

# 2018-19 School Accountability Report Card

Published January 2020



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

DR. LORELLE DAWES, PRINCIPAL  
GRADES 6-8

## PRINCIPAL'S MESSAGE

Cabrillo Middle School is an outstanding school that celebrates our notable achievements as we work "for the future of every student." We have some of the strongest core instruction and most exemplary elective programs in California.

Cabrillo's historic campus is situated on a rise overlooking the Pacific Ocean. There has been a school on this 18-acre site since 1911, but most of the present day campus was constructed in the 1950s. We are privileged to teach and nurture 6th, 7th, and 8th grade students who live as far west as La Conchita, east to Clearpoint, up to the hills, and down to the Ventura coast, as well as many intra- and inter-district transfer students.

In keeping with our district's mission and promise, we continuously strive to make Cabrillo a safe, healthy, and high-performing school. Additionally, we are acutely aware that the needs of middle-school-age children are different than those of elementary or high school students. Because of the many physical, cognitive and psychosocial changes occurring in pre-adolescents, we believe that social emotional intelligence and well-being are crucial to academic success. When we speak of creating a safe campus, we must provide an environment that is physically safe as well as emotionally safe. Our school promotes health by not only providing nutritious meals, but by offering a wide array of clubs, councils, mentoring programs, intramurals, and after-school sports, which encourage school and peer connectedness. When we speak of

creating a high-performing school, we consider student achievement as well as student engagement in learning. The programs and activities at Cabrillo are designed around this understanding and promote the academic success and social/emotional development of our middle-school-age students.

## 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

SABRENA RODRIGUEZ  
JACKIE MORAN  
MATTHEW ALMARAZ  
DR. JERRY DANNENBERG  
VELMA LOMAX

## District Administration

DR. ROGER RICE  
SUPERINTENDENT

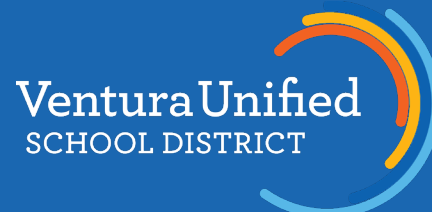
DR. DANIELLE CORTES  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

DR. JEFF DAVIS  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

BETSY GEORGE  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

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## Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

## Cabrillo Middle School

Cabrillo Middle School serves students in grades six through eight following a traditional calendar. At the beginning of the 2018-19 school year, 914 students were enrolled, including 9.2% in special education, 8.5% qualifying for English Language Learner support, 7.2% homeless, 0.5% foster youth, and 45.1% qualifying for free or reduced price lunch. The school's programs are tailored to meet the needs of students in their transitional years from the self-contained classroom environment of an elementary school to the departmentalized program of high school.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.2%	Grade 6	297
American Indian or Alaskan Native	0.2%	Grade 7	307
Asian	2.8%	Grade 8	310
Filipino	1.1%		
Hawaiian or Pacific Islander	0.3%		
Hispanic or Latino	36.0%		
White	53.2%		
Two or More Races	5.1%		
Socioeconomically Disadvantaged	45.1%		
English Learners	8.5%		
Students with Disabilities	9.2%		
Homeless	7.2%		
Foster Youth	0.5%		
		Total Enrollment	914

## 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 following components of this SARC address some of the priorities identified in the District's LCAP:

### State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

### State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

### State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

### State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- 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 alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).
- 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 education sequences or programs of study.
- 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 education sequences or programs of study.

The SARC provides the following information relevant to the State priority:

### State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

### State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

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

### State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

### State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education

## PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through Edulink, school newsletters, the school website, flyers, letters, and weekly bulletins. Contact the school office at (805) 641-5155 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

- Chaperone Field Trips
- Copy Cats
- Fundraising
- Library Assistance
- Tutoring
- Sixth Grade Team-Building Activities
- Intramural Sports
- Office Projects
- School Clubs
- School Garden

### Committees

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

### School Activities

- Back to School Night
- Cabrillo Showcase
- Digital Citizenship Nights
- Student Performances
- Parent Conference Night
- Anti-Bullying Workshops
- Drug Alcohol Tobacco Education Workshops
- Parent Academic Workshops
- Family History Night
- Parent Skills Workshops

# STUDENT ACHIEVEMENT

## Physical Fitness

In the spring of each year, Cabrillo Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

California Physical Fitness Test Results 2018-19			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	8.2%	31.1%	51.1%

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

## California Assessment of Student Performance and Progress (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/](http://www.cde.ca.gov/ta/tg/ca/).

