Ventura Unified School District

School Plan for Student Achievement



Anacapa Middle School

56 72652 6062145

Contact Information:
Robert Ruiz, Principal
robert.ruiz@venturausd.org
100 South Mills Road
Ventura, CA 93003
(805) 289-7900

Ventura Unified SCHOOL DISTRICT

Fiscal Year 2026-2027

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

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

School Information 7
- School Profile 7
- School Vision 7
- Student Enrollment by Ethnicity – 2024-2025 7
- Student Enrollment by Grade – 2024-2025 8
- Student Enrollment by Student Group – 2024-2025 8
- Comprehensive Needs Assessment 8
- Bully Prevention, Violence Prevention, and Substance Abuse Curricula 9

School Plan for Student Achievement 10
Budget 19
2026-2027 Centralized Support for Planned Improvements in Student Performance 20
- VUSD - Program Support Goals 20

References 22
- CAASPP – Grade 6 English Language Arts/Literacy & Mathematics 2024-2025 22
- CAASPP – Grade 7 English Language Arts/Literacy & Mathematics 2024-2025 23
- CAASPP – Grade 8 English Language Arts/Literacy & Mathematics 2024-2025 24
- School-Parent/Home Compact 25
- VUSD - Parent Involvement Policy 26
- Anacapa Middle School Parent Involvement Policy and Opportunities 28
- Parent Involvement Calendar 29
- Professional Development Plan 30
- School Accountability Report Card 31
- School Site Council Bylaws 45

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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Anacapa Middle School
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Ventura, CA 93003
(805) 289-7900
robert.ruiz@venturausd.org

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

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Classified / Other Staff	Parent or Community Member	Student
Robert Ruiz	X				
Kate Oltz		X			
Katherine Peik		X			
Brent Safranski		X			
Angela Foley			X		
Bridget Harmon				X	
Jennifer Weir				X	
Mariana Zumaya				X	
Katherine Le					X
Lily Borjas					X
Number of members in each category	1	3	1	3	2

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
Robert Ruiz	X				
Lucia Navarro				X	
Oscar Navarro				X	
Number of members in each category	1			2	

(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

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: 2/19/26.

Attested:

Robert Ruiz, Principal — Date: 2/19/26

SSC Chairperson — Date: 2/19/26

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 14,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2024-2025 school year, Ventura Unified School District served 14,379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% homeless, and 0.2% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Vision

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

District Mission

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

District Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

School Profile

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 2024-2025 school year, Anacapa Middle School served 582 students in grades 6-8. Student enrollment included 13.3% students with disabilities, 17.2% English learners, 68.4% socioeconomically disadvantaged, 2.9% homeless, 0.2% migrant, and 0.5% foster youth.

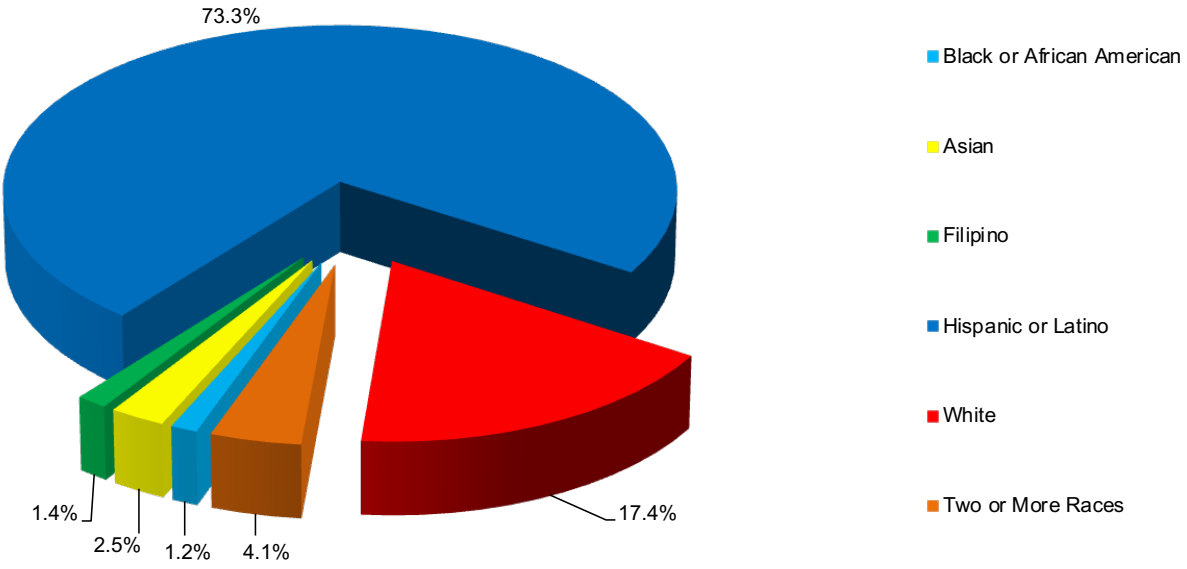
Anacapa Middle School's curriculum is tailored to meet the needs of students in their transitional years from the self-contained classroom environment of an elementary school to the departmentalized program of a high school. Opportunities abound for students to develop and stretch their talents and leadership 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, 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 (SSC), Parent Teacher Organization (PTO), and English Learner Advisory Council (ELAC) provide opportunities for parents to have input on curricular programs and financial planning.

