

Ventura Unified School District

School Plan for

Student

Achievement



Anacapa Middle School

56 72652 6062145

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Ventura Unified
SCHOOL DISTRICT



This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2021-2022

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The School Plan for Student Achievement

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

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

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

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

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

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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 2021-22 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Mayra Vega-Manriquez	X				
Jeff Barroca		X			
Amanda Edgar		X			
Juan Elias		X			
Karly Walker		X			
Sharilyn Danebrock			X		
Mayra Benitez-Tadillo				X	
Monica Dalto				X	
Amy Haener				X	
Shaylee Torres					X
Miranda Ruiz					X
Taylor Smith					X
Number of members in each category	1	4	1	3	3

English Learner Advisory Committee 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	Administrator	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Mayra Vega-Manriquez	X				
Adriana Campos				X	
Angelica Ortega				X	
Antonia Balboa				X	
Floresmilda V. Orozco				X	
Jessica J. Velazquez				X	
Lucia V. Navarro				X	
Maria Carbajal				X	
Isabel Arenas Plaacios				X	
Julio Cesar Olvera Acosta				X	
Silvia Flores				X	
Number of members in each category	1			10	

(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 Language Advisory Committee (ELAC)

Signature of Authorized
Representative

Jessica Velazquez 11/23/21

- 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: 11/16/21.

Attested:

Mayra Vega-Manriquez Principal

11/17/21
Date

Amanda Edgar
SSC Chairperson

11/17/21
Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 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, and 1 alternative high school.

During the 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% 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 Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

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

Anacapa Middle School is one the district's comprehensive middle schools located in midtown Ventura. The school is nestled among several fast food restaurants, retail stores, car dealerships, and the city's largest retail mall. Local neighborhoods are comprised of single-family homes and a few moderate income apartment buildings. During the 2020-21 school year, Anacapa Middle School served 863 students in grades 6-8. Student enrollment included 12.2% students with disabilities, 22.5% English learners, 67.7% socioeconomically disadvantaged, 0.8% migrant, 5% homeless, and 0.6% foster youth.

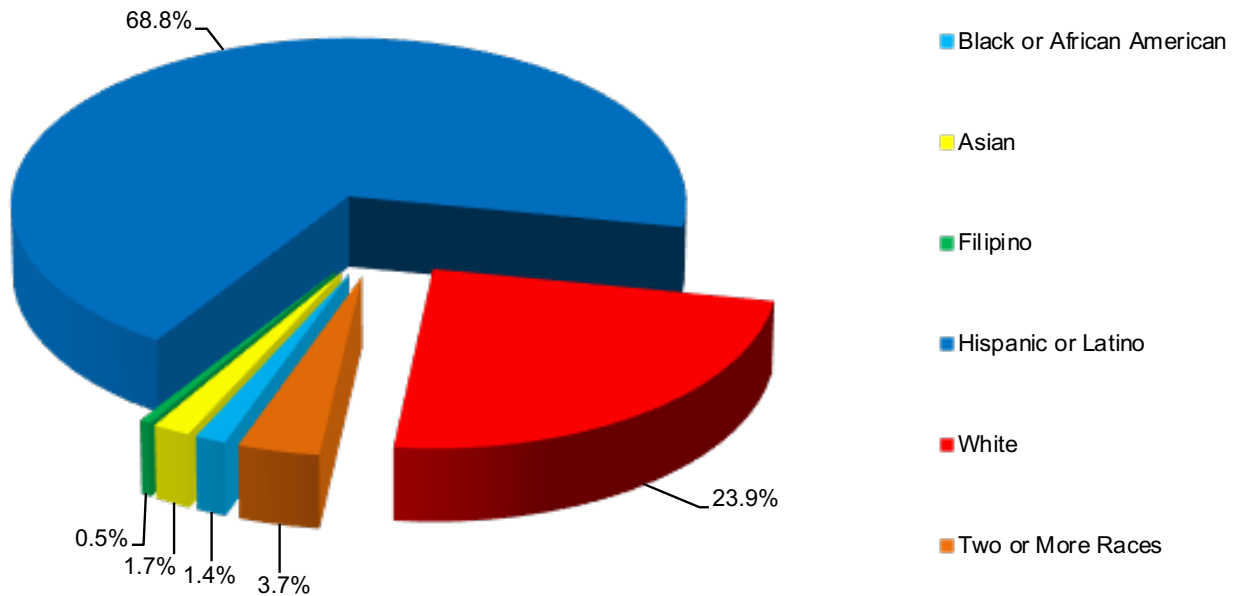
Anacapa Middle School's curriculum is tailored to meet the needs of students in their transitional years from the self-contained classroom environment of an elementary school to the departmentalized program of a high school. Opportunities abound for students to develop and stretch their talents and leadership skills.

Anacapa Middle School continues to strive for maximum parent involvement, sponsoring activities throughout the school year specifically designed to bring parents to the school and provide an opportunity for students, parents, and staff to interact in educational social settings. School staff welcome parents' efforts and assistance in the classroom and library and with afterschool sports programs. Volunteers are always welcome to help with eighth grade promotion planning and preparation activities. Back to School Night, Open House, evening awards assemblies, the annual Parent/Student Lunch, student service learning projects, and sixth grade orientation provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Organization (PTO), and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

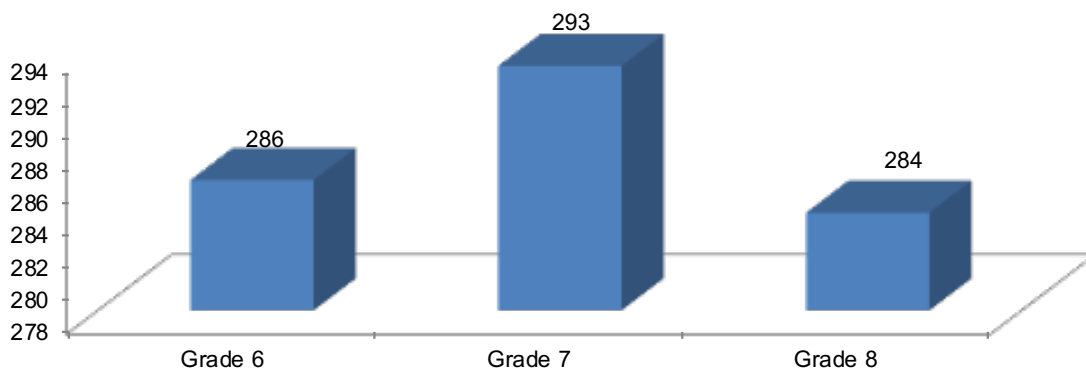
School Vision

The Anacapa School community provides a safe, nurturing, and positive learning environment where students are encouraged to reach their full potential. All students are challenged academically and feel a personal connection to the school. Students are taught to understand the importance of accepting others and to be responsible members of our culturally diverse society. Through example, the Anacapa staff teaches students the positive resolve of maintaining personal integrity. The entire school community takes pride in the reality that, working together, we can succeed and make a difference.