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Cabrillo		VUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	Cabrillo		VUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	66	64	54	55	50	50
Mathematics	54	51	42	44	38	39

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2018-19										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	915	871	95.19%	4.81%	63.79%	917	862	94.00%	6.00%	51.10%
Male	427	413	96.72%	3.28%	58.74%	428	408	95.33%	4.67%	50.98%
Female	488	458	93.85%	6.15%	68.34%	489	454	92.84%	7.16%	51.21%
African American	12	11	91.67%	8.33%	63.64%	12	11	91.67%	8.33%	27.27%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	25	25	100.00%	0.00%	80.00%	25	24	96.00%	4.00%	75.00%
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	329	312	94.83%	5.17%	44.87%	330	310	93.94%	6.06%	34.30%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
White	487	462	94.87%	5.13%	74.40%	488	457	93.65%	6.35%	61.05%
Two or More Races	48	47	97.92%	2.08%	76.60%	48	46	95.83%	4.17%	60.87%
Socioeconomically Disadvantaged	421	396	94.06%	5.94%	47.32%	422	391	92.65%	7.35%	33.59%
English Learners	109	104	95.41%	4.59%	30.77%	110	104	94.55%	5.45%	22.12%
Students with Disabilities	97	89	91.75%	8.25%	7.87%	99	86	86.87%	13.13%	5.81%
Foster Youth	11	9	81.82%	18.18%	33.33%	11	9	81.82%	18.18%	11.11%

Note: ELA & Mathematics test results include the Smarter Balanced 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 CAAs divided by the total number of students who participated in both assessments.

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

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

# SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Cabrillo Middle School's original facilities were built in 1931; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Campus repair and/or improvement projects for 2018-19 and 2019-20 include the following:

### 2018-19 Completed Projects:

- Interior painting where needed
- Installation of new projection and sound system in the cafeteria
- Replacement of ceiling tiles where needed

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 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
- Office Areas

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

Campus Description	
Year Built	1931
Acreage	18.4
Bldg. Square Footage	99302
	Quantity
# of Permanent Classrooms	42
# Portable Buildings	2
# of Restrooms (student use)	3 sets
Cafeteria/Multipurpose Room	1
Computer Labs	3
Gym with Locker Rooms	1
Library	1
Music Practice Rooms	3
Outdoor Amphitheater	1
Outdoor Classroom in Garden	1
Science Labs	5
Staff Lounges/Lunch Rooms	2
Teacher Work Room	2
Wood Shop	1

## 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 4, 2019. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Cabrillo Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated in November 2019. All school staff participate in school safety discussions at each faculty meeting; updates to the current plan were discussed at the November 2019 faculty meeting.

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.

Item Inspected	School Facility Good Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: September 4, 2019				
Systems	✓			
Interior Surfaces		✓		Classroom 5 - Wall surface in the practice rooms 4B & 5B is deteriorating; Shop/Music Corridor - Wall surface is deteriorated at the girl's RR door; Classroom 30 - The cabinet door is peeling; Building 50/60 1st Floor Corridor - Excessive peeling paint at room 55 door; Building 50/60 2nd Floor Corridor - Excessive peeling paint at south stairwell; Classroom 79 - Ceiling tiles missing and falling in multiple locations; Building 70 Interior Corridor - Broken and cracked VCT floor tile at north entrance and at door to classroom 72; Gym West Corridor - Plaster and paint peeling at the door into the gym
Cleanliness	✓			
Electrical	✓			Activity Room 101 - Light lens is missing
Restrooms/Fountains	✓			Boy's Locker Room - Right urinal is out of order
Safety	✓			Admin - Fire extinguisher is out of date in the teacher's lounge (7/11/18); Health Office - Fire extinguisher is out of date (7/11/16); Classroom 3 - Fire extinguisher is out of date at west door (7/11/18)
Structural	✓			Building 30 Exterior - Excessive rust at the north eaves at rooms 34-35; Relo 45-46 Exterior - Signs of rot at the east elevation of room 46 foundation, siding rotted at the south side of room 46
External	✓			
<b>Overall Summary of School Facility Good Repair Status</b>				
	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Overall Summary		✓		

### Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.



## Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, all administrators, the campus supervisor, and two teachers patrol the campus, entrance areas, and designated common areas. All administrators, the campus supervisor, and four teachers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the campus supervisor, two teachers and all administrators monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

## CLASSROOM ENVIRONMENT

### 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				
2016-17				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	26	8	4	13
Math	29	4	11	7
Science	32	1	6	12
Social Science	32	2	5	12
2017-18				
English	26	8	4	13
Math	29	4	9	8
Science	32	3	5	11
Social Science	33		6	12
2018-19				
English	22	15	5	11
Math	28	4	11	7
Science	28	3	9	9
Social Science	33	1	3	14

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

## Discipline & Climate for Learning

Cabrillo Middle School's discipline policies are based upon a schoolwide discipline plan, Restorative Justice, and CHAMPS positive behavior model, which are used as guides 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, an assistant principal visits each physical education class to reinforce the importance of following school rules and making responsible, respectful choices in behavior. Sixth grade students attend an assembly presented by school administrators; students are advised of the school's behavior expectations. Cabrillo Middle School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Cabrillo Middle School also employs the "Where Everybody Belongs" (WEB) mentorship program that aims to ensure that all incoming 6th graders have a smooth and welcoming transition to middle school. WEB is built on the belief that students can help each other to succeed. To accomplish this, students from the 8th grade class are trained to become WEB Leaders that will serve as positive role models and mentors to the incoming 6th grade class.

