

2021-22 School Accountability Report Card

Published January 2023



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

COURTNEY JOHNSON, PRINCIPAL
GRADES 6-8

PRINCIPAL'S MESSAGE

Welcome to Cabrillo Middle School! I am very excited to join the outstanding Cabrillo community this year as its new principal.

Our campus is a historical one that still has an ocean view! There has been a school on our 18-acre site since 1911, but most of the present day campus was built in the 1950s. Our students come to us from as far west as La Conchita, east to Clearpoint, up to the hills, and down to the Ventura coast, as well as many intra- and inter-district transfer students.

We know that middle school is a time of transition that makes these three years unique from the elementary and high school experience. For that reason, Cabrillo faculty is committed to fostering a school culture that allows each of our students to thrive and excel academically, emotionally, and socially to ensure that their middle school tenure is a positive one. The foundation of success starts with close ties and open communication between school and home. Parent and guardian involvement is encouraged and welcomed, whether that be through being an active member of our PTO, a regular parent volunteer in our library or for school events, or regularly checking in with your student and their teachers about their progress in their classes.

Cabrillo is a high-performing school and feeling connected to school is crucial for student success. Cabrillo has ample opportunities for every student to find that connection in their academic classes as well as outside of the classroom. In addition to robust elective options in woodshop, digital media, art, leadership, and our award winning music program, we have a wide array of clubs that meet every week, a competitive robotics team, intramural and after school sports, and peer mentoring and support programs to encourage student engagement in the Cabrillo Community.

DISTRICT & SCHOOL DESCRIPTION

District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

Ventura Unified School District

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

Cabrillo Middle School

Cabrillo Middle School serves students in grades six through eight following a traditional calendar. At the beginning of the 2021-22 school year, 771 students were enrolled, including 11.9% in special education, 7.4%

Board of Education

SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
AMY (YAMAMOTO) CALLAHAN
JAMES FORSYTHE
CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

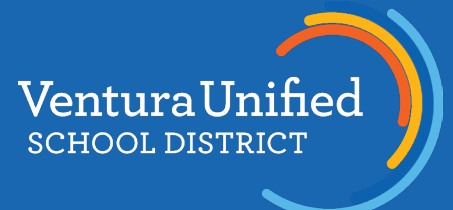
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VENTURA UNIFIED SCHOOL DISTRICT

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qualifying for English Language Learner support, 2.7% homeless, and 41.1% 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 2021-22 | | | |
|---|-----------------------|------------------|---------------|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Female | 49.5% | Grade 6 | 234 |
| Male | 50.1% | Grade 7 | 260 |
| Non-Binary | 0.4% | Grade 8 | 277 |
| American Indian or Alaskan Native | 0.4% | | |
| Asian | 3.4% | | |
| Black or African American | 0.8% | | |
| Filipino | 0.6% | | |
| Hispanic or Latino | 37.6% | | |
| Native Hawaiian or Pacific Islander | 0.5% | | |
| Two or More Races | 7.3% | | |
| White | 49.4% | | |
| English Learners | 7.4% | | |
| Foster Youth | 0.0% | | |
| Homeless | 2.7% | | |
| Migrant | 0.1% | | |
| Socioeconomically Disadvantaged | 41.1% | Total Enrollment | |
| Students with Disabilities | 11.9% | 771 | |

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement

standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

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

Opportunities to Volunteer

- Chaperone Field Trips
- Fundraising
- Library Assistance
- Intramural Sports
- School Clubs
- School Garden
- Woodshop Support

Committees

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

School Activities

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

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Cabrillo Middle School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

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

| California Physical Fitness Test Results | | | | | |
|--|------------------|----------------------------------|---|-----------------------------------|-------------|
| 2021-22 | | | | | |
| % of Students Tested | | | | | |
| | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor and Strength and Flexibility | Upper Body Strength and Endurance | Flexibility |
| Grade Level | | | | | |
| Seventh | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

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 Test Results in Science | | | | | |
|---|----------|-------|-------|-------|-------------|
| All Students | | | | | |
| Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | Cabrillo | | VUSD | | CA |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 21-22 |
| Science (Grades 5, 8, & 10) | 34.18 | 42.51 | 30.74 | 32.31 | 28.72 29.47 |