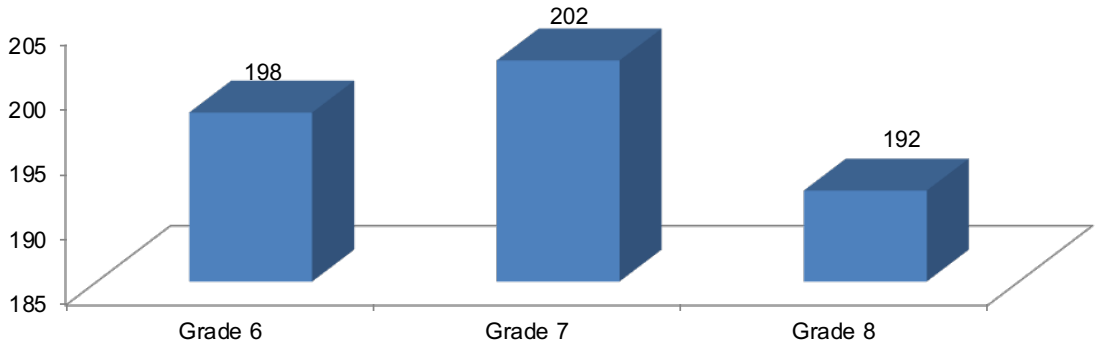
School Vision

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.

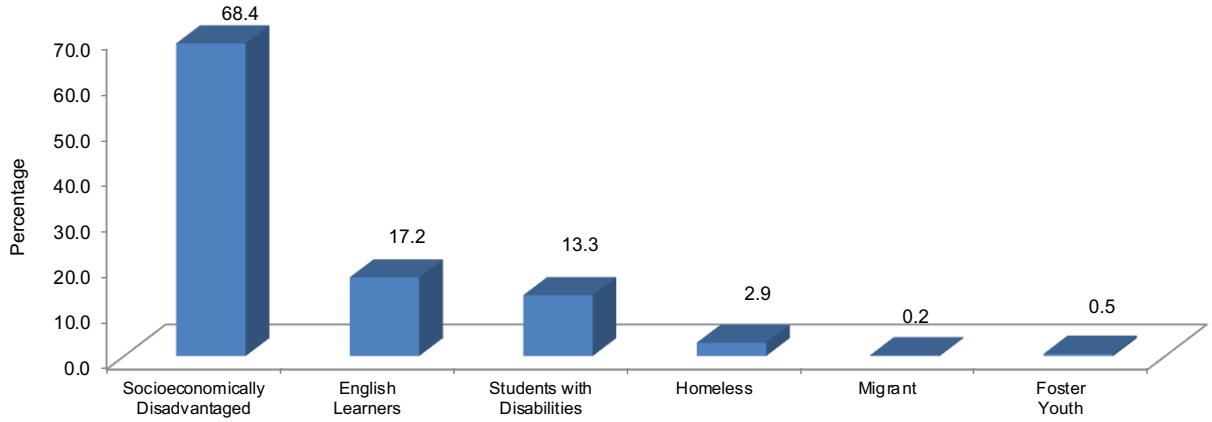
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



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
  - MAP
- ✓ 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. 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 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.

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.

