

2024-25 School Accountability Report Card

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

DR. LARS NYGREN, PRINCIPAL
GRADES 6-8

PRINCIPAL'S MESSAGE

At Cabrillo Middle School, we are committed to cultivating a community of learners and providing students with a safe environment where they can achieve and grow at high levels. Middle school is a time of transition, growth, and new opportunities, and our goal is to ensure that every student feels challenged, supported, and connected as they navigate this important stage.

To meet the diverse needs of our students, we implement Professional Learning Communities (PLCs) and Response to Intervention (RTI). Our teachers collaborate to analyze student progress, refine instruction, and provide targeted support, ensuring that all students—regardless of their current achievement level—are given the opportunity to succeed.

Equally important to academic success is the social-emotional well-being of our students. Our Wellness Center, The Harbor, provides a dedicated space for students to receive emotional support, reinforcing our commitment to making sure every child feels physically and emotionally safe at school. A strong school culture built on respect, inclusion, and connection allows our students to thrive both in and out of the classroom.

At Cabrillo, we believe that student engagement is key to their success. Whether through core academics, electives like woodshop, digital media, leadership, and our award-winning music program, or through clubs and extracurricular activities, we strive to provide opportunities for every student to find their place and passion. We also recognize the vital role that families play in student achievement, and we encourage involvement through our Parent Teacher Organization, volunteer opportunities, and open communication.

Together, we will continue to build a positive, supportive, and high-achieving school community where all students can reach their full potential. We look forward to another great year at Cabrillo Middle School!

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.

Board of Education

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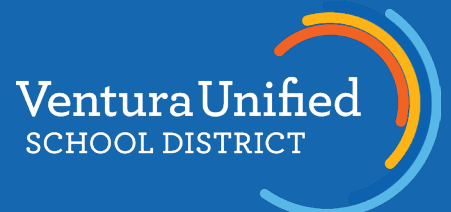
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Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Over 14,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Cabrillo Middle School

Cabrillo Middle School serves students in grades six through eight following a traditional calendar. At the beginning of the 2024-25 school year, 936 students were enrolled, including 14.2% in special education, 6.9% qualifying for English Language Learner support, 1.4% homeless, 0.1% foster youth, and 46.9% socioeconomically disadvantaged. 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 2024-25	
Student Group	% of Total Enrollment
Female	51.3%
Male	48.7%
Non-Binary	0%
American Indian or Alaska Native	0.4%
Asian	3.3%
Black or African-American	1.1%
Filipino	0.2%
Hispanic or Latino	39.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.6%
White	49.7%
English Learners	6.9%
Foster Youth	0.1%
Homeless	1.4%
Migrant Services	0%
Socioeconomically Disadvantaged	46.9%
Students with Disabilities	14.2%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 6	298
Grade 7	342
Grade 8	296
Total Enrollment	936

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

STUDENT ACHIEVEMENT

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 ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	53.0	56.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	42.0	47.0	37.0	37.0	35.0	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	925	902	97.51	2.49	55.89
Female	470	462	98.30	1.70	61.04
Male	455	440	96.70	3.30	50.46
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100	0	67.74
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	369	360	97.56	2.44	43.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	50	94.34	5.66	74.00
White	455	445	97.80	2.20	63.82
English Learners	50	48	96.00	4.00	2.08
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	442	432	97.74	2.26	41.30
Students with Disabilities	136	119	87.50	12.50	17.80

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	925	895	96.76	3.24	47.03
Female	470	461	98.09	1.91	46.62
Male	455	434	95.38	4.62	47.47
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100	0	67.74
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	369	356	96.48	3.52	32.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	50	94.34	5.66	50.00
White	455	442	97.14	2.86	57.14
English Learners	50	47	94.00	6.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	442	430	97.29	2.71	31.70
Students with Disabilities	136	114	83.82	16.18	9.65

Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	36.51	35.79	33.34	31.52	30.73	32.33

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	293	285	97.27	2.73	35.79
Female	144	140	97.22	2.78	34.29
Male	149	145	97.32	2.68	37.24
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100	0	76.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	109	107	98.17	1.83	22.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100	0	50.00
White	153	148	96.73	3.27	41.22
English Learners	12	11	91.67	8.33	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	138	135	97.83	2.17	23.70
Students with Disabilities	47	43	91.49	8.51	11.63
<i>Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					

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

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

Physical Fitness Test					
% of Students Participating in each of the Five Fitness Components					
2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	99%	99%	99%	99%	99%
<i>Note: The administration of the PFT requires only participation results for these five fitness areas.</i>					
<i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					

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 2025 include the following:

- Installation of solar panels
- Fencing project (Summer of 2027)
- Restroom renovations (Summer of 2027)

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.