	Suspensions and Expulsions								
	Cabrillo			VUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	7.00%	5.40%	4.30%	5.00%	3.00%	2.70%	3.60%	3.50%	3.60%
Expulsions (%)	0.00%	0.00%	0.11%	0.02%	0.15%	0.05%	0.09%	0.08%	0.09%

## 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 2017-18, 2018-19 and 2019-20 school years, Cabrillo Middle School had the opportunity to participate in districtwide staff development training focused on:

- College & Career Readiness
- CPM Adoption Training
- History-Social Science Pilot Training
- Multi-Tiered Systems of Support (MTSS)
- MVP Math 3 Training
- Next Generation Science Standards Pilot/Adoption Training
- School Safety
- Social Emotional Learning (SEL)
- Special Education
- SSAE Secondary Math Grant – Cohort 1
- SSAE Secondary Math Grant – Cohort 2
- STEMScopes
- StudySync
- Technology Training
- Universal Design for Learning

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 2018-19 school year, Cabrillo Middle School's staff development activities concentrated on:

- Anti-Bullying
- Blue Heart Project
- CAASPP Assessments
- Career Technical Education (CTE)
- Common Core Standards
- English Language Arts Adoption
- Growth Mindset
- Multi-Tiered Systems of Support (MTSS)
- Restorative Justice
- Professional Learning Communities
- SBAC Exam
- 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.

Professional Development Days Three-Year Trend		
2017-18	2018-19	2019-20
2	2	2

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McGraw Hill Education: <i>Studysync</i>	0%
2017	Yes	Houghton Mifflin: <i>Read 180</i>	0%
Math			
2016	Yes	McGraw Hill Education: <i>California Math, Course 1, 2 &amp; 3 - Volumes 1 &amp; 2</i>	0%
2016	Yes	CPM: <i>Core Connections, Course 1, 2 &amp; 3</i>	0%
Science			
2008	No	Holt: <i>Earth Science</i>	0%
2008	No	Holt: <i>Life Science</i>	0%
2008	No	Holt: <i>Physical Science</i>	0%
Social Science			
2007	No	Glencoe/McGraw Hill: <i>Discovering Our Past, Ancient Civilization</i>	0%
2007	No	Glencoe/McGraw Hill: <i>Discovering Our Past, Medieval and Early Modern Times</i>	0%
2007	No	Glencoe/McGraw Hill: <i>Discovering Our Past, The American Journey to WWI</i>	0%

### Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2020-21 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials. History-Social Science curriculum is scheduled to be piloted in the 2020-2021 year with adoption and implementation for the 2021-2022 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On October 8, 2019, 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 #19-24 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 2019-20 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

### Teacher Assignment

During the 2018-19 school year, Cabrillo Middle School had 34 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials and Assignments					
	Cabrillo			VUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	39	38	36	753	721	713
Teachers with Full Credential	39	34	32	753	690	678
Teachers without Full Credential	0	4	0	0	31	0
Teaching Outside Subject Area (with full credential)	13	13	13	111	105	89
Misassignments of Teachers of English Learners	0	0	1	1	0	1
Total Teacher Misassignments*	0	0	1	1	1	2
Teacher Vacancies	0	0	0	4	3	4

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

### Counseling & Support Staff

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

Academic Counselors and Other Support Staff		
2018-19		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Health Technician	1	0.7
Occupational Therapist	As needed	
Psychologist	1	0.8
School Nurse	1	0.4
Speech & Language Pathologist	2	0.6
Average Number of Students per Academic Counselor		464

\*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.

## SARC DATA & INTERNET ACCESS

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Cabrillo Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### Public Internet Access Location

Parents may access Cabrillo Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Cabrillo Middle School is the E. P. Foster Library, a branch of Ventura County Library.

Address: 651 E. Main St., Ventura  
 Phone Number: (805) 648-2715  
 Website: [www.vencolib.org](http://www.vencolib.org)  
 Number of Computers Available: 26

# 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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

## Expenditures Per Student

For the 2017-18 school year, Ventura Unified School District spent an average of \$10,967 of total general funds to educate each student (based on 2017-18 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,841	51,374
Mid-Range Teacher Salary	67,452	80,151
Highest Teacher Salary	93,427	100,143
Average Principal Salaries:		
Elementary School	114,918	126,896
Middle School	120,595	133,668
High School	136,796	143,746
Superintendent Salary	222,000	245,810
Percentage of Budget For:		
Teacher Salaries	33	35
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2016-17					
Expenditures Per Pupil	Dollars Spent Per Student				
	Cabrillo	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,811	N/A	N/A	N/A	N/A
Restricted (Supplemental)	987	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,824	5,478	88.1%	7,125	67.7%
Average Teacher Salary	77,587	74,747	103.8%	79,665	97.4%

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IV
- Tobacco-Use Prevention Education

## 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 was acquired in November 2019 and the school facilities section was acquired in December 2019.