2024-25 School Accountability

Report Card

Published January 2026

Anacapa Middle School

100 South Mills Road, Ventura, CA 93003

(805) 289-7900

Robert Ruiz, Principal

Grades 6-8

Principal's Message

Welcome to the 2025-2026 school year! It has been an absolute privilege and joy serving this amazing Anacapa Middle School community over the past few years. At Anacapa we begin and end with our 5 pillar programs and focus areas: 1) TWI (Two Way Immersion) 2) RCA House System (Ron Clark Academy) 3) WEB (Where Everyone Belongs)/Leadership 4) Elective Classes 5) SEL (Social Emotional Learning).

Our goal is for all of our students to leave Anacapa with the academic preparation for a successful high school experience. Additionally, we are intentional about teaching and modeling the importance of social/emotional health. We want our students to be resilient, establish and maintain healthy relationships, have self-awareness and utilize healthy coping strategies.

We believe in a "village" approach at Anacapa to provide the best experience for our students. This means everyone is responsible and contributes to our school culture. We value our partnerships with parents to optimize the learning and growth of each student. 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. Over 14,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Board of Education

James Forsythe

Shannon Trani Fredericks

Sabrena Rodriguez

Dr. Jerry Dannenberg

Calvin Peterson

District Administration

Dr. Antonio Castro
Superintendent

Dr. Greg Bayless
Assistant Superintendent
Educational Services

Ms. Gina Wolowicz
Assistant Superintendent
Human Resources

Dr. Ahsan Mirza
Assistant Superintendent
Business Services

Ventura Unified School District

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Ventura Unified SCHOOL DISTRICT

Anacapa Middle School

Anacapa Middle School serves students in grades six through eight following a traditional calendar. At the beginning of the 2024-25 school year, 592 students were enrolled, including 13.3% in special education, 17.2% qualifying for English Language Learner support, 2.9% homeless, 0.5% foster youth, 0.2% migrant, and 68.4% socioeconomically disadvantaged.

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.

Student Enrollment by Student Group
2024-25

Student Group	% of Total Enrollment
Female	49.3%
Male	50.7%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	2.5%
Black or African-American	1.2%
Filipino	1.4%
Hispanic or Latino	73.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.1%
White	17.4%
English Learners	17.2
Foster Youth	0.5
Homeless	2.9
Migrant Services	0.2
Socioeconomically Disadvantaged	68.4
Students with Disabilities	13.3

Student Enrollment by Grade Level
2024-25

Grade Level	# of Students
Grade 6	198
Grade 7	202
Grade 8	912
Total Enrollment	592

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

Parent Involvement

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 communication system, the school and teacher websites, school newsletter, flyers, and letters. 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
• School Events

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
• Family Picnics
• House System Support
• 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

California Assessment of Student Performance and Progress (CAASPP)

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

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

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	42.0	45.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	33.0	31.0	37.0	37.0	35.0	37.0

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	595	585	98.32	1.68	45.45
Female	294	291	98.98	1.02	53.63
Male	301	294	97.67	2.33	37.41
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100	0	78.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	440	434	98.64	1.36	38.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	73.91
White	103	100	97.09	2.91	63.64
English Learners	92	90	97.83	2.17	2.22
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	407	400	98.28	1.72	34.42
Students with Disabilities	79	76	96.20	3.80	9.21

CAASPP Test Results in Mathematics by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	595	580	97.48	2.52	31.09
Female	294	287	97.62	2.38	29.27
Male	301	293	97.34	2.66	32.88
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100	0	64.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	440	429	97.50	2.50	23.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100	0	50.00
White	103	99	96.12	3.88	53.54
English Learners	92	91	98.91	1.09	3.30
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	407	394	96.81	3.19	20.87
Students with Disabilities	79	76	96.20	3.80	5.33

Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students 2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	26.83	20.42	33.34	31.52	30.73	32.33

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

CAASPP Test Results in Science by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	193	191	98.96	1.04	20.42
Female	91	91	100	0	19.78
Male	102	100	98.04	1.96	21.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	149	149	100	0	13.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	22	91.67	8.33	50.00
English Learners	26	26	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	143	142	99.30	0.70	12.68
Students with Disabilities	22	21	95.45	4.55	0.00
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					

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

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

Physical Fitness Test % of Students Participating in each of the Five Fitness Components 2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	99.5%	99%	99%	99%	99%
Note: The administration of the PFT requires only participation results for these five fitness areas. *To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*					

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. 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. During the 2024-25 school year, the following campus repairs and improvements were completed or in process:

- RCA House murals
- Updated camera surveillance systems
- Installation of fencing around the campus (Summer 2026)

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 administration team, campus supervisors, 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 two evening custodians 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 regularly throughout the 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.