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**	**2/19/2026**	

Plan Description

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

At Anacapa, our goal is to provide a high-quality educational experience for our students. The academic side of our program is focused on rigor, high standards for our teachers and students, strong collaboration amongst teachers and common core instructional practices. In addition, we offer an effective MTSS model where intervention classes are embedded in our master schedule, after school tutoring/support is offered for students not performing to standard and we offer whole and small group lessons to support Social/Emotional learning.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Principal & Assistant Principals	12/8/25, 1/5/26, 1/26/26, 2/9/26
School Site Council	11/18/25, 12/16/26, 2/17/26
Site Leadership Team/ AMS Staff	1/7/26, 2/4/26, 2/6/26
ELAC	12/18/25

Comprehensive Needs Assessment

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

Our needs assessment showed that our English Learner and Homeless categories are underperforming on the CAASPP. We will offer a Family Liaison to assist with better communication and build stronger relationships with our families. Additionally, we have added an additional class period to our EL Liaison for increased intervention, progress monitoring, supporting teachers and student/parent meetings.

Resource Inequities

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

N/A

Goals, Strategies/Activities, and Expenditures

Goal 1:

Increase Student Achievement

Identified Need:

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

Increase student achievement for all students while decreasing performance gaps.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Assessment Data All Students	**6th Grade** 47% met or exceeded the standard **7th Grade** 54% met or exceeded the standard **8th Grade** 35% met or exceeded the standard	**6th Grade** 5% Increase for following year **7th Grade** 5% Increase for following year **8th Grade** 5% Increase for following year
ELA CAASPP Assessment Data English Learners	**6th Grade** 3% met or exceeded the standard **7th Grade** 3% met or exceeded the standard **8th Grade** 0% met or exceeded the standard	**6th Grade** 5% Increase for following year **7th Grade** 5% Increase for following year **8th Grade** 5% Increase for following year
Mathematics CAASPP Assessment Data All Students	**6th Grade** 34% met or exceeded the standard **7th Grade** 37% met or exceeded the standard **8th Grade** 23% met or exceeded the standard	**6th Grade** 5% Increase for following year **7th Grade** 5% Increase for following year **8th Grade** 5% Increase for following year
Mathematics CAASPP Assessment Data English Learners	**6th Grade** 6% met or exceeded the standard **7th Grade** 3% met or exceeded the standard **8th Grade** 0% met or exceeded the standard	**6th Grade** 5% Increase for following year **7th Grade** 5% Increase for following year **8th Grade** 5% Increase for following year

ELA CAASPP Assessment Data Economically Disadvantaged	**6th Grade** 29% met or exceeded the standard **7th Grade** 47% met or exceeded the standard **8th Grade** 27% met or exceeded the standard	**6th Grade** 5% Increase for following year **7th Grade** 5% Increase for following year **8th Grade** 5% Increase for following year
Mathematics CAASPP Assessment Data Economically Disadvantaged	**6th Grade** 20% met or exceeded the standard **7th Grade** 27% met or exceeded the standard **8th Grade** 15% met or exceeded the standard	**6th Grade** 5% Increase for following year **7th Grade** 5% Increase for following year **8th Grade** 5% Increase for following yea

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	**Site-Based Instructional Support** A. Provide site-based resources to support academic interventions and additional learning opportunities, including standards-based instructional materials B. Targeted instruction in all grade levels to address identified skills needed in ELA/Mathematics C. Provide a grade level school structure that includes opportunities for staff to review student data. D. Department Based Common Assessments E. Quarterly intervention teacher meetings to review student data F. Continue Anacapa Reads/Calculates (schoolwide reading/math program) G. Social-Emotional direct services to students as well as classroom presentations	All	A. $13,000 Instructional Materials & Supports C. $10,000 (Substitutes) F. $10,000 Accelerated Reader Program H. $76,000 Supplemental Counselor Allocation	A. Restricted Lottery / Supplemental C. Title 1 / Supplemental F. Restricted Lottery G. Title 1
2	**Professional Development and Site-Based Instructional Supports for English Learners** A. Implement professional development around strategies for English Learners through after school teacher collaboration B. Provide staff with support for ongoing monitoring of ELs and RFEP students. C. Provide staff with the opportunities for professional development D. Designated English Language Development Classes	EL Learners	District Funded	

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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

Goal Analysis:

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

The majority of our goals were met. We met goals in 3 categories for the 'All Students" group (6th, 7th and 8th in ELA and Math). We did not meet the goals for our EL Learners in the CAASPP testing; however, they met the goals for our ELPAC testing. Additionally, we have decreased the number of students not participating in our 8th grade promotion ceremony from over 80 students in 2023, over 40 students in 2024 and in 2025, only 9 students. We did not have any category on the orange or red ranges on our CA Dashboard.