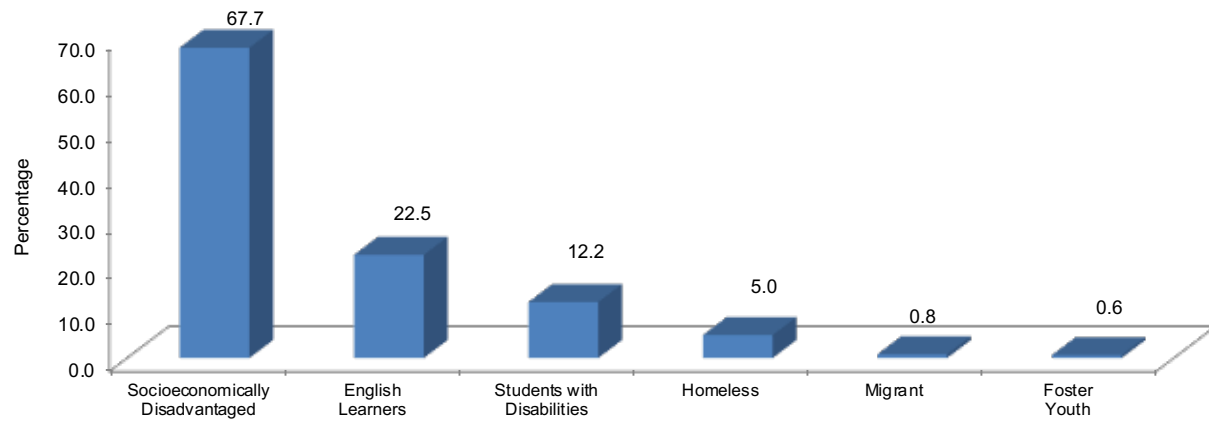
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

Anacapa 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:
 - CAASPP Reports
 - ELPAC Reports
 - District Benchmarks
- ✓ 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.

Anacapa Middle School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Anacapa 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. Anacapa Middle School's staff follow Dr. Randy Sprick's Guidelines for Success and CHAMPs programs to support student instruction, professional development, and classroom management practices associated with bullying and harassment. Both programs focus on the foundation to foster a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. Students are engaged in activities targeting bully prevention strategies through: classroom discussion, discipline assemblies, and sixth grade Study Skills lessons. Parents are included in bully prevention education and awareness activities through evening events sponsored by the school and articles published in the school/PTO newsletter.

Anacapa 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.
- **Restorative Justice** – a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, Restorative Justice shifts the focus of discipline from punishment to learning and from the individual to the community.
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children. The program will be implemented during the 2021-22 school year at Anacapa Middle School.

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Anacapa Middle School	56726526062145	11/16/2021	

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

Anacapa Middle School has created this plan to monitor our school program. The purpose of this plan is to develop systems and structures that will assist us in meeting the needs of our students. Goals, strategies and activities are established to increase student achievement, increase student connections to school and increase parent involvement.

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

The focus of Anacapa's School Plan for Student Achievement is to increase student achievement, increase student connections to school and increase parent involvement. These three goals and related activities align to our Ventura Unified School District Local Control and Accountability Plan.

Funds will be used to increase:

- Access to academic support and counseling services for Foster youth, English Learner, and low-income students
- Professional development in strategies to close the racial/ethnic/gender achievement gap in English language-arts and mathematics
- Professional development in alternatives to suspension and in fostering restorative practices.
- Professional development and materials to ensure low income, foster youth, English Learner students, and Students with Disabilities are making annual gains in ELA and math assessments
- Professional development to improve and increase Distance Learning/virtual learning strategies
- Parental involvement activities and engagement
- Campus safety

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Principal & Assistant Principals	November 1, 2021
School Site Council	November 9, 2021 and November 16, 2021
Site Leadership Team/ AMS Staff	October 21 - November 3, 2021
ELAC	November 10, 2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase Student Achievement – Increase student achievement for all students while decreasing performance gaps.

Identified Need:

Decrease the performance gap of our Economically Disadvantaged, Hispanic, English Learners and Students with Disabilities demographics.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Assessment Data All Students	<u>6th Grade</u> 31% met or exceeded the standard <u>7th Grade</u> 40% met or exceeded the standard <u>8th Grade</u> 36% met or exceeded the standard	<u>6th Grade</u> 35 % met or exceeded the standard <u>7th Grade</u> 45% met or exceeded the standard <u>8th Grade</u> 40 % met or exceeded the standard
ELA CAASPP Assessment Data Economically Disadvantaged Students	No data available by approval date.	No data available by approval date.
ELA CAASPP Assessment Data Hispanic Students	<u>6th Grade</u> 5% met or exceeded the standard <u>7th Grade</u> 6% met or exceeded the standard <u>8th Grade</u> 7% met or exceeded the standard	<u>6th Grade</u> 10% met or exceeded the standard <u>7th Grade</u> 10% met or exceeded the standard <u>8th Grade</u> 10% met or exceeded the standard
ELA CAASPP Assessment Data English Learners	<u>6th Grade</u> 0% met or exceeded the standard <u>7th Grade</u> 6% met or exceeded the standard <u>8th Grade</u> 4%met or exceeded the standard	<u>6th Grade</u> 5% met or exceeded the standard <u>7th Grade</u> 10% met or exceeded the standard <u>8th Grade</u> 7% met or exceeded the standard
ELA CAASPP Assessment Data Special Education Students	<u>6th Grade</u> 3% met or exceeded the standard <u>7th Grade</u> 0% met or exceeded the standard <u>8th Grade</u> 15 %met or exceeded the standard	<u>6th Grade</u> 5% met or exceeded the standard <u>7th Grade</u> 5% met or exceeded the standard <u>8th Grade</u> 20% met or exceeded the standard.

Mathematics CAASPP Assessment Data All Students	<u>6th Grade</u> 16% met or exceeded the standard <u>7th Grade</u> 21% met or exceeded the standard <u>8th Grade</u> 19% met or exceeded the standard	<u>6th Grade</u> 20% met or exceeded the standard <u>7th Grade</u> 25% met or exceeded the standard <u>8th Grade</u> 19% met or exceeded the standard
Mathematics CAASPP Assessment Data Economically Disadvantaged Students	No data available by approval date.	No data available by approval date.
Mathematics CAASPP Assessment Data Hispanic Students	<u>6th Grade</u> 7% met or exceeded the standard <u>7th Grade</u> 14% met or exceeded the standard <u>8th Grade</u> 12% met or exceeded the standard	<u>6th Grade</u> 10% met or exceeded the standard <u>7th Grade</u> 20% met or exceeded the standard <u>8th Grade</u> 15% met or exceeded the standard
Mathematics CAASPP Assessment Data English Learners	<u>6th Grade</u> 1 % met or exceeded the standard <u>7th Grade</u> 8 % met or exceeded the standard <u>8th Grade</u> 4% met or exceeded the standard	<u>6th Grade</u> 5% met or exceeded the standard <u>7th Grade</u> 10% met or exceeded the standard <u>8th Grade</u> 7% met or exceeded the standard
Mathematics CAASPP Assessment Data Special Education Students	<u>6th Grade</u> 0% met or exceeded the standard <u>7th Grade</u> 0% met or exceeded the standard <u>8th Grade</u> 4% met or exceeded the standard	<u>6th Grade</u> 5% met or exceeded the standard <u>7th Grade</u> 5% met or exceeded the standard <u>8th Grade</u> 7% met or exceeded the standard

Strategy/Activity 1

Students to be served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students to be served.

Strategy/Activity**Site-Based Instructional Support**

- Provide site-based resources to support before/after school interventions and additional learning opportunities, including standards-based instructional materials and Saturdays Academies.
- Opportunities for tutoring
- Targeted instruction in all grade levels to address identified skills needed in ELA/Mathematics
- Provide a grade level school structure that includes opportunities for staff to review student data, monitor the academic progress of EL, LI, FY and SWD.
- Department Based Common Assessments
- Quarterly intervention teacher meetings to review student data
- Implement Anacapa Reads (schoolwide reading program)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELA Tutoring- \$4,000	Supplemental
Math Tutoring- \$4,000	Supplemental
TWI Spanish Tutoring \$4,000	Supplemental
Peer Tutoring Program- \$1,000	Supplemental
Supplemental Instructional Supplies and Materials - \$7,000	Supplemental
Grade Level Site Liaisons - \$2,500	Title I
Grade Level RTI System Committee \$1,000	Title I
Teacher Compensation- Common Assessment Planning \$2,400	Title I
Quarterly intervention teacher meetings Math & ELA \$ 2,400	Title I
Anacapa Reads Books \$1,000	Supplemental
Substitutes - \$6,100	Title I
Substitutes - \$6,100	Supplemental
Substitutes - \$3,050	Site Based

Strategy/Activity 2

Students to be served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students to be served.