Campus Description	
Year Built	1953
Acreage	18.8
Square Footage	81,755
	Quantity
Permanent Classrooms	31
Portable Classrooms	6
Restrooms (Sets)	5
Cafeteria/Multipurpose Room	1
Library/Media Center	1
Wellness Center	1
Staff Lounge	1
Teacher Workroom	1

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 January 2026, 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, campus supervisors and teachers supervise and walk the campus, entrance areas, and designated common areas. All administrators, campus supervisors and 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 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.

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 December 17, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	**Repair Status**			
Inspection Date: December 17, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces		X		Multi-Purpose - VCT tiles is bubbling throughout, ceiling tiles falling throughout; Music Room 10 - Missing and falling ceiling tiles in Practice Rom 3; Music Room 11 - Water damaged ceiling tiles in the southwest corner; Main Gym - Ceiling tiles missing and falling, wood trim at the southeast exit door is falling down; Room 122 - Ceiling tiles are falling; Classroom 62 - Water damaged ceiling tiles at the east wall
Cleanliness	X			
Electrical	X			Health Office - GFCI outlet in the back restroom does not function; Portable Room 9 - Three light fixtures do not function; Classroom 83 - The outlets by the sink are not GFCI protected
Restrooms/Fountains	X			Classroom 81 - Southwest sink does not drain
Safety			X	Admin - Fire alarm system not functioning in the office, scrren is blank, system in trouble state; Admin Exterior - Excessive peeling paint at the fascia and west trellis; Room 121 - Fire extinguisher is missing from the room; Room 122 - Fire extinguisher is missing from the room; Gym Exterior - Excessive peeling paint at the arcade ceilings; Library/Media Center - Fire extinguisher by the west door is out of service date (6/21/24), emergency exit blocked by chairs; Classroom 31 - Fire extinguisher is out of service date (6/21/24); Building 90 Exterior - Excessive peeling paint at the arcade fascia
Structural	X			Music Building Exterior - Roof rain gutters have weeds growing in them; Library Building Exterior - Rotted wood at the east fascia by the arcade to the gym; Building 40 Exterior - Excessive peeling paint at the north and south fascia; Building 40 Girls' RR - Excessive peeling paint at the west wall; Building 50 Exterior - Excessive peeling paint at the eaves above all rooms north side; Portable 1-3 Exterior - Excessive peeling paint at the north and south fascia; Portable Room 8 - Fire extinguisher is missing from the room
External			X	Room 123 - North exterior door is deteriorated; Room 122 - Northwest exit door will not open; Gym Exterior - Contrasting stripe missing from Room 121 exit stairs; Office 62A - Screws missing from the east door pull; Building 60 Girls' RR - The door slams closed, closer does not function properly; Building 90 Exterior - Roof rain gutters have weeds growing in them; Playfields - Large holes in the field north of Room 7

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary				X

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Classroom Environment

Discipline & Climate for Learning

Anacapa has adopted The Ron Clark Academy's philosophies of building a positive school culture around unity, relationships and service. Implementing a House System has provided a positive behavior reward system. Houses rally together for competitions, community service projects, creating an overall sense of belonging and community. Students take pride in their Houses and show school spirit on the daily.

Our SEL focus is comprehensive. Our amazing counseling staff provides small group opportunities, whole class lessons, mediations and one on one sessions with students. Additionally, we collaborate with community entities to expand our range of social/emotional services for our students. We have a fabulous wellness center (Rincon Room) for students to utilize during break time and when in need of emotional support.

We utilize a Restorative Justice approach when addressing discipline issues. We believe in empowering students to be resourceful, use healthy coping strategies and to continually improve on conflict resolution. We have a comprehensive progressive discipline system in place.