Campus Description	
Year Built	1931
Acreage	18.4
Square Footage	99,302
	Quantity
Permanent Classrooms	42
Portable Classrooms	2
Restrooms (Sets)	3
Cafeteria/Multipurpose Room	1
Library	1
Wellness Center	1
Staff Lounges/Lunch Rooms	2
Gym with Locker Rooms	1
Music Practice Rooms	3
Outdoor Amphitheater	1
Outdoor Classroom in Garden	1
Science Labs	5
Wood Shop	1
Teacher Workrooms	2

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 January 2026.

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, all administrators, the campus 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.

Facilities Inspections

The district's maintenance department inspects Cabrillo Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Cabrillo Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 9, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 9, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			Classroom 1 - AC is not working at time of inspection
Interior Surfaces		X		Shop/Music Corridor - Damaged VCT tile at Room 5, excessive paint peeling in multiple locations; Shop/Music Girls' RR - Excessive peeling paint at the windows; Classroom 30 - Countertop laminate is peeling; Classroom 51 - Ceiling tiles missing; 50/60 2nd Floor Corridor - Top and bottom step contrasting stripe on the stairs is faded or missing; Building 70 Girls' RR - Cracked and broken ceramic wall tile at the entrance; Main Gym - Wall tiles are falling in multiple locations
Cleanliness	X			Cafeteria - Missing and falling ceiling tiles
Electrical	X			Classroom 55 - Electrical outlet cover plate is missing from the wire mold on the west wall; Classroom 56 - Wire mold end is missing from the east wall
Restrooms/Fountains	X			Classroom 1 - Urinal is out of order
Safety	X			Admin, Classroom 35, Classroom 53, 50/60 1st Floor, 50/60 2nd Floor Corridor, Room 102 - Breakroom fire extinguisher is out of service date (6/26/24); Woodshop Room 10 - Fire extinguisher missing from the south side of the room; Cafeteria - Fire extinguisher by the kitchen door is out of service date, ADA stage lift is blocked by storage; Classroom 54 - Exit door is blocked; Classroom 64 - Wire mold end cap is missing from the northeast corner by the teacher's desk
Structural	X			Shop/Music Corridor - Exit door to the roof cannot open fully, blocked by the new rain gutter; Building 30 Exterior - Excessive rust at the north eaves at Rooms 34-35, excessive peeling paint at Room 32 north eaves; Building 50/60 Exterior - Contrasting stripe is missing from exterior stairs
External		X		Exterior Amphitheatre, Cafeteria Exterior - Contrasting stripe missing/faded from the stairs; Classroom 20 - The south exit door sticks and must be forced open; Building 40 Exterior - Termite/rot damage at the north windows of Room 41; Building 70 Girls' RR, Building 70 Boys' RR - The exit door lock is broken and will not open from the inside; Gym West Corridor - Exit sign above door is falling from its mount, hanging by wires

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		X		
<i>Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

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.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	6.71	5.38	3.24
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	3.24	0.00
Female	3.27	0.00
Male	6.75	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	3.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.66	0.00
White	2.73	0.00
English Learners	4.48	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	4.76	0.00
Students with Disabilities	8.05	0.00
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.		

Chronic Absenteeism by Student Group

2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	958	950	140	14.7
Female	489	484	69	14.3
Male	469	466	71	15.2
American Indian or Alaska Native	--	--	--	--
Asian	31	31	1	3.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	379	377	51	13.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	53	6	11.3
White	476	471	77	16.3
English Learners	67	67	8	11.9
Foster Youth	--	--	--	--
Homeless	22	22	8	36.4
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	462	459	86	18.7
Students with Disabilities	149	145	30	20.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Cabrillo Middle School for the 2024-25 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."