Strategy/Activity**Site-Based Instructional Enrichment Access and Support**

- Provide additional access to after school activities that promote access to literacy and STEAM
- Provide enrichment opportunities for students who are participating in intervention courses and do not have access to an elective.
- Provide access to summer literacy academies (i.e., Art, TWI, and STEAM) and resources to support.
- Provide access to an optional zero period class for students who are receiving intervention.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
After School Academies \$10,000	Site Based
After School Academies (small groups) \$15,000	Title I
Summer Academy Coordinator \$1,500	Site Based
Academies-Instructional Materials and Resources \$2,653	Supplemental
Summer Academies \$16,000	Title I

Strategy/Activity 3

Students to be served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity**Professional Development and Site-Based Instructional Supports for English Learners**

- Supplemental standards-based material for ELs
- Implement professional development around strategies for English Learners through after school teacher collaboration.
- Provide staff with support for ongoing monitoring of ELs and RFEP students.
- Provide staff with the opportunities for professional learning collaboration in the community (CABE, SIOP Annual Conference, and VCOE EL Support Workshops)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELD Professional Development \$10,000	Title I Funds
ELD Supplemental Resources \$3,000	Supplemental Funds

Annual Review:**SPSA Year Reviewed 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

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

Implementation of the strategies/activities and the overall effectiveness of the strategies/activities were adversely affected by the COVID-19 school closures during the first three quarters of the 2020-2021 school year. During the first three-quarters, teachers delivered instruction via distance learning through Zoom. This instruction model did not allow for an accurate implementation and was not an accurate analysis of the overall effectiveness of the implemented strategies/activities.

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

Anacapa Middle School could not fully implement the 2020-21 SPSA strategies/activities based upon the distance learning model environment implemented for three quarters. The opportunities for in-person tutoring and other small groups academic support were not options for students due to the distance learning model.

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.

For the 2021-22 school year, Anacapa will continue to work to close the achievement gap, by focusing on increasing student achievement for all students while decreasing performance gaps. The annual measurable outcome data will be based on the 2020-2021 school year. Anacapa will invest in professional development focused on closing the achievement gap to support all students with an emphasis on English Learners and help learning loss mitigation created by the pandemic.

Ongoing monitoring of student progress will take place to identify student needs for academic support.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students.

Identified Need:

School connectedness matters and students are more likely to engage in healthy behaviors, succeed academically, and have better school attendance. The staff and students are adapting to the evolving changes in daily school experience caused by the COVID-19 pandemic. There is an increase in concerns with the social, emotional, and mental health needs of students in our community due to the impact of the pandemic. Anacapa is committed to continuing to enhance the culture and climate with socioemotional support for all students, with an emphasis on those with more intensive needs, will improve overall well-being, reduce chronic absenteeism, and decrease suspension rates.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard: Academic Engagement Chronic Absenteeism	No data available by approval date.	No data available by approval date.
CA School Dashboard: Conditions and Climate Suspension Rates	No data available by approval date.	No data available by approval date.
CAASPP- ELA	<u>6th Grade</u> 31% met or exceeded the standard <u>7th Grade</u> 40% met or exceeded the standard <u>8th Grade</u> 36% met or exceeded the standard	<u>6th Grade</u> 35 % met or exceeded the standard <u>7th Grade</u> 45% met or exceeded the standard <u>8th Grade</u> 40 % met or exceeded the standard
CAASPP-Math	<u>6th Grade</u> 16% met or exceeded the standard <u>7th Grade</u> 21% met or exceeded the standard <u>8th Grade</u> 19% met or exceeded the standard	<u>6th Grade</u> 20% met or exceeded the standard <u>7th Grade</u> 25% met or exceeded the standard <u>8th Grade</u> 19% met or exceeded the standard
Anacapa Renaissance Program Student Participation	Quarter 1 2021-22: <ul style="list-style-type: none"> Green Level - 90 Students Silver Level - 126 Students Gold Level - 88 Students Total of Students 304	Increase student participation by 10% from Q1 to Q2 and 5% from Q2 to Q3.

Strategy/Activity 1

Students to be served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on EL, LI FY and SWD.

Strategy/Activity**Campus Safety**

- Increase zero period and lunch supervision
- Move to a schoolwide split lunch program to help create a smaller lunch environment experience for all students and offer students more activities during lunch.
- Continue working with the facilities department to improve the safety and security of the school perimeter.
- Continue to improve office flow and community space to support student, families and staff

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Additional Zero period and lunch supervision \$11,638	Supplemental
Lunch activities \$3,000	Site Based Funds
Office Supplies and school equipment/ Contracts, annual \$11,353	Site Based Funds

Strategy/Activity 2

Students to be served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on EL, LI FY and SWD.

Strategy/Activity**SEL Supports for Students, Staff, and Families**

- Provide curriculum and materials to support restorative peer panels and SEL supports.
- Provide staff with opportunities for professional development using second step curriculum.
- Provide staff with opportunities for professional development (i.e., VCOE workshops related to SEL, MTSS Conference and other workshops related to trauma, Restorative Justices, PBIS, or CHAMPS).
- Provide outreach and support to agency partnerships to support staff and family access to mental health services.
- Provide SEL activities after school and before school opportunities for students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
SEL PD \$2,000	Supplemental Funds
Second Step Site PD \$1,000	Supplemental Fund
SEL Student Activities \$2,000	Site Based Funds
SEL Student Resources \$1,000	Supplemental Fund

Strategy/Activity 3

Students to be served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on EL, LI FY and SWD.

Strategy/Activity**Additional Counseling and Coordinated Supports**

- Provide additional counseling support at the end of June to ensure coordinated support is continued with agencies.
- Review master schedule needs for students who will be in intervention courses.
- Increase weekly SAP counseling services

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Counseling Services \$5,000	Title I Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on EL, LI FY and SWD.

Strategy/Activity**Increased access to extracurricular activities.**

- Provide additional access to after school activities that promote access to literacy and STEAM
- Provide additional access to after school activities that promote access personal wellbeing and fitness
- Provide opportunities for afterschool activities on campus focused on engagement and culture building for students and staff
- Provide resources to library to purchase student high-interest books for General Education and TWI program

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
After School personal wellbeing and fitness \$2,000	Supplemental
Library Books -General Population \$3,000	Supplemental
Library Books -TWI Spanish Books \$3,000	Supplemental
Engagement and culture building for student and staff \$2,000	Site Based

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

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

Implementation of the strategies/activities and the overall effectiveness of the strategies/activities were adversely affected by the COVID-19 school closures during the first three quarters of the 2020-2021 school year. During the first three-quarters, teachers delivered instruction via distance learning through Zoom. This instruction model did not allow for an accurate implementation and was not an accurate analysis of the overall effectiveness of the implemented strategies/activities.

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

Anacapa Middle School could not fully implement the 2020-21 SPSA strategies/activities based upon the distance learning model environment implemented for three quarters. The COVID-19 guidelines and protocols restricted the opportunities for extracurricular activities upon returning to in-person instruction.

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.

