Ventura Unified School District

School Plan for Student Achievement



Cabrillo Middle School

56 72652 6060388

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Ventura Unified SCHOOL DISTRICT

Fiscal Year 2026-2027

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Cabrillo Middle School — School Plan for Student Achievement Fiscal Year 2026-2027

The School Plan for Student Achievement 1
School Site Council Membership 2
English Language Advisory Council (ELAC) Membership 3
Recommendations and Assurances 4
District information 5
- District Profile 5
- District Promise 5
- District Pillars 5
- District Vision 6
- District Mission 6
- District Governing Principles 6

School Information 2
- School Profile 2
- School Vision 2
- School Mission 2
- Student Enrollment by Ethnicity – 2024-2025 3
- Student Enrollment by Grade – 2024-2025 3
- Student Enrollment by Student Group – 2024-2025 4
- Comprehensive Needs Assessment 4
- Bully Prevention, Violence Prevention, and Substance Abuse Curricula 4

School Plan for Student Achievement 6
Budget 15
2026-2027 Centralized Support for Planned Improvements in Student Performance 16
- VUSD - Program Support Goals 16

References 18
- CAASPP – Grade 6 English Language Arts/Literacy & Mathematics 2024-2025 18
- CAASPP – Grade 7 English Language Arts/Literacy & Mathematics 2024-2025 19
- CAASPP – Grade 8 English Language Arts/Literacy & Mathematics 2024-2025 20
- VUSD - Parent Involvement Policy 21
- Professional Development Plan 23
- School Accountability Report Card 24
- School Site Council Bylaws 38

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:

Dr. Lars Nygren, Principal
Cabrillo Middle School
1426 East Santa Clara Street
Ventura, CA 93001
(805) 641-5155
lars.nygren@venturausd.org

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2025-2026 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified / Other Staff	Parent or Community Member	Student
Dr. Lars Nygren	X				
Lauren Lanski		X			
Matt Haines		X			
Jamie Coates		X			
Leah Murphy			X		
Carol Mechanick				X	
Marianne McGrath				X	
Abigail Morris					X
Ryder Pidduck					X
Samantha Holden					X
Number of members in each category	1	3	1	2	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
Lars Nygren	X				
Vanessa Oy				X	
Mayra Garcia				X	
Catarina Castaneda				X	
Ofelia Rodriguez				X	
Araceli Martinez				X	
Dulce Garnica				X	
Kathy Rodriguez				X	
Jesus Ruesga				X	
Rosa Ruela				X	
Sixto Ineira				X	
Gustavo Salazar				X	
Number of members in each category	1			11	

(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

Cady Donick

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: 1/22/2026.

Attested:

Dr. Lars Nygren, Principal — Date: 1/22/26

SSC Chairperson — Date: 1/22/26

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 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, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2024-2025 school year, Ventura Unified School District served 14.379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% 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 2024-2025 school year, Cabrillo Middle School served 936 students in grades 6-8. Student enrollment included 14.2% students with disabilities, 6.9% English learners, 46.9% socioeconomically disadvantaged, 0.1% foster youth, and 1.4% 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

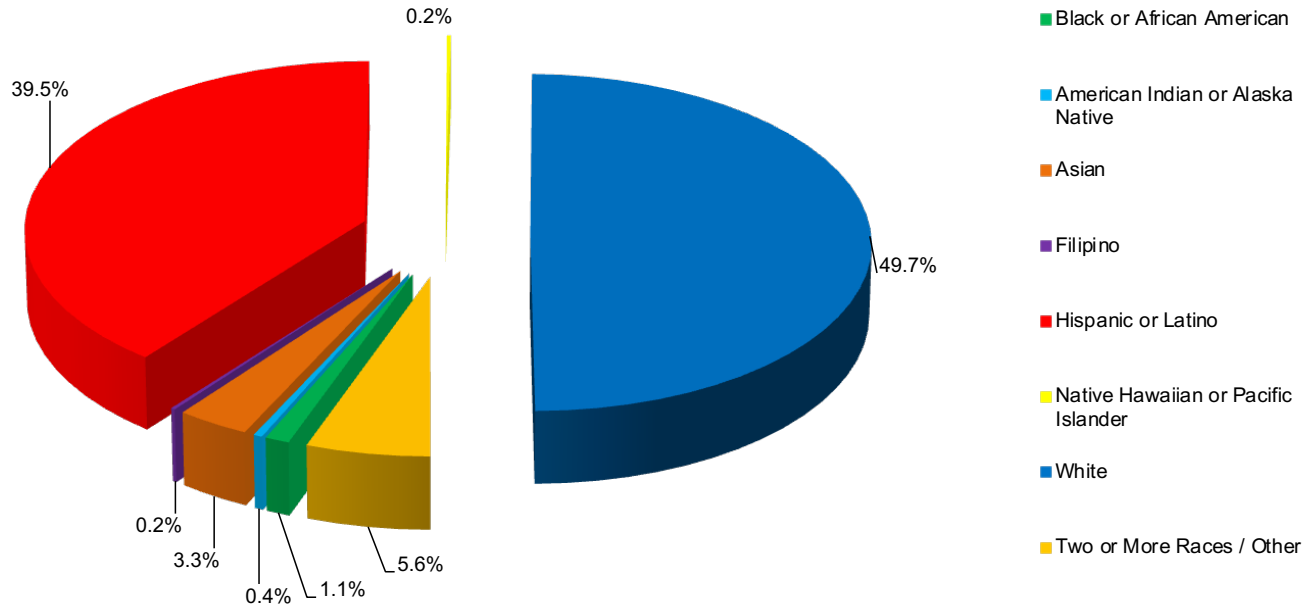
Cabrillo students, staff, families, and community are committed to creating a climate wherein students are respectful of and care about others; choose the best path of action, both academically and socially; and acquire the intellectual and technological skills needed to ensure continued personal and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