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

Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	19	15	4	10
Math	27	4	14	1
Science	30	2	8	7
Social Science	33		7	8
Subject	2023-24			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	21	15	4	11
Math	30	3	5	10
Science	33	1	3	12
Social Science	30	2	4	11
Subject	2024-25			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	22	12	5	12
Math	30	6	6	10
Science	30	4	7	10
Social Science	38		6	12

**Number of classes indicates how many classes fall into each size category (a range of total students per class).*

****"Other" category, if applicable, is for multi-grade level classes.*

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 2023-24, 2024-25, and 2025-26 school years, the teachers at Cabrillo Middle School had the opportunity to participate in districtwide staff development training focused on:

2023-24 Trainings:

- Trauma Informed Practices
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

2024-25 Trainings:

- District Assessments
- Trauma Informed Practices
- Multi-Tiered System of Supports (MTSS)
- Department Level Collaboration
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

2025-26 Trainings:

- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Co-Teaching
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/Progress Monitoring English Learners with Disabilities
- Ed Tech Trainings (Canvas, etc.)
- Designated ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation
- COGAT Identification Protocols for GATE Identification

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 2024-25 school year, Cabrillo Middle School's staff development activities concentrated on:

- Anti-Bullying
- CAASPP Assessments
- Career Technical Education (CTE)
- English Language Arts (ELA)
- Math & Social Science
- Multi-Tiered Systems of Support (MTSS)
- Restorative Justice
- Professional Learning Communities
- Technology Training
- Universal Design for Learning (UDL)

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

site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

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

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

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 September 24, 2024, 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 #24-17 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

Counseling & Support Staff

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

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2019	McGraw Hill Education: <i>StudySync</i>	Yes	0%
2019	Houghton Mifflin: <i>Read 180</i>	Yes	0%
2017	Houghton Mifflin Harcourt: <i>The Real Book</i>	Yes	0%
History-Social Science			
2022	TCI: <i>History Alive! The Ancient World</i>	Yes	0%
2022	TCI: <i>History Alive! The Medieval World and Beyond</i>	Yes	0%
2022	TCI: <i>History Alive! The United States through Industrialism</i>	Yes	0%
Mathematics			
2016	McGraw Hill Education: <i>California Math, Course 1, 2 & 3 (Volumes 1 & 2)</i>	Yes	0%
2016	CPM: <i>Core Connections, Course 1, 2 & 3</i>	Yes	0%
Science			
2020	McGraw Hill: <i>California Inspire Science</i>	Yes	0%

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselors	2	2.0
Psychologist	1	1.0
Speech & Language Pathologist	1	0.6
School Nurse	1	0.4
Occupational Therapist	1	As Needed
Health Technician	1	0.7
Note: 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.

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	21.1	1.6	2	5.1	1.9	31.9
School %	66.31	5.23	6.39	16.03	5.98	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	17.0	0.9	3.4	5.2	2.5	29.2
School %	58.3	3.12	11.67	18.04	8.76	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	18.8	1.0	0.1	5.9	2.7	28.7
School %	6.67	3.48	0.56	20.66	9.57	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	1.8	1.0
Misassignments	0.1	1.5	1.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.1	3.4	2.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.6	0.6
Local Assignment Options	5.9	4.6	4.5
Total Out-of-Field Teachers	5.9	5.2	5.1

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	6.4	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries		
2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$57,712	\$62,783
Mid-Range Teacher Salary	\$83,105	\$97,783
Highest Teacher Salary	\$115,107	\$128,020
Superintendent Salary	\$283,083	\$313,465
Average Principal Salaries:		
Elementary School	\$144,454	\$160,224
Middle School	\$158,093	\$166,992
High School	\$164,183	\$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of \$19,098 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Antibias Education Grant
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- LCFF Equity Multiplier
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries

2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,732	N/A	N/A	N/A	N/A
Restricted	\$2,025	N/A	N/A	N/A	N/A
Unrestricted	\$4,707	\$6,125	76.8%	\$11,146	42.2%
Avg Teacher Salary	\$92,549	\$92,704	99.8%	\$103,743	89.2%

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

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 November 2025.