Funds will be allocated to increase counseling services and staff. This will increase services and supports needed to address the increased social, emotional, and mental health needs of students in our community due to the impact of the pandemic.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Increase in parent engagement, participation in the English Learner Advisory Committee (ELAC), and Parent, Teacher, Student Association (PTSA) membership.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Parent Attendance to School functions	First Workshop Attendance: 25 families (increase from 2 families in 19-20)	Increase attendance to parent workshops to 35-50 families
Family Weekly access to The Anacapa: Family Weekly Newsletter on Parent Square	Weekly views: 550-600	To maintain or increase readers per week for the English version. To increase the average of weekly readers for the Spanish version to 50-60 readers per week.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on EL, LI FY and SWD.

Strategy/Activity**Family Liaison**

- Provide Spanish language support to families.
- Provide Spanish language support for teachers and other staff.
- Connect families to services provided by the district
- Help organize communication going out to families weekly
- ELAC Support
- Family Education Night Support

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Family Liaison - \$48,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on EL, LI FY and SWD.

Strategy/Activity**Community Communication and Engagement**

- Opportunities to increase awareness and involvement of unduplicated families.
- Family education nights to support academic, behavior, attendance and social/emotional needs in the community.
- Continue to promote timely and ongoing communications through ParentSquare, monthly calendars, school website, and staff calls and emails.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Family Education Nights \$2,000	Title I Funds
Family Night Classified Support \$1,000	Title I Funds
Communication \$2,000	Title I Funds
Childcare \$ 2,000	Title 1 Funds
Interpretation Services \$5,000	Title 1 Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will be served.

Strategy/Activity**Additional Counseling and Coordinated Supports**

- Provide monthly after hours and before hours counselor access to families
- Provide additional office staff support for parent needs with new online registrations

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Counselor After Hours/Before Hours (40 hours) \$2,000	Supplemental
Office Assistant Support \$11,000	Site Based Funds

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

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

Implementation of the strategies/activities and the overall effectiveness of the strategies/activities were adversely affected by the COVID-19 school closures during the 2020-2021 school year. Due to COVID-19 guidelines and safety protocols, on-site school functions and events were not allowed. Anacapa hosted a few parent nights on Zoom, but participation was not reflective of the actual in-person experience for many families based on their resources.

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

Anacapa Middle School could not fully implement the 2020-21 SPSA strategies/activities and budgeted expenditures because of COVID-19 guidelines and safety protocols. To adhere to the COVID-19 guidelines and safety protocols, canceled all in-person events throughout the 2020-21 school year.

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.

Until COVID-19 restrictions are lifted, school functions and events involving parent participation will continue to occur through virtual platforms. All district safety regulations regarding parent/community events and involvement on campus will continue to be followed.

Budget**Other Federal, State and Local Funds**

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

Federal Programs	Allocation (\$)
Title I 2020-21 Carryover	\$14,592.00
Title I 2021-22 Allocation	\$106,920.00
Title 1 2021-22 Parent Involvement (included in allocation)	\$0.00

Subtotal of additional federal funds included for this school: **\$121,512.00**

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 2020-21 Carryover	\$2,618.00
Site-Based Funds 2021-22 Allocation	\$38,835.00
Supplemental Funds 2020-21 Carryover	\$10,841.00
Supplemental Funds 2021-22 Allocation	\$44,550.00

Subtotal of state or local funds included for this school: **\$96,844.00**

Total of federal, state, and/or local funds for this school: **\$218,356.00**

2021-22 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) 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. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare English Learners at all grade levels for college and career success. Department staff supports English Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for English 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.

Curriculum & Instruction

The Curriculum & Instruction Department 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 and secretary.

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 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	286	202	199	10.05%	22.11%	31.16%	36.68%
Male	138	100	98	10.20%	19.39%	28.57%	41.84%
Female	148	102	101	9.90%	24.75%	33.66%	31.68%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	47	32	31	12.90%	32.26%	25.81%	29.03%
Hawaiian or Pacific Islander							
White (not Hispanic)	22	13	13	7.69%	30.77%	15.38%	46.15%
Two or More Races	5	*	*	*	*	*	*
Socioeconomically Disadvantaged	181	135	133	5.26%	12.78%	35.34%	46.62%
English Learners	73	62	61	0.00%	0.00%	32.79%	67.21%
Students with Disabilities	28	19	18	0.00%	5.56%	11.11%	83.33%
Migrant Education	*	*	*	*	*	*	*
Homeless	*	0	0	N/A	N/A	N/A	N/A

CAASPP – Grade 6 Mathematics 2020-21

	Mathematics						
	2018-19						
	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	286	200	200	5.50%	11.00%	22.50%	61.00%
Male	138	98	98	7.14%	13.27%	21.43%	58.16%
Female	148	102	102	3.92%	8.82%	23.53%	63.73%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	47	31	31	9.68%	16.13%	25.81%	48.39%
Hawaiian or Pacific Islander							
White (not Hispanic)	48	26	26	19.23%	23.08%	30.77%	26.92%
Two or More Races	8	7	7	*	*	*	*
Socioeconomically Disadvantaged	181	134	134	0.75%	6.72%	18.66%	73.88%
English Learners	73	60	60	0.00%	1.67%	11.67%	86.67%
Students with Disabilities	28	18	18	0.00%	0.00%	11.11%	88.89%
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 7 English Language Arts/Literacy 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	285	195	191	10.99%	29.84%	28.27%	30.89%
Male	152	99	97	10.31%	26.80%	26.80%	36.08%
Female	133	96	94	11.70%	32.98%	29.79%	25.53%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	63	31	30	13.33%	43.33%	13.33%	30.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	30	20	19	5.26%	5.26%	63.16%	26.32%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	182	134	131	4.58%	23.66%	33.59%	38.17%
English Learners	63	48	48	0.00%	6.25%	33.33%	60.42%
Students with Disabilities	37	25	25	0.00%	16.00%	8.00%	76.00%
Migrant Education	*	*	*	*	*	*	*
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP – Grade 7 Mathematics 2020-21

	Mathematics						
	2020-21						
	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	285	192	190	7.37%	14.21%	24.74%	53.68%
Male	152	101	99	11.11%	14.14%	24.24%	50.51%
Female	133	91	91	3.30%	14.29%	25.27%	57.14%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	63	31	30	6.67%	20.00%	36.67%	36.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	32	23	22	18.18%	40.91%	18.18%	22.73%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	182	131	131	4.58%	6.87%	24.43%	64.12%
English Learners	63	47	47	4.26%	4.26%	10.64%	80.85%
Students with Disabilities	37	25	25	0.00%	4.00%	8.00%	88.00%
Migrant Education	*	*	*	*	*	*	*
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

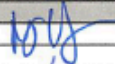
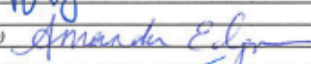

CAASPP – Grade 8 English Language Arts/Literacy 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	283	219	219	10.50%	26.03%	23.74%	39.73%
Male	127	102	102	7.84%	22.55%	26.47%	43.14%
Female	155	116	116	12.93%	29.31%	21.55%	36.21%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	44	33	33	18.18%	33.33%	18.18%	30.30%
Hawaiian or Pacific Islander							
White (not Hispanic)	35	31	31	9.68%	19.35%	25.81%	45.16%
Two or More Races	6	5	5	*	*	*	*
Socioeconomically Disadvantaged	189	154	154	6.49%	18.18%	27.27%	48.05%
English Learners	54	46	46	0.00%	4.35%	21.74%	73.91%
Students with Disabilities	41	31	31	0.00%	3.23%	6.45%	90.32%
Migrant Education	4	4	4	*	*	*	*
Homeless	*	0	0	N/A	N/A	N/A	N/A