School Mission

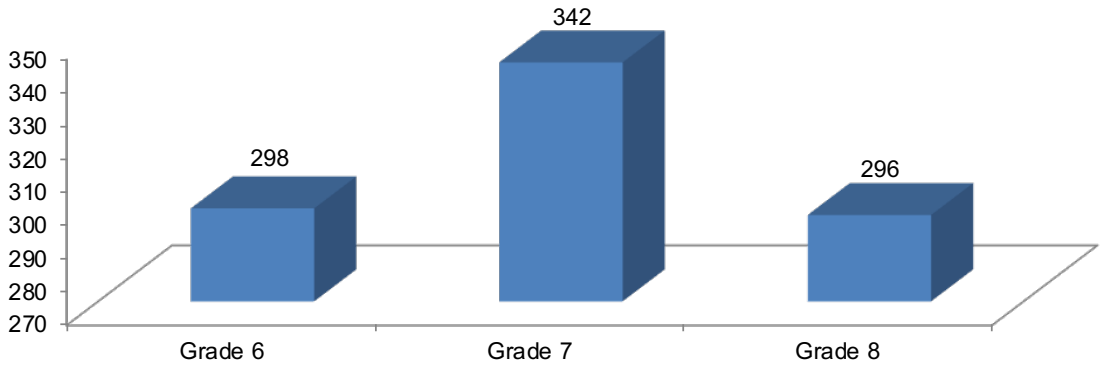
The Cabrillo faculty is dedicated to establishing and maintaining a positive and productive learning environment. The staff values and appreciates working in partnership with our families to facilitate our school mission.

- 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.

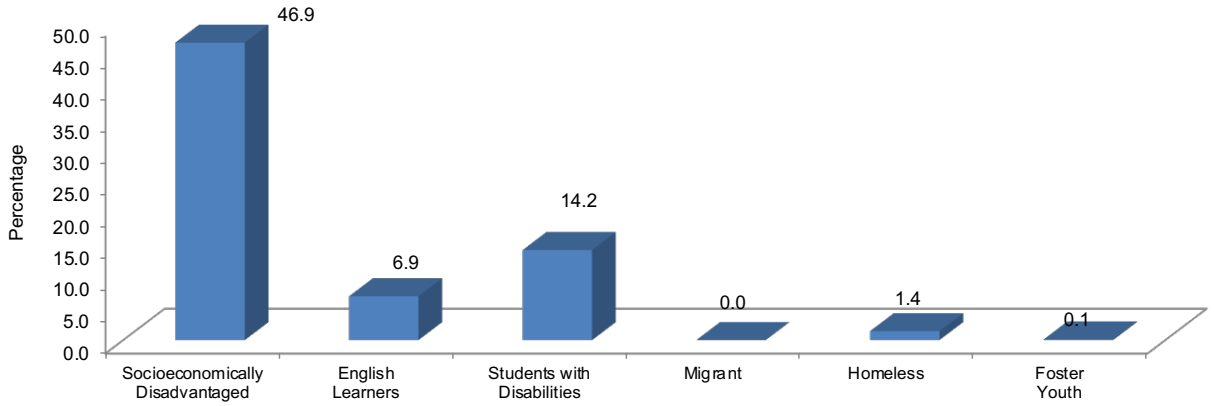
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



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.

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.

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.
- **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**

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**	**1/22/2026**	

Plan Description

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

Cabrillo's School Plan has three areas of focus: Increase student achievement, a positive and safe learning environment, 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.

Educational Partner Involvement

How, when, and with whom did your 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:
ELAC	1/13/2026
School Site Council	1/22/2026
Leadership Team	1/18/2026

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Cabrillo Middle School has analyzed dashboard and local data to determine areas of significant needs. As a result of this, we have identified several areas where significant improvement must take place. The areas are: Academic performance of students with disabilities in both Mathematics and English Language Arts (ELA), Long-Term English Learners in both ELA and mathematics. Hispanic students in ELA, and Long-Term English Learners in both ELA and mathematics.

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/Activities, and Expenditures

Goal 1:

Increase student achievement for all students while decreasing performance gaps.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of **California Dashboard metrics** and local data, Cabrillo Middle School has identified key areas requiring significant improvement. The data highlights **performance gaps among specific student groups**, particularly in **Mathematics and English Language Arts (ELA)**. The most critical areas include:

Students with Disabilities (SWD): Low proficiency rates in both ELA and mathematics.
Long-Term English Learners (LTELs): Underperformance in both ELA and mathematics.
Hispanic Students: Performance gaps in ELA compared to other student groups.