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

There are no major differences between the intended implementation and the budgeted expenditures.

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

We have added 5% points as a goal for the 2025-2026 school year.

Goal 2:

Positive Learning Environments

Identified Need:

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

Provide a safe and secure emotional and academic environment for all staff and students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Anacapa Renaissance Program Student Participation	2024-2025 Quarter 1: Green Level: 139 Silver: 162 Gold: 117 Quarter 2: Green Level: 162 Silver: 125 Gold: 95 Quarter 3: Green Level: 159 Silver: 125 Gold: 89 Total Students: 1,173	Maintain or increase the number of students who qualify for Renaissance from Q1 to Q2 and Q3. Maintain or increase participation from year to year.
	2025-2026 Quarter 1: Green Level: 134 Silver: 209 Gold: 70 Quarter 2: Green Level: 81 Silver: 142 Gold: 121 Quarter 3: Green Level: Silver: Gold: Total Students:	

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	**Ron Clark Academy House System** A. All students and staff belong to 1 of 4 school houses (Onraka, Altruismo, Nukumori, Protos) B. The house system provides opportunities for students to belong and connect with students across grade levels and disciplines C. The house system is a school wide positive behavior program	All	$6,000 Promotion, Marketing, Staff Support, Student Incentives	Supplemental

2	**SEL Supports for Students, Staff, and Families** A. Provide curriculum and materials to support restorative peer panels and SEL supports. B. 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). C. Counselors will create and facilitate Small Groups/Whole Class Lessons D. Provide outreach and support to agency partnerships to support staff and family access to mental health services. E. Provide SEL workshops for parents	All	B. $5,000 D. $5,000	B. Supplemental D. Supplemental
3	**Daily homeroom and Increased access to extracurricular activities and** A. Daily homeroom for 10 minutes. Opportunities for school wide announcements, grade checks, SEL lessons and opportunities to make up work B. Provide opportunities for school activities on campus focused on engagement and culture building for students and staff C. Provide resources to library to purchase student high-interest books for General Education and TWI program	All	B. $10,000 Field Trip Support C. $20,000	B. Title 1/ Supplemental C. Restricted Lottery

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis:

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

Our RCA house system continues to support a positive behavior system school wide. Additionally, it builds relationships for students and staff who belong to the same houses through lunch activities and rallies. We are now adding Essential Agreements to create school-wide common language. Our Homeroom system provides an organized approach for all of our students to be informed about school activities and expectations, empowers students to monitor their grades, and it allows time for students to make up work. The amount of SEL support we offer through our Tuesday SEL day, small groups and whole class presentations provide an exceptional level of service for our students' needs. The number of students who are eligible and participate in our Renaissance program has increased over the past 3 years. Anacapa has recently received the Silver Tier School of Distinction Award from the National Renaissance Program. That puts Anacapa in the top 2% of all Renaissance schools nationwide.

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

There are no major differences between the intended implementation and the budgeted expenditures.

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

The goals in this area are all on-going. This area is about how to support and continue to build a positive school culture.

Goal 3:

Family and Community Engagement-

Identified Need:

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

Increase parent engagement and educational opportunities and engagement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Events	2025-2026 Participation	Increase in Participation

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	**Community Communication and Engagement** A. Family education nights to support academic, behavior, attendance and social/emotional needs in the community. B. Continue to promote timely and ongoing communications through ParentSquare, monthly calendars, school website, and staff calls and emails. **Family Events** C. Pachanga (TWI Celebration) D. House Party E. Information Night (School of Choice) F. Family Picnics	All	$800	Title 1
2	**Career Fair** A. Establish and maintain access for our students to access a diverse professional community	All	N/A	

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis:

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

Our goals were met as all of our events were well attended and volunteering at our school has increased significantly. We have increased enrollment by 35 students and expect at least the same growth for next school year.

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

There are no major differences between the intended implementation and the budgeted expenditures.

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

The goals in this area are all on-going. We plan to enhance each event with better promoting.