CAASPP – Grade 8 Mathematics 2020-21

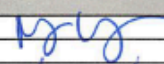
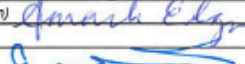

	Mathematics						
	2020-21						
	Number of Student	Number of Student	Number of Student	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	283	218	218	8.72%	11.01%	19.27%	61.01%
Male	127	100	100	7.00%	11.00%	16.00%	66.00%
Female	155	117	117	10.26%	11.11%	22.22%	56.41%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	6	4	4	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	44	33	33	9.09%	18.18%	27.27%	45.45%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	21	21	28.57%	14.29%	19.05%	38.10%
Two or More Races	10	8	8	*	*	*	*
Socioeconomically Disadvantaged	189	151	151	4.64%	7.28%	17.88%	70.20%
English Learners	54	44	44	4.55%	0.00%	6.82%	88.64%
Students with Disabilities	41	30	30	0.00%	0.00%	0.00%	100.00%
Migrant Education	4	4	4	*	*	*	*
Homeless	*	*	*	*	*	*	*

2021-22 Title I Funds Program Budget

2021-22 Planning		
PROGRAM: Title I		
Site: Anacapa		Carryover 14,592
		Preliminary Allocation 106,920
		Est Parent Involvement Incl. in allocation
		Total Allocation 121,512
		Less Central Direct Svc
		Total Site Budget 121,512
Resource = 3010		
Object #	Classification	
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts
Must reflect amounts on Staffing Charts		Current Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	45,300
1106	Teacher, Sub	6,100
1107	Stipend, Certificated	1,500
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1203	Counselor, Hourly	5,000
2103	Paraed, Hourly	
2201	Parent Teacher Liaison	48,000
2203	Child Care, Hourly	
2203	Interpretation	5,000
2203	Child Care, Hourly - Parent Inv.	1,000
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	
2403	Clerk, Hourly	1,000
Complete Time Sheet Authorization Form		
2901	Campus Supervisor, Positional	
2903	Child Care, Hourly	
SUBTOTAL		112,900 0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	3,000
4300	Parent Involvement	1,000
4400	Equip Not Captlzd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	2,306
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5806	Internet Publications/Software	
5900	Communications	2,306
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		8,612 0
Total:		121,512 0
Principals Signature for Adjustment:  Date: 11/17/21 School Site Council Approval: (Chairman)  Date: 11/17/21 Director, Special Projects Approval:  Date: 11/30/21		

MKC 11/30

2021-22 Site Based Funds Program Budget

2021-22 Planning		
PROGRAM: Site Based		Carryover
Site:	Anacapa	Allocation
Resource = 0000, Option 0000 <th>Total</th>		Total
		2,618
		38,835
		0
		0
		41,453
Object #	Classification	
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts
Must reflect amounts on Staffing Charts		Current
		Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	
1106	Teacher, Sub	3,050
1107	Stipend, Certificated	
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1203	Counselor, Hourly	
2101	Paraed, Positional	
2103	Paraed, Hourly	
2203	Health Tech, Hourly	180
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	
2403	Clerk, Hourly	10,820
2404	Clerk, Overtime	
Complete Time Sheet Authorization Form		
2903	Other Classified, Hourly	
SUBTOTAL		14,050
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	3,000
4300	Other Supplies	11,353
4400	Equip Not Captlzd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	8,000
5710	Publications, District Office	3,050
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5900	Communications	2,000
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		27,403
Total:		41,453
		0
Principals Signature for Adjustment: 		
Date: 11/17/21		
School Site Council Approval: (Chairman) 		
Date: 11/17/21		
Director, Special Projects Approval: 		
Date: 11/30/21		

MC 11/30

2021-22 Supplemental Funds Program Budget

2021-22 Planning			
PROGRAM: Supplemental			
Site:	Anacapa	Carryover	10,841
		Allocation	44,550
			0
Resource = 0100		Total	55,391
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly	22,238	
1106	Teacher, Sub	6,100	
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1203	Counselor, Hourly	2,000	
2103	Paraed, Hourly	7,400	
2201	Parent Teacher Liaison		
2203	Interpretation Support		
2203	Translation/child care		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2901	Other Classified, Positional		
2903	Other Classified, Hourly		
SUBTOTAL		37,738	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	17,653	
4300	Other Supplies		
4400	Equip Not Capltz(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications		
5717	Work Orders		
5719	Transportation		
5750	Food & Nutrition Services		
5800	Consultants/Other Svcs		
5806	Internet Publications/Software		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		17,653	0
Total:		55,391	0
Principals Signature for Adjustment: <i>[Signature]</i> Date: 11/17/21 School Site Council Approval: (Chairman) <i>[Signature]</i> Date: 11/17/21 English Learner Advisory Committee Review: <i>[Signature]</i> Date: 11/23/21 Director, Special Projects Approval: <i>[Signature]</i> Date: 11/24/21			

MC 11/30

School-Parent/Home Compact

**Anacapa Middle School
School - Parent-Student Compact
2021-2022****THE STUDENT PLEDGE**

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities:

- I will arrive at school on time every day unless I am ill.
- I will carry my agenda and supplies for all my classes, including my Chromebook.
- I will complete my homework and turn it in on time.
- I will be responsible for my own behavior
- I will ask for help and self-advocate when needed.
- I will show respect to all students, staff, and property.
- I will practice positive digital citizenship.

Student Name (please print): _____

Student Signature: _____ Date: _____

THE TEACHER PLEDGE

I understand the importance of a good school experience to every student and my role as teacher and model. Therefore, I agree to carry out the following responsibilities:

- I will teach grade level skills and concepts following the district/state standards.
- I will instruct your child in the necessary concepts before regular homework is assigned.
- I will strive to be aware of the individual needs of your child.
- I will promote good citizenship and positive behavior.
- I will model respect as I hold students accountable for their behavior.
- I will communicate with you regarding your child's progress.
- I will strive to continue to develop my pedagogy in technology, curriculum development, and collaboration.

Teacher Name (please print): _____

First Period Teacher Signature: _____ Date: _____

THE PARENT/GUARDIAN PLEDGE

I realize that my child's school years are very important, and I understand that my participation in my child's education will help their achievement and attitude. Therefore, I agree to carry out the following responsibilities:

- I will encourage my child to self-advocate their needs to school staff.
- I will provide a quiet place for my child to study and encourage completion of homework.
- I will make sure my child gets an adequate night's sleep and arrives on time to school each morning.
- I will see that my child reads a minimum of 20 minutes a day.
- I will stay informed by checking my child's school agenda as necessary.
- I will review all information that I receive from the school.
- I will strive to engage in school community activities to support my child.
- I will respect my child and encourage them to respect others.
- I will encourage my child to engage in positive digital citizenship.

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____ Date: _____

White copy: School

Yellow copy: Home

Pink copy: Student

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

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

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

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

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

Anacapa Middle School Parent Involvement Policy**Anacapa Middle School
Parent Involvement Policy and Opportunities**

Anacapa Middle School recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. At Anacapa Middle school the staff and parents/guardians work together to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Below is a list of opportunities for the 2021-22 school year, but not limited to:

PTSA (Parent Teacher Student Association)

All teachers are encouraged to join the Anacapa PTSA. They usually have one big fundraiser at the beginning of the year, and other smaller fundraisers throughout the year. They have monthly meetings where teachers are encouraged to participate and/or attend.

SSC (School Site Council)

This group is made up of elected members of the school community, including parents, teachers, and classified employees. Members usually serve a two year term. This is a decision-making group, approving budgets attached to the Single School Plan for Student Achievement.

ELAC - English Learner Advisory Committee

ELAC meets 6 times a year to learn about programs their children participate in and to give advice to the School Site Council on how to improve achievement in ELLs. Anyone is welcome to attend meetings. We provide childcare to families that attend.