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2021-22

| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students Tested | 266 | 247 | 92.86 | 7.14 | 42.51 |
| Female | 130 | 122 | 93.85 | 6.15 | 36.07 |
| Male | 136 | 125 | 91.91 | 8.09 | 48.8 |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- |
| Asian | 12 | 12 | 100 | 0 | 66.67 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 83 | 81 | 97.59 | 2.41 | 30.86 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 14 | 12 | 85.71 | 14.29 | 58.33 |
| White | 148 | 135 | 91.22 | 8.78 | 48.15 |
| English Learners | 11 | 11 | 100 | 0 | 0 |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 114 | 106 | 92.98 | 7.02 | 25.47 |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | 30 | 27 | 90 | 10 | 11.11 |

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

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards

| | Cabrillo | | VUSD | | CA | |
|--------------------------------|----------|-------|-------|-------|-------|-------|
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| English-Language Arts/Literacy | N/A | 57 | N/A | 47 | N/A | 47 |
| Mathematics | N/A | 40 | N/A | 35 | N/A | 33 |

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

The "Percent Met and 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's divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) 2021-22

| | 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 | 764 | 723 | 94.63 | 5.37 | 57.12 | 765 | 719 | 93.99 | 6.01 | 40.33 |
| Female | 382 | 361 | 94.5 | 5.5 | 58.73 | 382 | 356 | 93.19 | 6.81 | 38.48 |
| Male | 381 | 361 | 94.75 | 5.25 | 55.68 | 382 | 362 | 94.76 | 5.24 | 42.27 |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 25 | 25 | 100 | 0 | 84 | 25 | 25 | 100 | 0 | 80 |
| Black or African American | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 282 | 269 | 95.39 | 4.61 | 41.64 | 283 | 265 | 93.64 | 6.36 | 23.77 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | 56 | 53 | 94.64 | 5.36 | 69.81 | 56 | 53 | 94.64 | 5.36 | 54.72 |
| White | 381 | 358 | 93.96 | 6.04 | 66.48 | 381 | 359 | 94.23 | 5.77 | 48.47 |
| English Learners | 50 | 46 | 92 | 8 | 2.17 | 51 | 47 | 92.16 | 7.84 | 0 |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Homeless | | | | | | | | | | |
| Military | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 315 | 299 | 94.92 | 5.08 | 35.79 | 315 | 294 | 93.33 | 6.67 | 23.13 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | 92 | 83 | 90.22 | 9.78 | 9.64 | 92 | 81 | 88.04 | 11.96 | 4.94 |

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

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 the 2021-22 school year include the following:

- Convert one classroom to a digital studio classroom
- Creation of a music room and video production room to be finalized
- Addition of two outdoor classrooms

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

| 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 |

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

Facilities Inspections

The district's maintenance department inspects Cabrillo Middle School on an annual basis in accordance with Education Code §17592.72(c) (1). Cabrillo Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 9, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Cabrillo Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated and shared with school staff in November 2022.

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 supervisor, 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

| School Facility Good Repair Status | | | | |
|---|---------------|------|------|--|
| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| Inspection Date: September 9, 2022 | Good | Fair | Poor | |
| Systems | ✓ | | | |
| Interior Surfaces | | ✓ | | Classroom 1 - Appears to be mold growing on the east wall of the roof level; Classroom 3 - Ceiling tiles falling; Shop/Music Girl's RR - Excessive peeling paint in the windows; Classroom 20 - Ceiling tile falling and water damaged at center of room; Building 50/60 1st Floor Corridor, Classroom 62 - Ceiling tiles missing and falling in multiple location; Classroom 73 - Water damaged ceiling tiles; Classroom 77 - Excessive peeling paint at the south door; Building 70 Girl's RR - Cracked and broken ceramic wall tile at the entrance |
| Cleanliness | ✓ | | | Classroom 3 - Possible termite damage in west ceiling, tiles covered by plastic |
| Electrical | ✓ | | | Classroom 2 - Light switch to the restroom/closet is broken; Classroom 3 - Light lens is falling in main room; Cafeteria Exterior - Lights missing from the west arcade |
| Restrooms/Fountains | ✓ | | | |
| Safety | ✓ | | | Health Office - Fire extinguisher is out of service date (6/26/19) for the third year in a row; Classroom 3 - Fire extinguisher is out of service date at the teacher's desk; Practice Room 7A, Office 7 - Fire extinguisher is out of service date (6/25/21); Classroom 76 - Fire extinguisher is missing from the room |
| 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, excessive rust at room 45 north eaves, the ramp hand rail is bent and damaged at room 46, roof is rusted through on the north side |
| External | ✓ | | | Cafeteria Exterior - Contrasting stripe missing/faded from the stage stairs; Boy's Locker Room - Entrance door sticks/rubs on the floor, the door must be forced open |
| Overall Summary of School Facility Good Repair Status | | | | |
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | ✓ | | |