To address these challenges, Cabrillo Middle School has implemented **targeted interventions**, professional development for teachers, and enhanced instructional strategies designed to **support struggling student groups and close achievement gaps.**

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP All Students	56% Met or Exceeded Standard	61% Met or Exceeded
Math CAASPP All Students	47% Met or Exceeded Standard	52% Met or Exceeded
ELA CAASPP Hispanic	43% Met or Exceeded Standard	48% Met or Exceeded
Math CAASPP Hispanic	32% Met or Exceeded Standard	37% Met or Exceeded
Math CAASPP LTEL	0% Met or Exceeded Standard	5% Met or Exceeded
ELA CAASPP LTEL	0% Met or Exceeded Standard	5% Met or Exceeded
Math CAASPP SWD	10% Met or Exceeded Standard	15% Met or Exceeded
ELA CAASPP SWD	18% Met or Exceeded Standard	23% Met or Exceeded

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1. PLC Training	Professional development for teachers to collaborate, analyze student data, develop common assessments, and align instruction to DOK levels.	All students, Hispanic students, LTELs, SWD	PD materials, facilitator fees, teacher release time for collaboration $30,350	LCAP Supplemental
2. RTI Training	Training on RTI framework, use of formative assessments, and implementation of tiered interventions for struggling students.	All students, Hispanic students, LTELs, SWD	PD materials, RTI software, teacher training stipends $30,350	LCAP Supplemental
3. Math Coaching	Math instructional coaching for teachers to improve lesson delivery, differentiation, and student engagement strategies.	All students, Hispanic students, LTELs, SWD	Math coach salary, substitute teacher costs for teacher release time $35,000	LCAP & Supplemental
4. Tier 3 Reading Intervention	Intensive small-group instruction for students significantly below grade level in reading, focusing on foundational skills, comprehension, and fluency.	SWD, LTELs, Hispanic students	Intervention teacher salary, instructional materials $68,000	LCAP & Supplemental
5. Tier 2 ELA and Math Intervention	Targeted instructional support for struggling students during the school day using evidence-based intervention programs.	All students, Hispanic students, LTELs, SWD	Additional intervention teacher time, online intervention programs, instructional resources $18,000	LCAP & Site
6. ELD	Implement an ELD class that provides targeted language instruction to support English learners and long-term English learners in developing academic English. This support improves access to core curriculum and helps close achievement gaps.	English Learners & LTELs	Two sections of ELD $40,000	LCAP, Supplemental
7. Online Subscriptions	Purchase online subscriptions for classroom instructional use	All Students	$30,000	Lottery
8. Instructional supplies	Provide teachers with instructional materials for the classroom	All Students	$29,000	Lottery

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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.

An analysis of how this goal was carried out in the previous year.
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies implemented during the previous year were **effective in improving overall student achievement and reducing gaps for some groups**, but **limited progress for LTELs and SWD highlights the need for more targeted, specialized, and sustained interventions**. This analysis supports continued refinement of instructional practices, expanded progress monitoring, and enhanced support structures to ensure equitable access to learning and improved outcomes for all students.

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

During the 2025–2026 school year, strategies were largely implemented as planned; however, staffing shortages and scheduling constraints impacted the consistency and timing of some interventions and professional development. In particular, limited availability of intervention staff and substitute coverage reduced the amount of instructional time and collaboration originally intended. As a result, some supports were implemented later or with less frequency than planned. Despite these challenges, expenditures remained aligned to the goal, and funds were used to support instructional improvement and targeted student interventions.

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

As a result of this analysis, Cabrillo Middle School will continue to prioritize funding and targeted supports for Long-Term English Learners, Hispanic students, and students struggling in mathematics and reading, as outlined in the SPSA strategies and expenditure tables. To improve effectiveness, adjustments will be made to ensure intervention personnel are hired and in place at the beginning of the school year rather than later in the year, allowing for earlier and more sustained support. Funds have been set aside specifically to support staffing and timely implementation of interventions. These changes are reflected in the updated strategies, timelines, and budget allocations within the Goal 1 section of the SPSA.

Goal 2:

Provide a positive, safe, and secure learning environment for all staff and students.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Using data from local needs assessments and surveys, we have identified key areas for improvement. Reports indicate that biased, racial, and derogatory language has been used on campus. Additionally, our facilities have been identified as needing repairs, with both staff and students expressing concerns about their safety.

To address these issues, we have allocated funds to host a schoolwide assembly featuring a guest speaker who focused on promoting inclusive, anti-bias, and anti-racist language. We have dedicated resources and staffing to create an anti-bias/anti-racism (ABAR) committee on our campus that is composed of students and staff to address issues on our campus.

To ensure a smooth transition for incoming sixth graders, Cabrillo Middle School again will host a guided tour led by WEB (Where Everybody Belongs) and Leadership students. This initiative creates a welcoming environment where **all** new students feel supported and connected from the start. Having current students serve as mentors fosters a culture of care and **inclusivity**, reinforcing a sense of belonging. Building this bridge between elementary and middle school helps ease anxiety, boost confidence, and familiarize students with our campus, staff, and expectations before their first day. It also strengthens peer connections, allowing new students to establish relationships early on, which can positively impact their social and academic success. By making this transition more welcoming, we cultivate a positive school **culture** and **climate** that supports student well-being and sets the foundation for a successful middle school experience.