PIQE (Parent Institute for Quality Education)

9-week program offered at no cost to parents to help them support their students so that they may attend college. Classes are offered in English and in Spanish. Childcare provided.

Classroom Visitations

Parents are always welcome to visit District schools, in general, and our classrooms in particular. We do ask that parents notify us ahead of time, if possible. Please welcome them to your class after they identify themselves. All campus visitors, including parents, need to sign in the office and receive a visitor badge before visiting classes.

PAC (Parent Advisory Council)

A parent represents our school on the council that advises the Superintendent and meets monthly.

LCAP Rep (Local Control and Accountability Plan)

A parent representative from each school shares input regarding spending plans for our LEA's LCAP.

2021-2022

Parent Involvement Calendar

Anacapa Middle School 2021-2022 Calendar

August 8th Grade WEB Training New Student Orientation Expectations Assemblies	February Expectations Assemblies Spelling Bee Folklorico lessons begin Art Night Renaissance Celebration Q2 Saturday School AMS Family Workshop Night
September Step-It-Up Fundraiser Back to School Night Picture Day Club Day Bike Ventura Program ISPE Parent Meeting Volleyball Tryouts Cross Country Sign-ups TWI Bienvenida	March Spanish Spelling Bee ASB Campaign Week 8th Grade H.S. Pep Talks 8th Grade High School Registration 7th and 8th Elective Registration Read Across America AVID - March Madness Saturday School TWI Performance Night AMS Family Workshop Night
October/November Picture Make-up Day Vision/Hearing Screening TWI Cooking Night Red Ribbon Week and Straight Up Rally Basketball Tryouts Fall Break Saturday School TWI Pachanga Parent Conferences Renaissance Celebration Q1 TWI Elementary School Visits/Info Nights AMS Family Workshop Night	April TWI Bilingual Interviews TWI Folklorico Performance Spring Break ASB Elections/SSC Elections Battle of the Books Saturday School
December/January School of Choice Night TWI Posada Winter Dance Winter Break Cheers for Children Food Drive TWI Parent Night Geography Bee AMS Music Concerts AMS Family Workshop Night Field Hockey	May/June Teacher Appreciation Week State Testing TWI Pachanga Q3 Renaissance Celebration Renaissance Magic Mountain Trip End of Year Awards Assemblies Yearbook Distribution TWI Promotion 8th Grade Dance 8th Grade Beach Day 8th Grade Promotion AMS Spring Music Concerts

At this time, VUSD has to ask all school sites and the District to hold significant events virtually. Our team will work to modify the events as much as possible to support the guidance in place. We will provide you with updates throughout the school year if guidance changes via ParentSquare. All dates will be added to our ParentSquare AMS Family Weekly Newsletter.

Professional Development Plan

Anacapa 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 2021-22 school year, teachers at Anacapa Middle School will participate in the following trainings:

- Child Abuse Mandated Reporter Training
- Best Practices and Strategies to Support English Learners
- Ongoing EL and RFEP Monitoring Professional Development
- Common Assessments Professional Development
- Second Step Curriculum Professional Development
- SEL Professional Development
- ParentSquare Training

School Accountability Report Card

2020-21 School Accountability Report Card

Published January 2022



ANACAPA MIDDLE SCHOOL
100 SOUTH MILLS ROAD, VENTURA, CA 93003
(805) 289-7900

DR. MAYRA VEGA-MANRIQUEZ, PRINCIPAL
GRADES 6-8

PRINCIPAL'S MESSAGE

Welcome to the 2021-22 school year! We are extremely fortunate to be a part of a highly regarded school district and a caring community. I consider myself privileged to serve as your principal. Our students continue to demonstrate their commitment to learning through daily work in class, participation in intra-mural sports, the music program, clubs, and community service at school and/or at community-based organizations. These efforts exemplify the pursuit of 21st Century skills that our programs support.

Students continue to be the focus of all our instructional needs. Students can do their part by demonstrating their Anacapa PRIDE. Islanders Guidelines for Success are:

P - Prepared
R - Respectful
I - Inclusive
D - Determined
E - Encouraging

We need and encourage your support in your children's education. You are cordially invited to actively participate with us both in and out of the classroom. The voice of the community is welcomed and needed as we strive to offer the best to our students. All resources available will be focused on the improvement of the instructional program by the staff.

We look forward to working with you and your child/children during this school year. Please feel free to contact the office if you have any questions about the school or daily procedures.

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.

Anacapa Middle School

Anacapa Middle School serves students in grades six through eight following a traditional calendar. At the beginning of the 2020-21 school year, 863 students were enrolled, including 12.2% in special education, 22.5% qualifying for

Board of Education

MATTHEW ALMARAZ
SABRENA RODRIGUEZ
AMY (YAMAMOTO) CALLAHAN
DR. JERRY DANNENBERG
VELMA LOMAX

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. ANTONIO CASTRO
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MR. BRETT TAYLOR
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org

Ventura Unified
SCHOOL DISTRICT



English Language Learner support, 5% homeless, 0.8% foster youth, 0.8% migrant, and 67.7% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	#
Female	51.0%	Grade 6	286
Male	49.0%	Grade 7	293
Non-Binary	0.0%	Grade 8	284
American Indian or Alaskan Native	0.0%		
Asian	1.7%		
Black or African American	1.4%		
Filipino	0.5%		
Hispanic or Latino	68.8%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.7%		
White	23.9%		
English Learners	22.5%		
Foster Youth	0.8%		
Homeless	5.0%		
Migrant	0.8%		
Socioeconomically Disadvantaged	67.7%		
Students with Disabilities	12.2%		
Total Enrollment			863

Anacapa Middle School's curriculum is 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 a high school. Opportunities abound for students to develop and stretch their talents and leadership skills. Anacapa Middle is proud to be send exemplary musicians and robotic students to various competitive events.

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

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 ParentSquare (weekly automated phone message system), the school and teacher websites, school newsletter, flyers, letters, Remind text messages, and Parent Connect. Contact any of the school administrators at (805) 289-7900 for more information on how to become involved in your child's learning environment.

- Opportunities to Volunteer
- After School Athletic Coaching
 - Classroom Helper
 - Library Helper
 - TWI Promotion
 - Eighth Grade Celebration Planning and Preparation

- Committees
- School Site Council
 - English Learner Advisory Council
 - District Parent Advisory Committee
 - Parent Teacher Student Association

- School Activities
- After School Sports
 - Back to School Night
 - School of Choice Showcase
 - Student Recognition Assemblies

- Sixth Grade Orientation
- Eighth Grade Promotion Ceremony
- Multicultural Events
- Parent Information Nights
- Q Training
- Renaissance Program
- Student Service Learning Projects
- TWI Parent Nights

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Anacapa 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/.

California Physical Fitness Test Results 2020-21			
% of Standards Met:			
Grade Level	4 of 6	5 of 6	6 of 6
Seventh	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

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/.

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. Anacapa Middle School's original facilities were built in 1953; 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.

