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	9	9	9	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	101	100	100	16.00%	13.00%	21.00%	50.00%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	109	105	105	34.29%	19.05%	16.19%	30.48%
Two or More Races	21	20	20	35.00%	5.00%	35.00%	25.00%
Socioeconomically Disadvantaged	107	104	104	13.46%	9.62%	20.19%	56.73%
English Learners	16	16	16	0.00%	0.00%	0.00%	100.00%
Students with Disabilities	33	31	31	3.23%	0.00%	0.00%	96.77%
Migrant Education							
Homeless							

CAASPP – Grade 8 English Language Arts/Literacy 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	277	268	268	20.90%	33.96%	22.39%	22.76%
Male	149	144	144	16.67%	33.33%	25.00%	25.00%
Female	127	123	123	26.02%	34.96%	19.57%	19.51%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	5	5	5	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	104	103	103	8.74%	31.07%	31.07%	29.13%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	142	136	136	27.94%	38.24%	17.65%	16.18%
Two or More Races	21	19	19	31.58%	26.32%	10.53%	31.58%
Socioeconomically Disadvantaged	108	104	104	3.85%	30.77%	33.65%	31.73%
English Learners	23	22	22	0.00%	0.00%	27.27%	72.73%
Students with Disabilities	33	30	30	0.00%	16.67%	20.00%	63.33%
Migrant Education							
Homeless							

CAASPP – Grade 8 Mathematics 2022-23

	Mathematics						
	2022-23						
	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	277	268	268	26.12%	14.18%	20.15%	39.55%
Male	149	145	145	28.28%	13.79%	17.24%	40.68%
Female	127	122	122	23.77%	14.75%	22.95%	38.52%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	5	5	5	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	104	103	103	10.68%	13.59%	21.36%	54.37%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	142	136	136	34.56%	13.97%	20.59%	30.88%
Two or More Races	21	19	19	42.11%	15.79%	15.79%	26.32%
Socioeconomically Disadvantaged	108	104	104	8.65%	7.69%	20.19%	63.46%
English Learners	23	23	23	0.00%	4.35%	4.35%	91.30%
Students with Disabilities	33	30	30	3.33%	0.00%	13.33%	83.33%
Migrant Education							
Homeless							

2024-25 Site Based Funds Program Budget

2024-2025 BUDGET**School Site:****Cabrillo****Program:****Site Based Fund**

2024-2025 Allocation	\$	42,483.00
Total Available Funding:	\$	42,483.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ 2,000.00
1106	Teachers, Sub	\$ 1,500.00
	Other	\$ -
2000s - Classified Salaries		
2103	Paraed, Extra hours	\$ 2,000.00
2403	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 811.00
	38.06% for Classified	\$ 761.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ 700.00
4300	Materials and Supplies	\$ 10,000.00
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ 10,000.00
5600	Rentals and Repairs	\$ 2,000.00
5719	Transportation for field trips	\$ 2,211.00
5710	Graphics	\$ 2,500.00
5800	Contracted Services	\$ 7,000.00
5806	Internet Publications/Software	\$ -
5900	Communications	\$ 1,000.00
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 42,483.00
Budget Balance		
		\$ -

Principals Signature:	<i>[Signature]</i>
Date:	3/7/24
School Site Council Approval: (Chair)	<i>[Signature]</i>
Date:	3/7/24
Director, Special Projects Approval:	<i>[Signature]</i>
Date:	6/3/24

2024-25 Supplemental Funds Program Budget

2024-2025 BUDGET**School Site:****Cabrillo****Program:****Supplemental**

2024-2025 Allocation	\$	34,650.00
Total Available Funding:	\$	34,650.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ 2,000.00
1106	Teachers, Sub	\$ 2,000.00
	Other	\$ -
2000s - Classified Salaries		
2101	Paraed, Pos #772 .375 FTE (Mateos)	\$ 19,220.00
2103	Paraed, Extra hours	\$ -
2403	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 926.00
	38.06% for Classified	\$ 7,315.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ -
4300	Materials and Supplies	\$ -
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ -
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ 3,189.00
5710	Graphics	\$ -
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 34,650.00
Budget Balance		
		\$ -

Principals Signature:	
Date:	3/7/24
School Site Council Approval: (Chair)	
Date:	3/7/24
English Learner Advisory Committee Review:	
Date:	3/20/24
Director, Special Projects Approval:	
Date:	6/3/24

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

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

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

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

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

Professional Development Plan

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

During the 2024-25 school year, teachers at Cabrillo Middle School will participate in the following trainings:

- Creating Lessons that are Accessible for all Learners (Differentiating)
- Creating Inclusive Culture / Classroom Management Strategies

2022-23 School Accountability Report Card

Published January 2024



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%		
Students with Disabilities	13.9%		
Total Enrollment			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 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
- 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/pfi/.

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	93.89	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:

- 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

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

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: August 10, 2023	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces		✓	
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
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 (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
Suspensions	0.34%	1.98%	6.71%	0.17%	2.74%	3.22%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%

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	0.00%	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				
Subject	Average Class Size	Number of Classes*		
		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
- 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

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)

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			
2022	Yes	TCI: <i>History Alive! The Ancient World</i>	0%
2022	Yes	TCI: <i>History Alive! The Medieval World and Beyond</i>	0%
2022	Yes	TCI: <i>History Alive! The United States through Industrialism</i>	0%

- 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.

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.)

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.

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

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

ARTICLE II**Role of Council**

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

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

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

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

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

Section 2- Term of Office

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

Section 3 - Voting Rights

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

Section 4 - Termination of Membership

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

Section 5 -Transfer of Membership

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

Section 6 - Resignation

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

Section 7 - Vacancy

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

ARTICLE IV Officers

Section 1 - Officers

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

Section 2 - Election and Term of Office

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

Section 3 - Removal

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

Section 4 - Vacancy

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

Section 5 - Chairperson

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

Section 6 - Secretary

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

Section 7 – Parliamentarian

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

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

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

Section 2 - Membership

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

Section 3 -Term of Office

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

Section 4 - Rules

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

Section 5 - Quorum

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

Section 6 - Vacancy

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

ARTICLE VI

(SSC Bylaws 10-1-20 ADOPTED)

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Meetings of the School Site Council

Section 1 -Regular Meetings

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

Section 2 -Special Meetings

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

Section 3 - Place of Meetings

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

Section 4 - Notice of Meetings

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

Section 5 - Decisions of the School Site Council

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

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

Section 6 - Quorum

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

Section 7- Conduct of Meetings

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

Section 8 - Meetings Open to the Public

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

(SSC Bylaws 10-1-20 ADOPTED)

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