Facility issues and repairs are ongoing, and work orders have been submitted to address ongoing safety concerns. Furthermore, we are investing in restroom renovations to ensure they are fully functional and accessible to students. Additionally, lack of seating and tables for eating have been a concern of both students and parents at our site. Finally, our parking lot has experienced safety hazards such as falls, speeding cars, and cars entering crosswalk zones.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Safe School Needs Assessment	Areas of need: Improve safety of school grounds, Improve safety of classrooms promote drug free school, promote acceptance of diversity	Survey will show growth in all areas of need
School Satisfaction Survey Administration	Satisfied w/ Environment: 210 Students 35%-S, 47%-Neutral, 16% NS Satisfied, Neutral, Not Satisfied	+5% Increase in satisfaction
Attendance Incoming Sixth Grade WEB & Leadership	95% of all incoming sixth grade students from boundary elementary schools	100% attendance from boundary schools
Facility Reports & Work Order Completion	Review completion rate at EOY	100% Completion Rate
Digital Hall Pass Records	No baseline data—system not yet Implemented	Fully implemented
Improve Parking Lot Safety	All curbs & crosswalks painted, crossing guard established.	100% Projects Completed

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	ABAR Assembly	All Students	Speaker fees, materials, setup costs $3,000	Supplemental
2	Incoming Sixth Grade Tours	Incoming 6th Grade	supplies, transportation $3,500	LCAP
3	Work Order Tracking & Completion Rate			NA
4	School wide ABAR & school announcements via digital signage	All Students and Staff	Design content, subscription, equipment upkeep $6,500	Site
5	Use crowd control and gates to maneuver students in the lunch area	All Students	Gates, stanchions, staff supervision $1,500	Site & LCAP
6	Digital hall pass monitoring system	All Students and Staff	Tablets, software licenses, infrastructure $5,000	Lottery
7	Paint curbs & crosswalks, provide supervision	All Students and Families	Paint, signage, hourly supervision, materials $8,000	Supplemental
8	Provide library with funds to purchase additional books for student and classroom use	All Students	Books $4,000	Lottery
9	Provide training for student support staff (counselors, school psychologist, etc.)	All Students	$5,000	Supplemental

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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.

An analysis of how this goal was carried out in the previous year.

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

In the previous year, this goal was effectively carried out. We focused on safety, climate, and transition strategies that directly supported student well-being and campus facilities. Physical safety improvements were implemented by painting all parking lot wheel stops safety yellow, adding morning crosswalk supervision, and installing ADA approved drainage grates along main paths of travel, resulting in safer and more accessible movement across campus. School climate efforts were strengthened through an ABAR assembly featuring a guest speaker who addressed bias, inclusion, and positive school culture. To support a successful transition to middle school, Cabrillo organized a comprehensive incoming sixth grade orientation for all boundary elementary schools, which was well received by students, families, and staff. In addition, the purchase and implementation of the MINGA digital hall pass system improved student accountability and campus safety during the school day. Collectively, these strategies were implemented as planned and proved effective in advancing a safer, more welcoming, and more supportive school environment.

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

There were a few differences between the intended implementation and the actual budgeted expenditures for this goal. Due to the fact that not all digital monitors were installed across campus, funds allocated for digital signage services remained unspent, as the system could not be fully implemented as planned to provide consistent messaging to students and staff. In addition, while student supervision and organization were addressed through other measures, the need for physical crowd barriers to better direct student lines during lunch became more apparent over the course of the year. These barriers were not initially purchased but have since been identified as a necessary expenditure to improve organization, safety, and efficiency during high traffic periods. Overall, while the core goals were met, these adjustments highlight areas for refinement and future allocation to ensure full implementation of the planned strategies

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

As a result of this analysis, the goal will remain intact, but several strategies and implementation components will be refined to strengthen outcomes. In the coming year, funds will be reallocated to complete the installation and activation of campus digital monitors so that digital signage can be fully implemented to deliver consistent safety, climate, and informational messaging to students and staff. In addition, crowd control barriers will be added as a formal strategy to improve student organization and supervision during lunch transitions. Metrics will be expanded to include observation data related to student flow, supervision efficiency, and campus safety during high traffic periods, as well as continued stakeholder feedback. These updates and refinements are reflected in the SPSA under the actions and services section aligned to the school climate and safety goal, including revised expenditures, timelines, and implementation notes.

Goal 3:

Increase parent and community involvement.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Cabrillo Middle School recognizes the need to strengthen parent-teacher conference participation by making them accessible to all families. Currently, conferences have primarily been attended by parents of students with D or F grades. To foster greater involvement, we will open conferences to all parents, ensuring every family has the opportunity to connect with teachers, discuss student progress, and collaborate on academic support strategies.

Another key area of need is creating more opportunities for community engagement. To address this, we will host an end-of-year Open House, welcoming both current and prospective families. This event will celebrate student achievements, showcase academic programs, and bring our school community together. By expanding parent-teacher conferences and hosting inclusive events, we aim to build stronger partnerships between families, staff, and the broader school community.