Every morning before school begins, the principal and the 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 evening custodians (two full-time and one part-time) are assigned to Anacapa Middle School. The day custodian is responsible for:

- Restrooms
- Cafeteria Setup/Cleanup
- General Cleaning and Custodial Functions
- Routine Maintenance

Restrooms are checked four to five times a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Restrooms
- Classrooms
- Library
- Computer Lab
- Office Areas

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Anacapa		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	25.65	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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 Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven

Percentage of Students Meeting or Exceeding the State Standards

	Anacapa		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

**Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.*

*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.**

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

	2020-21				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	283	231	81.63	18.37	25.65
Female	155	122	78.71	21.29	26.23
Male	127	108	85.04	14.96	25.23
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	186	156	83.87	16.13	20.65
Native Hawaiian or Pacific Islander					
Two or More Races	16	14	87.5	12.5	35.71
White	68	51	75	25	31.37
English Learners	54	46	85.19	14.81	4.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	107	80.45	19.55	14.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	34	80.95	19.05	2.94

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

	2020-21									
	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	855	616	72.05	27.95	36.45	855	610	71.35	28.65	19.24
Female	436	314	72.02	27.98	40.51	436	310	71.1	28.9	17.42
Male	418	301	72.01	27.99	32.32	418	299	71.53	28.47	21.21
American Indian or Alaskan Native										
Asian	15	12	80	20	41.67	15	12	80	20	41.67
Black or African American	11	6	54.55	45.45	--	11	5	45.45	54.55	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	591	435	73.6	26.4	28.44	591	431	72.93	27.07	12.33
Native Hawaiian or Pacific Islander										
Two or More Races	34	26	76.47	23.53	73.08	34	27	79.41	20.59	33.33
White	200	133	66.5	33.5	53.03	200	131	65.5	34.5	33.85
English Learners	190	156	82.11	17.89	3.23	190	151	79.47	20.53	4.84
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	371	253	68.19	31.81	19.6	371	252	67.92	32.08	9.92
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	109	77	70.64	29.36	7.89	109	75	68.81	31.19	1.33

Note: N/T values indicate this school did not test students using the CAASPP for ELA.

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.

Note: At or above grade-level standard in the context of the local assessment administered

Campus Description	
Year Built	1953
Acreage	18.8
Bldg. Square Footage	81755
	Quantity
# of Permanent Classrooms	31
# of Portable Classrooms	6
# of Restrooms (student use)	5 sets
Cafeteria/Multipurpose Room	1
STEM Lab	1
Library/Media Center	1
Staff Lounge	1
Teacher Work Room	1
Laptop Computer Lab	1

Facilities Inspections

The district's maintenance department inspects Anacapa Middle School on an annual basis in accordance with Education Code §17592.72(c) (1). Anacapa 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 October 6, 2021. During fiscal year 2020-21, 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 Anacapa 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 by November 2021, and shared with school staff at faculty meetings held throughout the year.

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, a campus supervisor and four teachers supervise and walk the campus, entrance areas, and designated common areas. All administrators, 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, all administrators and five teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Anacapa Middle School requires all visitors to sign in at the school's office and wear identification badges while on school grounds.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Anacapa Middle School's discipline policies are based upon a schoolwide discipline plan and CHAMPS positive and proactive 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. At the beginning of each semester, school administrators lead grade level expectation assemblies to reinforce the importance of following school rules and making responsible,

respectful choices in behavior. Anacapa Middle School utilizes the Restorative Justice program and employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Anacapa Middle School's staff were trained on CHAMPS in 2019-20 and continue to implement the behavior program schoolwide.

Suspensions & Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.34%	0.00%
Female	0.45%	0.00%
Male	0.23%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.94%	0.00%
White	0.95%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.34%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.88%	0.00%

	Suspensions and Expulsions								
	Anacapa			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	4.80%	7.57%	0.34%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.10%	0.22%	0.00%	0.05%	0.10%	0.01%	0.09%	0.00%	0.00%

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.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:				
October 6, 2021	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			Boys Locker Room - Thermostat broken; Classroom 33, Classroom 80 - Loud banging coming from HVAC unit while running
Interior Surfaces		✓		Multipurpose, Kitchen, Room 122 - Ceiling tile missing and falling; Music Room 10 - Ceiling tile falling at East side of room, ceiling tiles damaged in practice room; Gym South Hallway - Ceiling tiles missing; Main Gym - Ceiling tiles missing and falling; Classroom 63 - Broken VCT tile at the south door
Cleanliness	✓			Music Room 11 - Signs of termite damage and infestation at west wall
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			Room 123 - East exterior door deteriorate at rolling at the bottom; Building 50 Exterior - Excessive peeling paint at the eaves above all rooms north side
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 (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	874	865	139	16.1
Female	443	437	63	14.4
Male	430	427	75	17.6
American Indian or Alaska Native	15	15	2	13.3
Asian				
Black or African American	11	11	5	45.5
Filipino	4	4	0	0
Hispanic or Latino	600	594	95	16
Native Hawaiian or Pacific Islander				
Two or More Races	34	34	4	11.8
White	210	207	33	15.9
English Learners	196	195	40	20.5
Foster Youth	7	7	3	42.9
Homeless	47	46	17	37
Socioeconomically Disadvantaged	594	587	122	20.8
Students Receiving Migrant Education Services	7	7	0	0
Students with Disabilities	113	110	35	31.8

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				
2018-19				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	21.0	16	7	10
Math	30.0	3	10	8
Science	34.0	4	14	
Social Science	34.0	4	14	
2019-20				
English	22.0	16	6	8
Math	31.0	3	6	10
Science	29.0	4	1	15
Social Science	32.0	1	7	10
2020-21				
English	25.0	11	9	7
Math	29.0	3	9	7
Science	31.0	2	3	13
Social Science	31.0	2	3	13

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

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Anacapa Middle School for the 2020-21 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 professional development 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 2019-20, 2020-21, and 2021-22 school years, the teachers at Anacapa Middle School had the opportunity to participate in districtwide staff development training focused on:

2019-20 Trainings:

- College & Career Readiness
- CPM Adoption Training
- History-Social Science Pilot Training
- MVP Math 3 Training
- Next Generation Science Standards Pilot / Adoption Training
- School Safety
- Special Education
- SSAE Secondary Math Grant – Cohort 1
- SSAE Secondary Math Grant – Cohort 2
- STEMScopes
- StudySync
- Technology Training
- Universal Design for Learning

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 ELA Course Placement Criteria

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 2020-21 school year, Anacapa Middle School's staff development activities concentrated on:

- Academic Language
- AVID
- CABE
- Cross Department Observation
- Distance Learning Strategies
- EL Strategies
- Multi-Tiered Systems of Supports (MTSS)
- Next Generation Science Standards
- Project Based Learning (PBL)
- Project Lead the Way
- School Safety
- Social-Emotional Learning (SEL)
- 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's middle school History-Social Science curriculum is being piloted in the 2021-2022 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 September 21, 2021, 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 #21-25 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

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%

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 2021-22 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

Anacapa 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 Anacapa 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 2020-21		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Health Technician	1	1.0
Occupational Therapist	1	0.1
Psychologist	1	0.8
School Nurse	1	0.2
Student Assistant Program Counselor	1	0.2
Speech & Language Pathologist	1	1.0
School Resource Officer	As needed	

*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 Credential

The charts below identify the number of teachers at Anacapa 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 Anacapa 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
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.

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 Anacapa 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 was acquired in October 2021 and the school facilities section was acquired in November 2021.

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 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 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.)

Teacher and Administrative Salaries 2019-20

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,852
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20

Expenditures Per Pupil	Dollars Spent Per Student				
	Anacapa	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,321	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,146	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,175	6,041	65.7%	8,444	61.3%
Average Teacher Salary	47,562	78,453	N/A	86,376	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 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

**BYLAWS FOR ANACAPA MIDDLE SCHOOL
SCHOOL SITE COUNCIL****ARTICLE I****Name of Council**

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

ARTICLE II**Role of Council**

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

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

The School Site Council shall be composed of a minimum of 12 members.