Percentage Description Rating:

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

Chronic Absenteeism by Student Group (2021-22)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 807 | 795 | 194 | 24.4 |
| Female | 402 | 395 | 89 | 22.5 |
| Male | 402 | 397 | 104 | 26.2 |
| American Indian or Alaska Native | 4 | 4 | 3 | 75 |
| Asian | 27 | 27 | 1 | 3.7 |
| Black or African American | 7 | 7 | 2 | 28.6 |
| Filipino | 5 | 5 | 1 | 20 |
| Hispanic or Latino | 305 | 300 | 94 | 31.3 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 0 | 0 |
| Two or More Races | 56 | 56 | 9 | 16.1 |
| White | 399 | 392 | 84 | 21.4 |
| English Learners | 63 | 61 | 21 | 34.4 |
| Foster Youth | 1 | 0 | 0 | 0 |
| Homeless | 26 | 25 | 12 | 48 |
| Socioeconomically Disadvantaged | 343 | 338 | 121 | 35.8 |
| Students Receiving Migrant Education Services | 1 | 1 | 0 | 0 |
| Students with Disabilities | 99 | 97 | 45 | 46.4 |

Suspensions and Expulsions

| | Cabrillo | | | VUSD | | | CA | | |
|-------------|----------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| Suspensions | 5.57% | 0.34% | 1.98% | 2.53% | 0.17% | 2.74% | 0.00% | 0.20% | 3.17% |
| Expulsions | 0.33% | 0.00% | 0.00% | 0.10% | 0.01% | 0.00% | 0.00% | 0.00% | 0.07% |

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

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

| Subject | 2019-20 | | | |
|----------------|--------------------|--------------------|-------|-----|
| | Average Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ |
| English | 24 | 11 | 5 | 12 |
| Math | 32 | 3 | 4 | 12 |
| Science | 30 | 3 | 4 | 13 |
| Social Science | 33 | 2 | 2 | 14 |
| Subject | 2020-21 | | | |
| | Average Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ |
| English | 21 | 16 | 4 | 12 |
| Math | 31 | 2 | 4 | 12 |
| Science | 30 | 1 | 12 | 6 |
| Social Science | 33 | | 8 | 9 |
| Subject | 2021-22 | | | |
| | Average Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ |
| English | 20 | 15 | 5 | 10 |
| Math | 32 | 2 | 3 | 11 |
| Science | 32 | 2 | 4 | 10 |
| Social Science | 34 | | 5 | 10 |

*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 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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Cabrillo Middle School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

CURRICULUM & INSTRUCTION

Staff Development

All curriculum and instructional improvement activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2020-21, 2021-22, and 2022-23 school years, the teachers at Cabrillo Middle School had the opportunity to participate in districtwide staff development training focused on:

- 2020-21 Trainings:
 - Behavior Team's Role during Distance Learning (Special Education)
 - Canvas Basics & Gradebook
 - Canvas Course Management 101 – By Site-Based Canvas Leads
 - Distance Learning Plans
 - ELA Course Build Peer Review and Support
 - English Learner Support and Review and ELPAC

- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- History-Social Studies and Elective Course Build Peer Review and Support
- Inspire Science
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Science Course Build Peer Review and Support
- Screen Casting with Screencastify
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

2021-22 Trainings:

- CA History Framework
- Inspire Science
- Intro CPM
- Intro CA Math
- Canvas
- ALEKS Online Math
- Teacher's Curriculum Institute and National Geographic History-Social Science Curriculum
- Science Common Assessment Training
- Implicit Bias
- Illuminate/DnA Student Assessment System
- SPED and EL ELA Course Placement Criteria

2022-23 Trainings:

- Active Assailant
- Ag in the Classroom
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Co-Teaching Training
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Dual Language Retreat
- Ellevation Training
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Gizmos
- Indian Ed Curriculum Training
- Integreate to Innovate - Deeper Dive into Secondary Digital Platforms
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Multi-Tiered Systems of Support
- Nonviolent Crisis Intervention
- Planning Inquiry Lessons in History
- Promoting Positive Behavior in the Classroom
- Read 180
- Secondary Math Overview
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- SPARK Training
- Study Sync Refresher
- Supporting Multilingual Learners Across Content
- TCI Curriculum Training
- Trauma Informed Practices
- Suicide Prevention

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 2021-22 school year, Cabrillo Middle School's staff development activities concentrated on:

- Anti-Bullying
- Blue Heart Project
- CAASPP Assessments

| Textbooks | | | |
|-----------------------|----------------------------------|--|--|
| Year Adopted | From Most Recent State Adoption? | Publisher and Series | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
| Reading/Language Arts | | | |
| 2019 | Yes | McGraw Hill Education: <i>StudySync</i> | 0% |
| 2019 | Yes | Houghton Mifflin: <i>Read 180</i> | 0% |
| 2017 | Yes | Houghton Mifflin Harcourt: <i>The Real Book</i> | 0% |
| Math | | | |
| 2016 | Yes | McGraw Hill Education: <i>California Math, Course 1, 2 & 3 (Volumes 1 & 2)</i> | 0% |
| 2016 | Yes | CPM: <i>Core Connections, Course 1, 2 & 3</i> | 0% |
| Science | | | |
| 2020 | Yes | McGraw Hill: <i>California Inspire Science</i> | 0% |
| Social Science | | | |
| 2007 | Yes | Glencoe/McGraw Hill: <i>Discovering Our Past, Ancient Civilization</i> | 0% |
| 2007 | Yes | Glencoe/McGraw Hill: <i>Discovering Our Past, Medieval and Early Modern Times</i> | 0% |
| 2007 | Yes | Glencoe/McGraw Hill: <i>Discovering Our Past, The American Journey to WWI</i> | 0% |

- Canvas
- Career Technical Education (CTE)
- Distance Learning
- English Language Arts (ELA)
- Hybrid Learning
- Math & Social Science
- Multi-Tiered Systems of Support (MTSS)
- Restorative Justice
- Professional Learning Communities
- Science Adoption Training
- 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.

Ventura Unified School District is currently piloting History-Social Science curriculum in the 2022-23 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On October 11, 2022, 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 #22-40 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 2022-23 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0 | |
| Misassignments | 0.3 | |
| Vacant Positions | 0 | |
| Total Teachers Without Credentials and Misassignments | 0.3 | |

| Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator | 2020-21 | 2021-22 |
|---|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.1 | |
| Local Assignment Options | 3.3 | |
| Total Out-of-Field Teachers | 3.5 | |

| Class Assignments / Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 1.4 | |
| No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 9.5 | |

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

| School Year 2020-21 | | | | | | |
|---|-------------|-------------|---------------|---------------|------------|------------|
| Teacher Preparation and Placement / Authorization/Assignment | School # | School % | District # | District % | State # | State % |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.7 | 71.04 | 526.1 | 80.91 | 228366.1 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.6 | 2.36 | 9 | 1.4 | 4205.9 | 1.53 |
| Teachers Without Credentials and Misassignments ("Ineffective" under ESSA) | 0.3 | 1.03 | 20.1 | 3.09 | 11216.7 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 3.5 | 12.1 | 65.1 | 10.03 | 12115.8 | 4.41 |
| Unknown | 3.9 | 13.37 | 29.7 | 4.57 | 18854.3 | 6.86 |
| Total Teaching Positions | 29.2 | 100 | 650.2 | 100 | 274759.1 | 100 |

| School Year 2021-22 | | | | | | |
|---|-------------|-------------|---------------|---------------|------------|------------|
| Teacher Preparation and Placement / Authorization/Assignment | School # | School % | District # | District % | State # | State % |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| 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 | | | | | | |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

PROFESSIONAL STAFF

Counseling & Support Staff

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

| Academic Counselors and Other Support Staff 2021-22 | | |
|---|-----------------|------|
| | No. of Staff | FTE* |
| Academic Counselor | 2 | 2.0 |
| Health Technician | 1 | 0.7 |
| Occupational Therapist | As needed | |
| Psychologist | 1 | 0.9 |
| School Nurse | 1 | 0.4 |
| Speech & Language Pathologist | 2 | 0.6 |
| Student Assistant Program Counselor | 1 | 0.2 |

*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 below identify the number of teachers at Cabrillo Middle School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Cabrillo Middle School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

| Expenditures Per Pupil and School Site Teachers Salaries 2020-21 | | | | | |
|---|----------|--------|--|---|------------------------------------|
| Dollars Spent Per Student | | | | | |
| Expenditures Per Pupil | Cabrillo | VUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 216 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 138 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 79 | 157 | 50.2% | 6,593 | 2.4% |
| Average Teacher Salary | 72,065 | 77,987 | N/A | 88,358 | N/A |

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

SARC DATA

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Cabrillo Middle School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2022.