We will extend our outreach to parents by focusing on more informational nights that will provide relevant information about the challenges that middle school students face today. Such information nights may include cyberbullying, fifth to sixth grade transition night, and coffee with an administrator.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Conference Attendance	300 parents 9/2025	400
Open House Attendance	No baseline data available	500
Sixth Grade Parent Information Night Attendance	200 parents in attendance	250
Coffee with Administration Attendance	9 parents 9/10/2024	60

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Parent-Teacher Conferences	All Students	Software $250	Site
2	Open House Participation	All Students	Supplies & Materials $250	Site
3	Coffee with Administration	Parents	Supplies & Materials $150	PTO
4	Parent & Student Volunteers at CMS	All Students & Parents	Materials & Supplies $1,155	Site

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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.

An analysis of how this goal was carried out in the previous year.

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

In the previous year, Cabrillo Middle School made meaningful progress toward strengthening family engagement by implementing several key strategies aligned to this goal. Parent teacher conferences were expanded to be open to all families, shifting the focus from primarily supporting students with D or F grades to providing every parent the opportunity to connect with teachers, discuss student progress, and build collaborative academic support plans. This change increased accessibility and promoted more inclusive family participation. In addition, the school successfully hosted a well attended incoming sixth grade information night, which supported families during the transition to middle school and strengthened early connections between parents and staff. While plans for coffee with an administrator and additional parent information nights were not fully implemented, the overall execution of expanded conferences and transition focused outreach proved effective in increasing communication, engagement, and trust between families and the school community, laying a strong foundation for continued growth in family involvement.

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

There were minor differences between the intended implementation and the strategies carried out to meet this goal. While parent teacher conferences were successfully expanded to be open to all families and an incoming sixth grade information night was held with strong attendance, some planned outreach activities were not fully implemented. Specifically, coffee with an administrator and additional parent information nights were not held during the year. As a result, any funds or resources intended to support those activities were not fully utilized or were redirected to support other family engagement efforts. Despite these adjustments, the primary goal of increasing accessibility and strengthening family connections through expanded conferences and transition focused outreach was still largely achieved.

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

As a result of this analysis, the goal will be refined to ensure full implementation of the planned family and community engagement strategies. In the coming year, coffee with an administrator and parent information nights will be formally scheduled into the annual calendar to ensure consistent outreach and follow through. Annual outcomes and metrics will be adjusted to include participation data for these events, along with attendance rates at parent teacher conferences and feedback from families. Strategies will also emphasize proactive communication to reach a broader range of families beyond those traditionally engaged. These changes are reflected in the SPSA under the family engagement actions and services aligned to this goal, where updated activities, timelines, and measures of effectiveness are documented.

Budget

Budget Summary Table

Description	Amount ($)
Total Funds Provided to the School Through the ConApp	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$290,155.00

Overall total of funds included for this school: **$290,155.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation ($)
Title I 2025-2026 Carryover	$0.00
Title I 2026-2027 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 2026-2027 Allocation	$44,133.00
Supplemental Funds / LCAP 2026-2027 Allocation	$43,700.00
Restricted Lottery 2026-2027 Allocation	$65,730.00
PTO Funds 2026-2027	$150.00

Subtotal of state or local funds included for this school: **$153,713.00**
Total of federal, state, and/or local funds for this school: **$153,713.00**

2026-2027 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 & Mathematics 2024-2025

	English Language Arts/Literacy 2024-25						
	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	298	290	290	22.76%	31.38%	23.45%	22.41%
Male	141	135	135	17.78%	32.59%	20.00%	29.63%
Female	157	155	155	27.10%	30.32%	26.45%	16.13%
African American	4	4	4	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	7	7	7	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	132	130	130	15.38%	26.15%	28.46%	30.00%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	135	130	130	26.92%	34.62%	20.77%	17.69%
Two or More Races	17	16	16	31.25%	56.25%	6.25%	6.25%
Socioeconomically Disadvantaged	148	146	146	13.70%	28.77%	21.92%	35.62%
English Learners	19	19	19	0.00%	0.00%	21.05%	78.95%
Students with Disabilities	47	40	40	7.50%	10.00%	10.00%	72.50%
Migrant Education							
Homeless	6	6	6	*	*	*	*

	Mathematics 2024-25						
	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	298	288	287	31.01%	19.51%	25.78%	23.69%
Male	141	134	134	31.34%	20.15%	24.63%	23.88%
Female	157	154	153	30.72%	18.95%	26.80%	23.53%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	4	4	4	*	*	*	*
Asian	7	7	7	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	132	129	128	21.09%	13.28%	32.81%	32.81%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	135	129	129	35.66%	26.36%	20.93%	17.05%
Two or More Races	17	16	16	62.50%	18.75%	12.50%	6.25%
Socioeconomically Disadvantaged	148	145	144	20.83%	15.97%	29.17%	34.03%
English Learners	19	18	18	0.00%	0.00%	16.67%	83.33%
Students with Disabilities	47	39	39	7.69%	5.13%	10.26%	76.92%
Migrant Education							
Homeless	6	6	6	*	*	*	*