Budget

Budget Summary Table

Description	Amount ($)
Total Funds Provided to the School Through the ConApp	$79,035.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$81,000.00

Overall total of funds included for this school: **$160,035.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation ($)
Title I 2025-2026 Carryover	$0.00
Title I 2026-2027 Allocation	$79,035.00

Subtotal of additional federal funds included for this school: **$79,035.00**

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 ($)
Supplemental Funds 2026-2027 Allocation	$41,000.00
Restricted Lottery 2026-2027 Allocation	$44,170.00

Subtotal of state or local funds included for this school: **$85,170.00**
Total of federal, state, and/or local funds for this school: **$164,205.00**

2026-2027 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

Multilingual/Multicultural Education

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

Program models offered for Multilingual Learners in VUSD include Structured English Immersion, English Language Mainstream, and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

Curriculum & Instruction

The Curriculum & Instruction Department, serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 6 English Language Arts/Literacy & Mathematics 2024-2025

	English Language Arts/Literacy 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	199	198	198	18.69%	28.28%	23.74%	29.29%
Male	109	108	108	12.96%	25.00%	28.70%	33.33%
Female	90	90	90	25.56%	32.22%	17.78%	24.44%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	140	139	139	16.55%	24.46%	25.90%	33.09%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	43	43	43	20.93%	39.53%	23.26%	16.28%
Two or More Races	9	9	9	*	*	*	*
Socioeconomically Disadvantaged	127	126	126	10.32%	18.25%	30.95%	40.48%
English Learners	35	35	35	0.00%	2.86%	22.86%	74.29%
Students with Disabilities	28	28	28	0.00%	7.14%	32.14%	60.71%
Migrant Education							
Homeless	11	11	11	18.18%	9.09%	36.36%	36.36%

	Mathematics 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	199	195	194	12.89%	20.62%	25.77%	30.72%
Male	109	108	107	8.41%	24.30%	28.97%	38.32%
Female	90	87	87	18.39%	16.09%	21.84%	43.68%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	140	136	135	10.37%	15.56%	26.67%	47.41%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	43	43	43	18.60%	37.21%	20.93%	23.26%
Two or More Races	9	9	9	*	*	*	*
Socioeconomically Disadvantaged	127	123	122	6.56%	13.93%	23.77%	55.74%
English Learners	35	35	35	0.00%	5.71%	14.29%	80.00%
Students with Disabilities	28	28	27	3.70%	0.00%	14.81%	81.48%
Migrant Education							
Homeless	11	10	10	*	*	*	*

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

	English Language Arts/Literacy 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	203	199	198	22.22%	31.82%	21.72%	24.24%
Male	90	88	88	19.32%	27.27%	26.14%	27.27%
Female	113	111	110	24.55%	35.45%	18.18%	21.82%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	6	6	6	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	151	148	148	18.92%	27.03%	23.65%	30.41%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	36	35	34	29.41%	44.12%	17.65%	8.82%
Two or More Races	8	8	8	*	*	*	*
Socioeconomically Disadvantaged	138	134	133	16.54%	30.83%	23.31%	29.32%
English Learners	31	29	29	0.00%	3.45%	13.79%	82.76%
Students with Disabilities	28	27	27	7.41%	3.70%	14.81%	74.07%
Migrant Education							
Homeless	8	8	7	*	*	*	*

	Mathematics 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	203	196	196	11.73%	25.00%	27.55%	35.71%
Male	90	86	86	16.28%	26.74%	23.26%	33.72%
Female	113	110	110	8.18%	23.64%	30.91%	37.27%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	6	6	6	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	151	146	146	7.53%	20.55%	28.77%	43.15%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	36	34	34	20.59%	35.29%	29.41%	14.71%
Two or More Races	8	8	8	*	*	*	*
Socioeconomically Disadvantaged	138	132	132	9.09%	18.18%	26.52%	46.21%
English Learners	31	31	31	0.00%	3.23%	16.13%	80.65%
Students with Disabilities	28	27	27	3.70%	7.41%	22.22%	66.67%
Migrant Education							
Homeless	8	7	7	*	*	*	*

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

	English Language Arts/Literacy 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	193	188	187	11.76%	22.99%	27.27%	37.97%
Male	102	98	98	10.20%	18.37%	30.61%	40.82%
Female	91	90	89	13.48%	28.09%	23.60%	34.83%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	6	6	6	*	*	*	*
Filipino	4	4	4	*	*	*	*
Hispanic or Latino	149	147	146	6.85%	22.60%	26.03%	44.52%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	24	22	22	40.91%	13.64%	27.27%	18.18%
Two or More Races	7	6	6	*	*	*	*
Socioeconomically Disadvantaged	143	141	140	6.43%	20.71%	29.29%	43.57%
English Learners	26	26	26	0.00%	0.00%	15.38%	84.62%
Students with Disabilities	22	21	21	0.00%	9.52%	19.05%	71.43%
Migrant Education							
Homeless	4	4	4	*	*	*	*