Suspensions & Expulsions

	22-23	23-24	24-25
	School		
% Students Suspended	11.91	10.53	5.02
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	5.02	0.00
Female	3.27	0.00
Male	6.75	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.07	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.00	0.00
White	4.72	0.00
English Learners	3.64	0.00
Foster Youth	0.00	0.00
Homeless	14.81	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	6.34	0.00
Students with Disabilities	10.11	0.00

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

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Anacapa Middle School for the 2023-24 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."

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	617	613	106	17.3
Female	306	304	54	17.8
Male	311	309	52	16.8
American Indian or Alaska Native	--	--	--	--
Asian	15	15	1	6.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	454	451	79	17.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	25	4	16.0
White	106	105	19	18.1
English Learners	110	109	18	16.5
Foster Youth	--	--	--	--
Homeless	27	26	10	38.5
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	426	424	89	21.0
Students with Disabilities	89	87	21	24.1
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

Class Size

The Average Class Size and Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
	2022-23			
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	21	11	14	1
Math	25	5	9	4
Science	26	3	11	4
Social Science	26	4	11	3
	2023-24			
English	21	9	9	3
Math	27	3	7	4
Science	27	3	7	5
Social Science	29	2	5	7
	2024-25			
English	23	8	5	5
Math	31		8	4
Science	32	1	6	6
Social Science	32	2	5	6
Number of classes indicates how many classes fall into each size category (a range of total students per class).* *"Other" category, if applicable, is for multi-grade level classes.*				

Curriculum & Instruction

Staff Development

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

2023-24 Trainings:
- Trauma Informed Practices
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

2024-25 Trainings:
- District Assessments
- Trauma Informed Practices
- Multi-Tiered System of Supports (MTSS)
- Department Level Collaboration
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

2025-26 Trainings:
- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Co-Teaching
- Healthy Campus (Online Platform for Conducting Wellness Services)

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

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2024-25 school year, Anacapa Middle School's staff development activities concentrated on:

- Academic Language
- AVID
- CABE
- Cross Department Observation
- EL Strategies
- Multi-Tiered Systems of Supports (MTSS)
- Anti-Bias and Anti-Racist (ABAR) Resources
- Ron Clark Academy Training
- School Safety
- Social-Emotional Learning (SEL)
- Technology Training
- Trauma Informed Practices
- Universal Design for Learning (UDL)

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

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

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

Instructional Materials

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

On September 23, 2025, 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 #25-22 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

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

Professional Staff

Counseling & Support Staff

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.

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselors	2	2.0
Psychologist	1	0.8
School Resource Officer	1	As Needed
School Nurse	1	0.2
Occupational Therapist	1	0.1
Health Technician	1	1.0
Speech & Language Pathologst	1	0.8
Wellness Counselor	1	1.0
Note: One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.		

Teacher Preparation and Credential

The charts in this report 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.

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.5	4.8	9.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0
Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.			

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	17.7	0.9	2.1	3.3	2.4	26.6
School %	66.48	3.71	8.1	12.49	9.11	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	22.5	0.9	1.8	3.0	2.8	31.3
School %	71.83	3.15	6.02	9.78	9.11	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	23.9	0.2	1.1	7.1	1.8	34.2
School %	69.99	0.58	3.39	20.76	5.26	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	1.0	0.0	0.0
Misassignments	0.1	1.8	2.1
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.1	1.8	2.1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	1.1	0.0	0.0
Local Assignment Options	5.9	3.0	3.3
Total Out-of-Field Teachers	7.1	3.0	3.3

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries
2023-24

	District	State Average of Districts in Same Category
Beginning Teacher Salary	$57,712	$62,783
Mid-Range Teacher Salary	$83,105	$97,783
Highest Teacher Salary	$115,107	$128,020
Superintendent Salary	$283,083	$313,465
Average Principal Salaries:		
Elementary School	$144,454	$160,224
Middle School	$158,093	$166,992
High School	$164,183	$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%

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

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of $19,098 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

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

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

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$8,019	N/A	N/A	N/A	N/A
Restricted	$2,771	N/A	N/A	N/A	N/A
Unrestricted	$5,248	$6,125	85.7%	$11,146	47.1%
Avg Teacher Salary	$86,123	$92,704	92.9%	$103,743	83.0%
Note: Cells with N/A values do not require data.					

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about 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 and the school facilities section was acquired in November 2025.