CAASPP – Grade 7 English Language Arts/Literacy & Mathematics 2024-2025

	English Language Arts/Literacy 2024-25						
	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	334	325	324	19.44%	39.20%	19.14%	22.22%
Male	165	158	157	17.20%	34.39%	22.93%	25.48%
Female	169	167	167	21.56%	43.71%	15.57%	19.16%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	11	11	11	18.18%	27.27%	27.27%	27.27%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	128	122	121	9.09%	38.02%	14.88%	38.02%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	167	166	166	27.71%	39.76%	20.48%	12.05%
Two or More Races	24	22	22	13.64%	54.55%	22.73%	9.09%
Socioeconomically Disadvantaged	156	151	150	8.67%	32.00%	20.00%	39.33%
English Learners	19	18	18	0.00%	5.56%	5.56%	88.89%
Students with Disabilities	41	34	34	2.94%	11.76%	17.65%	67.65%
Migrant Education							
Homeless	4	4	4	*	*	*	*

	Mathematics 2024-25						
	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	334	323	322	20.81%	22.36%	28.57%	28.26%
Male	165	156	156	22.44%	23.08%	25.00%	29.49%
Female	169	167	166	19.28%	21.69%	31.93%	27.11%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	11	11	11	18.18%	27.27%	27.27%	27.27%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	128	121	121	13.22%	19.01%	30.58%	37.19%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	167	165	164	28.66%	25.00%	28.66%	17.68%
Two or More Races	24	22	22	9.09%	18.18%	22.73%	50.00%
Socioeconomically Disadvantaged	156	150	150	9.33%	16.67%	26.67%	47.33%
English Learners	19	18	18	0.00%	0.00%	16.67%	83.33%
Students with Disabilities	41	32	32	3.13%	6.25%	28.13%	62.50%
Migrant Education							
Homeless	4	4	4	*	*	*	*

CAASPP – Grade 8 English Language Arts/Literacy & Mathematics 2024-2025

	English Language Arts/Literacy 2024-25						
	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	293	287	286	16.43%	38.11%	22.73%	22.73%
Male	149	147	146	17.12%	32.19%	23.29%	27.40%
Female	144	140	140	15.71%	44.29%	22.14%	17.86%
African American	4	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	13	13	13	46.15%	38.46%	7.69%	7.69%
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	109	108	107	7.48%	32.71%	26.17%	33.64%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	153	149	149	19.46%	42.28%	22.15%	16.11%
Two or More Races	12	12	12	33.33%	33.33%	16.67%	16.67%
Socioeconomically Disadvantaged	139	136	136	8.82%	32.35%	27.21%	31.62%
English Learners	12	11	11	0.00%	0.00%	0.00%	100.00%
Students with Disabilities	47	44	43	4.65%	16.28%	11.63%	67.44%
Migrant Education							
Homeless	9	9	9	*	*	*	*

	Mathematics 2024-25						
	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	293	284	284	28.87%	19.01%	21.13%	30.99%
Male	149	144	144	32.64%	13.19%	20.14%	34.03%
Female	144	140	140	25.00%	25.00%	22.14%	27.86%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	4	*	*	*	*	*	*
Asian	13	13	13	69.23%	15.38%	15.38%	0.00%
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	109	106	106	16.98%	15.09%	22.64%	45.28%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	153	148	148	33.11%	23.65%	20.27%	22.97%
Two or More Races	12	12	12	41.67%	8.33%	16.67%	33.33%
Socioeconomically Disadvantaged	139	136	136	20.59%	12.50%	22.06%	44.85%
English Learners	12	11	11	0.00%	0.00%	18.18%	81.82%
Students with Disabilities	47	42	42	4.76%	2.38%	11.90%	80.95%
Migrant Education							
Homeless	9	9	9	*	*	*	*

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

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

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

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

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

VUSD Board Policy 6020, USC Title 20

Professional Development Plan

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

During the 2026-2027 school year, teachers at Cabrillo Middle School will participate in the following trainings:

- Intruder and Earthquakes
- MTSS Academic Tiered Supports
- Differentiation in Heterogeneous Classrooms
- Tier 1 and Tier 2 Instructional Clarity
- Common Formative Assessment Design
- PLC Assessment Cycle
- Standards Alignment & Essential Standards Calibration
- Writing Across the Curriculum
- CAASPP Data Analysis
- Depth of Knowledge

School Accountability Report Card

2024-25 School Accountability

Report Card

Published January 2026

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

James Forsythe
Shannon Trani Fredericks
Sabrena Rodriguez
Dr. Jerry Dannenberg
Calvin Peterson

District Administration

Dr. Antonio Castro
Superintendent

Dr. Greg Bayless
Assistant Superintendent
Educational Services

Ms. Gina Wolowicz
Assistant Superintendent
Human Resources

Dr. Ahsan Mirza
Assistant Superintendent
Business Services

Ventura Unified School District

255 West Stanley Avenue, Suite 100
Ventura, California 93001
(805) 641-5000
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Ventura Unified
SCHOOL DISTRICT

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 appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

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

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

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Parent Involvement

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

Opportunities to Volunteer
- Chaperone Field Trips
- Fundraising
- Library Assistance
- Intramural Sports
- School Clubs
- School Garden
- Art Support
- Woodshop Support

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

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

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
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.					

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%
Note: The administration of the PFT requires only participation results for these five fitness areas. *To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*					

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 time 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 cereamic 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		

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.