Participation in the School Site Council will be encouraged among a broad representation of parents, students, and staff, including all socioeconomic and ethnic groups represented in the school attendance area. Representation on the council shall be: the principal, representatives of teachers selected by teachers at the school, other school personnel selected by other school personnel at the school, parents of pupils attending the school selected by such parents, and pupils selected by pupils attending the school through the ASB election process. The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) equal numbers of parents and pupils.

Classroom teachers shall constitute the majority of those persons representing school staff.

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

Section 2: Term of Office

All members of the council shall serve for a two-year term. If a parent member becomes a school site council member during their child's 6th grade year, tenure extends to not greater than three years. At the conclusion of a member's term at least one year shall elapse before such member may be selected to a new term.

Section 3: Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council.

Section 4: Termination of Membership

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

Section 5: Transfer of Membership

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

Section 6: Resignation

Any member may resign by filing a written resignation with the Anacapa School Site Council.

Section 7: Vacancy

Any vacancy on the council shall be filled for the remainder of the school year by a majority vote of the council.

ARTICLE IV**Section 1: Officers**

The officers of the School Site Council shall be a chairperson, 1 or 2 vice-chairperson (s), secretary, and such other officers as the council may deem desirable.

Section 2: Election and Term of Office

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

Section 3: Removal

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

Section 4: Vacancy

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

Section 5: Chairperson

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

Section 6: Vice-Chairperson (s)

The duties of the vice-chairperson(s) shall be to represent the chairperson in assigned duties and to substitute for the chairperson during their absence, and the vice-chairperson(s) shall perform such other duties as from time to time may be assigned by the chairperson or by the School Site Council.

Section 7: Secretary

The secretary shall keep the minutes of the meetings, both regular and special, of the School Site Council and shall promptly transmit to each of the members, to the school district and to such other persons as the School Site Council may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws.

Section 8: Custodian of Records

The principal or his designee will be the custodian of the School Site Council records. The custodian of the School Site Council records will keep a register of the address and telephone number of each member of the School Site Council which shall be furnished to the secretary by such member; and, in general, perform all duties incident to the office and such other duties as from time to time may be assigned to the office by the chairperson or by the School Site Council.

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

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

Section 2: Membership

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

Section 3: Rules

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

Section 4: Quorum

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

Section 5: Vacancy

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

ARTICLE VI**Meetings of the School Site Council****Section 1: Regular Meetings**

The School Site Council shall meet regularly at least once per month.

Section 2: Special Meetings

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

Section 3: Place of Meetings

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

Section 4: Notice of Meetings

Public notice shall be given of regular meetings at least 48 hours in advance of the meeting. Any change in the established date, time, or location must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall be delivered either personally or by mail to each member not less than forty-eight hours or more than two weeks prior to the date of such meeting.

Section 5: Decisions of the School Site Council

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

Section 6: Quorum

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

Section 7: Conduct of Meetings

All regular and special meetings of the School Site Council shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

Section 8: Meetings Open to the Public

All regular and special meetings of the School Site Council and of its standing or special committees shall be open at all times to the public. The public's verbal comments are limited to three minutes and the public is not allowed to vote.

Addendum to 2021-22 SPSA Goals

This page identifies all changes to the School Plan for Student Achievement (SPSA) previously approved by School Site Council on November 16, 2021 and was approved by the Board of Education _____. Anacapa Middle School has identified the following addition(s) and/or revision(s) to the 2021-22 School Plan for Student Achievement:

STAKEHOLDER INVOLVEMENT

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
SSC	

GOAL # 1: Increase Student Achievement Revision of Expenditures of Strategy/Activity #1

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students to be served.

Strategy/Activity

Site-Based Instructional Support

- Provide site-based resources to support before/after school interventions and additional learning opportunities, including standards-based instructional materials and Saturdays Academies.
- Opportunities for tutoring
- Targeted instruction in all grade levels to address identified skills needed in ELA/Mathematics
- Provide a grade level school structure that includes opportunities for staff to review student data, monitor the academic progress of EL, LI, FY and SWD.
- Department Based Common Assessments
- Quarterly intervention teacher meetings to review student data
- Implement Anacapa Reads (schoolwide reading program)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Math Tutoring- \$4,000	Supplemental
TWI Spanish Tutoring \$4,000	Supplemental
Peer Tutoring Program- \$1,000	Supplemental
Supplemental Instructional Supplies, Materials & Field Trips - \$11,600	Supplemental
Grade Level Site Liaisons - \$2,500	Title I
Instructional Materials and Supplies \$20,500	Title I
Quarterly intervention teacher meetings Math & ELA \$ 2,400	Title I
Anacapa Reads Books \$1,000	Supplemental
Substitutes - \$5,500	Supplemental
Substitutes - \$2,600	Site Based

GOAL # 1: Increase Student Achievement**Revision of Expenditures of Strategy/Activity #3**

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners.

Strategy/Activity**Professional Development and Site-Based Instructional Supports for English Learners**

- Supplemental standards-based material for ELs
- Implement professional development around strategies for English Learners through after school teacher collaboration.
- Provide staff with support for ongoing monitoring of ELs and RFEP students.
- Provide staff with the opportunities for professional learning collaboration in the community (CABE, SIOP Annual Conference, and VCOE EL Support Workshops)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELD Supplemental Resources \$3,000	Supplemental Funds

GOAL # 2: Student Connections to School**Revision of Expenditures of Strategy/Activity #2**

Strategy/Activity 2

Students to be served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on EL, LI FY and SWD.

Strategy/Activity**SEL Supports for Students, Staff, and Families**

- Provide curriculum and materials to support restorative peer panels and SEL supports.
- Provide staff with opportunities for professional development using second step curriculum.
- Provide staff with opportunities for professional development (i.e., VCOE workshops related to SEL, MTSS Conference and other workshops related to trauma, Restorative Justices, PBIS, or CHAMPS).
- Provide outreach and support to agency partnerships to support staff and family access to mental health services.
- Provide SEL activities after school and before school opportunities for students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
SEL Student Resources \$1,000	Supplemental Fund

GOAL # 2: Student Connections to School**Revision of Expenditures of Strategy/Activity #2**

Strategy/Activity 2

Students to be served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on EL, LI FY and SWD.

Strategy/Activity**SEL Supports for Students, Staff, and Families**

- Provide curriculum and materials to support restorative peer panels and SEL supports.
- Provide staff with opportunities for professional development using second step curriculum.
- Provide staff with opportunities for professional development (i.e., VCOE workshops related to SEL, MTSS Conference and other workshops related to trauma, Restorative Justices, PBIS, or CHAMPS).
- Provide outreach and support to agency partnerships to support staff and family access to mental health services.
- Provide SEL activities after school and before school opportunities for students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
SEL Student Activities \$2,000	Site Based Funds
SEL Student Resources \$1,000	Supplemental Fund

GOAL # 3: Family Involvement**Revision of Expenditures Strategy/Activity #2**

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on EL, LI FY and SWD.

Strategy/Activity**Community Communication and Engagement**

- Opportunities to increase awareness and involvement of unduplicated families.
- Family education nights to support academic, behavior, attendance and social/emotional needs in the community.
- Continue to promote timely and ongoing communications through ParentSquare, monthly calendars, school website, and staff calls and emails.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Family Education Nights \$2,000	Title I Funds
Family Night Classified Support \$1,000	Title I Funds
Communication \$2,612	Title I Funds
Childcare \$ 2,000	Title 1 Funds
Interpretation Services \$5,000	Title 1 Funds

Recommendations and Assurances

The School Site Council (SSC) recommends these changes to the school plan and proposed expenditures as follows:

English Learner Advisory Committee

Signature of Authorized
Representative

This SPSA was adopted by the SSC at a public meeting on: _____

Attested:

Mayra Vega-Manriquez, Principal

Date

SSC Chairperson

Date