	Mathematics 2024-25						
	Number of Students	Number of Students	Number of Students	Standard Exceeded	Standard Met	Standard Nearly M	Standard Not Met
	Grade 8						
All Students Tested	193	189	189	11.64%	11.11%	26.98%	50.26%
Male	102	99	99	14.14%	10.10%	29.29%	46.46%
Female	91	90	90	8.89%	12.22%	24.44%	54.44%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	6	6	6	*	*	*	*
Filipino	4	4	4	*	*	*	*
Hispanic or Latino	149	147	147	7.48%	10.20%	26.53%	55.78%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	24	22	22	31.82%	13.64%	27.27%	27.27%
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	143	140	140	5.71%	9.29%	24.29%	60.71%
English Learners	26	25	25	0.00%	0.00%	12.00%	88.00%
Students with Disabilities	22	21	21	0.00%	0.00%	9.52%	90.48%
Migrant Education							
Homeless	4	*	*	*	*	*	*

School-Parent/Home Compact

Anacapa Middle School

School - Parent-Student Compact
2026-2027

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.
- I will complete my work and turn it in on time.
- I will be accountable 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 work.
- 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 and Parent Connect.
- 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:_____

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

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

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

VUSD Board Policy 6020, USC Title 20

Anacapa Middle School Parent Involvement Policy and Opportunities

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 2026-27 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.

Parent Involvement Calendar

Anacapa 2026-2027 Community Calendar

August
8th Grade WEB Training
New Student Orientation/House Reveal
Expectations Assemblies

September
Back to School Night
Picture Day
Club Day
ISPE Parent Meeting
Volleyball Tryouts
Cross Country Sign-ups
Skating Plus Night
Family Picnic

October/November
Picture Make-up Day
Bike Ventura Program
Spirit Week
Basketball Tryouts
Fall Break
Saturday School
TWI Pachanga
Parent Conferences
Renaissance Celebration Q1
School of Choice Information Night
AMS Info Night

December/January
School of Choice Night
Skating Plus Night
Winter Dance
Winter Break
Cheers for Children Food Drive
TWI Parent Night
AMS Music Concerts
AMS Family Workshop Night
Field Hockey
Saturday School
School of Choice window closes
Family Picnic

February
Expectations Assemblies
Spelling Bee
Renaissance Celebration Q2
Elementary Visits for TWI
Elementary Visits for Music
AMS Family Workshop Night

March
TWI Bilingual Interviews
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
Career Fair
Saturday School
AMS Family Workshop Night
Family Picnic

April
TWI Bilingual Interviews
Spring Break
ASB Elections/SSC Elections
Battle of the Books
House Party

May/June
Teacher Appreciation Week
State Testing
Saturday School
Q3 Renaissance Celebration
6th Grade Greek Olympics
End of Year Awards Assemblies
Yearbook Distribution
TWI Promotion
8th Grade Picnic Day
8th Grade Promotion
AMS Spring Music Concerts
Family Picnic

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 2026-2027 school year, Anacapa Middle School plans to participate in the following trainings:

- Co-Teaching
- Ron Clark Academy Houses
- Professional Learning Communities (PLCs)

School Accountability Report Card

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

255 West Stanley Avenue, Suite 100
Ventura, California 93001
(805) 641-5000
www.venturausd.org

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.

School Site Council Bylaws

Anacapa Middle School
School Site Council (SSC) Bylaws

Article I - Preamble

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

Article II - Role of the School Site Council

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

Article III - Membership

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

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

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

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

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

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

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

School Group Members (Middle Schools):

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

Parent/Community/Student Group Members:

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

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

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

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

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

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

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

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

Article IV - Officers

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

Chairperson Duties:

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

Vice-Chairperson Duties:

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

Secretary Duties:

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

Article V - Meetings

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

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

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

- *Posting the notice of meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice must specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).*

- ***Note**: Required notification of a VUSD SSC meeting shall occur both in a formal paper posting in the most visible location possible on campus for parent/community and electronic notification via school communication system (e.g., ParentSquare).*

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

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

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

Article VI - Formal SSC Votes

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

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

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

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