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				
	2022-23			
Subject	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
	2023-24			
English	21	15	4	11
Math	30	3	5	10
Science	33	1	3	12
Social Science	30	2	4	11
	2024-25			
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 SARCs 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: *StudySync*	Yes	0%
2019	Houghton Mifflin: *Read 180*	Yes	0%
2017	Houghton Mifflin Harcourt: *The Real Book*	Yes	0%
History-Social Science			
2022	TCI: *History Alive! The Ancient World*	Yes	0%
2022	TCI: *History Alive! The Medieval World and Beyond*	Yes	0%
2022	TCI: *History Alive! The United States through Industrialism*	Yes	0%
Mathematics			
2016	McGraw Hill Education: *California Math, Course 1, 2 & 3 (Volumes 1 & 2)*	Yes	0%
2016	CPM: *Core Connections, Course 1, 2 & 3*	Yes	0%
Science			
2020	McGraw Hill: *California Inspire Science*	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
Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.			

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

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.

School Site Council Bylaws

Cabrillo Middle School
School Site Council (SSC) Bylaws

Article I - Preamble

VUSD elects to establish the below School Site Council (SSC) bylaws for all VUSD middle school sites to govern SSC functions and provide clarity of process, roles and duties. While these bylaws conform to the State of California Department of Education (CDE) SSC Operation Guide and other CDE guidance on SSCs, other than the bylaws that are *italicized & underlined*, they are not statutorily required by California Education Code, Federal Law or VUSD Board Policy. The district may alter these SSC bylaws at any time for the effective functioning of SSCs, for compliance with CDE and Federal guidance/requirements and to conform to the VUEA/VESPA collective bargaining agreements. SSCs may not change these bylaws or operate under other bylaws. On an annual basis and prior to the start of SPSA development for the upcoming year, VUSD will solicit recommendations from all VUSD SSCs for bylaw revisions.

Article II - Role of the School Site Council

The primary role of the SSC is to develop the Single Plan for Student Achievement (SPSA). At Title I school sites, the California Department of Education (CDE) requires SSCs to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development of the SPSA for recommendation to the board of education for final approval. VUSD's practice is that all schools, regardless of Title I status, develop SPSAs and establish SSCs. The SPSA must align with the district's LCAP content and process. The SSC also serves as the site's designated Safety Planning Committee and approves the annual Comprehensive School Safety Plan (CSSP) and votes on VUEA Article 27 and VESPA Article 42 Site-Based Decision Making proposals.

Article III - Membership

The members of the SSC represent the composition of the school's student population and notwithstanding the size of the school. The composition of the SSC must have an equal number of members between the school staff members and Parent/Community/Student members with a minimum of 10 members; five school staff members and five Parent/Community/Student members.

The discretion to establish a SSC larger than the minimum 10 members resides with the school site principal on a yearly basis. If in the pursuit of an SSC larger than 10 members, an equal number of staff vs. parents/community/student cannot be ensured or teachers remaining the numerical majority of staff cannot be maintained, the SSC must remain at the minimum size of 10.

A secondary school's SSC must include at least one parent/community member and one student in an SSC of minimum size (see table below). The school site Principal may decide to shift the membership of the SSC from one required student to more than one student: A) at a time when a Parent/Community member's two-year term is completed or B) by increasing the size of the SSC to above 10 while maintaining the required ratios.

Composition of VUSD Elementary SSCs with the required minimum of 10 members:

Role	Amount
School Staff Members: Principal or their designee	**1**
School Staff Members: Classroom teachers	**3**
School Staff Members:Classified Unit Member* **Note*: Per VESPA/District Contract Article 42	**1**
Parents/Community/Student* members **Note*: MUST include at least 1 student in Middle School	**5**
Total minimum membership	**10**

SSCs larger than 10 must maintain the required (see above paragraph) ratios. The discretion to establish a SSC larger than the minimum 10 members resides with the school site principal on an annual basis. Changes to the size of the SSC may only be implemented at the meeting when the development of the SPSA for the upcoming year is first discussed (typically in late winter/early spring of the current school year).

The SSC at a Middle school must be composed of both of the following two groups; school staff and parent/community/student members (EC Section 65000[c][1]):

School Group Members (Middle Schools):

- *The principal of the school or their designee;*
- *School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers* (Note: Must be a classified unit member)*; and*
- *Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][1][A]); and*

Parent/Community/Student Group Members:

- *Parents of students attending the school, or other members of the school community, selected by parents of students attending the school. The number of parent and/or community members selected must equal the number of the school staff members selected (EC Section 65000[c][1][B]).*
- *Student members are selected by the students*

Annual SSC elections shall be held in August-September whenever practicable. A simple majority shall determine the outcome of the election. Only eligible members of each membership group shall vote for the group's SSC member(s) (e.g., teachers elect teacher members, students elect student members, etc.).

A term for elected SSC parent/community/student members and staff members is two years. There are no limits to the number of terms an eligible member can be elected to. Members' terms should, whenever possible, be staggered such that as closest to one-half of membership group's (e.g., Parent/Community/Student member and Staff Member groups) seats are up for election any given year.

Elected SSC parent/community members shall reside within the VUSD attendance boundary. If a member no longer resides within VUSD's boundaries or if their eligibility status changes to ineligible (e.g., an elected member teacher enrolls their child at that school), their membership on SSC shall be automatically terminated. A site principal may terminate the membership of any member from any category who does not attend three consecutive SSC meetings. Membership or the completion of a member's term on the SSC is not transferable by that member under any circumstances.

A member may resign anytime by submitting a written resignation to the SSC Chairperson. If membership on the SSC is terminated at any time for any reason prior to the finish of the two-year term, the school site Principal will appoint an interim member who is eligible and from the same required membership category (e.g., Classroom Teachers, Other School Personnel, Parents/Community Members) of the resigning member. That school site Principal-appointed member will serve as an interim SSC member for the duration of the vacating member's term, at which point the interim SSC member must be elected to a two-year term through the required election process.

For any SSC action/matter that requires a vote, each member shall be entitled to one vote.

SSC members must be present at the SSC meeting in which the vote is taking place for the vote to be counted. Absentee ballots or proxies shall not be permitted.

Training of all SSC members by the school site Principal, both new and returning, shall take place annually using the latest district-provided SSC training materials. The training shall be agendized annually at the first meeting where the discussion of the following year's SPSA is discussed. If a member resigns or is removed prior to serving the duration of their term and an interim member is installed, the interim member must be trained by the school site Principal using the latest district-provided SSC training materials.

Article IV - Officers

SSC offices are held by SSC members and shall be established by SSC member election annually. Any officer may be removed from office by a 2/3rds majority vote of all SSC members for failing to fulfill the duties of the office. The SSC offices and duties are as follows:

Chairperson Duties:
Presides over SSC meetings and is responsible for the council's effective completion of SSC meeting agendas including the provision of open and inclusive discussion of agenda items, ensuring members have sufficient data/materials required for each agenda item, and prepares the agenda with the school site Principal.

Vice-Chairperson Duties:
Supports the chairperson in the fulfillment of their duties and serves as Chair at a meeting when Chairperson is absent

Secretary Duties:
Maintains meeting minutes, distributes meeting minutes from prior meetings to all SSC members present at the beginning of a meeting, records actions and/or votes when applicable, collaborates with the school site Principal on communications about SSC business to staff and parents. Ensures all SSC meeting minutes are publicly available to all and upon specific request (see Greene Act requirements below)

Article V - Meetings

To the extent practicable, SSCs will meet at least five times each school year. Additional meetings may be called by the school site Principal. Prospective meeting dates for the year will be established at the beginning

of the school year and publicized in advance to all staff and parents. Any changes to established meeting dates, both cancellations/postponements and additional meetings, shall be communicated broadly and with as much advance notice as possible (see Greene Act requirements below).

SSC meetings shall be held at the school site campus whenever practicable.
Any meeting held by the SSC must follow the Greene Act requirements:

- *Posting the notice of meeting 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 must specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).*
    - ***Note**: Required notification of a VUSD SSC meeting shall occur both in a formal paper posting in the most visible location possible on campus for parent/community and electronic notification via school communication system (e.g., ParentSquare).*
- *Shall be open to the public and allow for any member of the public to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c][1]).*
    - ***Note**: the time on the SSC meeting agenda and the allowable duration of public comments at SSC meetings shall be determined by SSC consensus or SSC vote if necessary.*
- *Allowing for questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on students or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If the SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c][2]).*
- *Provide upon request any meeting materials to any member of the public pursuant to the California Public Records Act (EC Section 35147[d]).*

SSC meetings shall be conducted in accordance with rules of order established by CA Ed Code 35147(c).

SSCs may employ Robert's Rules of Order by consensus or vote (see #10 below in Article VI).

Article VI - Formal SSC Votes

The presence of a numerical majority of SSC members (i.e., 6 members in a minimum 10 person SSC, etc.) is required in order to constitute a quorum necessary for any official SSC vote.

Middle School SSC aye/nay votes shall be voice votes made publicly by each SSC member except for required votes on proposals related to VUEA/District Contract Article 27 and VESPA/District Article 42, which are by private/anonymous paper ballot and counted by the SSC chairperson.

School site Principals may seek SSC input on a range of school issues and administrative decisions. Formal votes by SSCs must/may occur only on the following items:

1. Required Vote: Approval* of the school's SPSA as recommended to the Board of Education
    a. *Note: SPSA must also be approved by site ELAC prior to being recommended to the board
2. Required Vote: Approval of the CSSP as recommended to the Board of Education
3. Required Vote: District-approved VUEA/District Article 27 and VESPA/District Article 42 collective bargaining agreement Site-Based Decision Making proposals
4. Required Vote: Election of SSC officers
5. Required Vote: Removal of SSC officers
6. Required Vote: Approval of the Parent-School Compact
7. Allowable Vote: Approval of agenda items for SSC meetings
8. Allowable Vote: Approval of the timing of when/at what SSC meetings a vote will occur so long as district-established timelines are observed
9. Allowable Vote: The length and manner of permissible public comments at SSC meetings (see Greene Act requirements above)
10. Allowable Vote: Annual recommendation to the district of SSC bylaw revisions
11. Allowable Vote: Establishing Robert's Rules of Order for SSC meetings