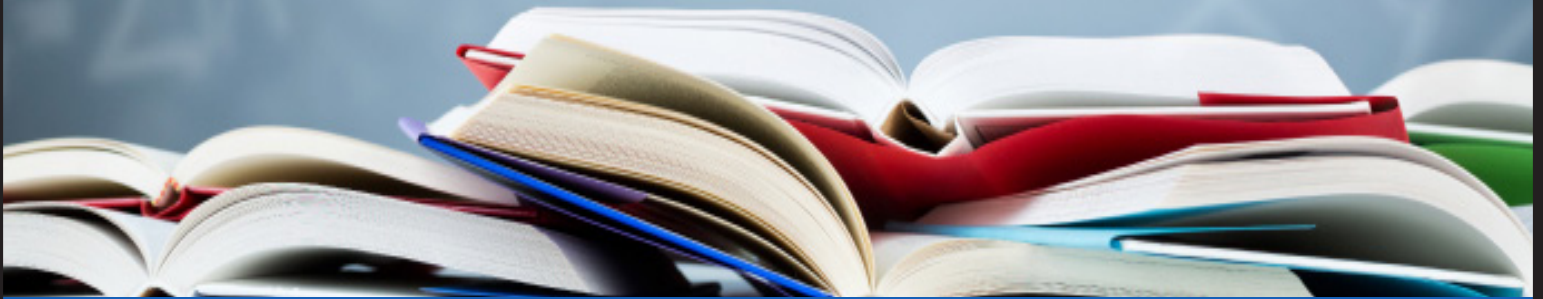


Ventura Unified School District

School Plan for

Student

Achievement



Anacapa Middle School

56 72652 6062145

Contact Information:

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100 South Mills Road
Ventura, CA 93003
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Ventura Unified
SCHOOL DISTRICT



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

Fiscal Year 2020-2021

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The School Plan for Student Achievement

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

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

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

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

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

Mayra Vega-Manriquez, Principal
Anacapa Middle School
100 South Mills Road
Ventura, CA 93003
(805) 289-7900
maryra.vega@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 2020-21 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Mayra Vega-Manriquez	X				
Jeff Barroca		X			
Amanda Edgar		X			
Juan Elias		X			
Karly Walker		X			
Sharilyn Danebrock			X		
Mayra Benitez-Tadillo				X	
Monica Dalto				X	
Amy Haener				X	
Clarissa Elias					X
Dominique Neathery					X
Linnet Sanchez					X
Number of members in each category	1	4	1	3	3

English Learner Advisory Committee Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Administrator	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Mayra Vega-Manriquez	X				
Pavel Escobedo Garcia					X
Angelica Espinoza					X
Jasmin Reyes Corona					X
Irasema Gonzales				X	
Maria de Jesus Silva				X	
Joel Madrigal				X	
Number of members in each category	1			3	3

(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: _____

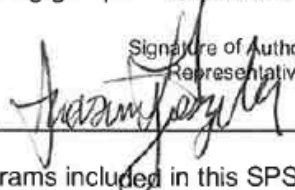
Recommendations and Assurances

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: 11/17/2020.

Attested:



Mayra Vega-Manriquez, Principal

11/17/2020

Date



SSC Chairperson

11/20/2020

Date

District information

District Profile

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

During the 2019-20 school year, Ventura Unified School District served 16,236 students in grades TK-12 including 10.7% students with disabilities, 16.5% English learners, 55.6% socioeconomically disadvantaged, 0.4% migrant education, 1.3% homeless, and almost 0.4% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Logo

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

District Vision

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

District Mission

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

District Governing Principles

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

School Information

School Profile

Anacapa Middle School is one the district’s comprehensive middle schools located in midtown Ventura. The school is nestled among several fast food restaurants, retail stores, car dealerships, and the city’s largest retail mall. Local neighborhoods are comprised of single-family homes and a few moderate income apartment buildings. During the 2019-20 school year, Anacapa Middle School served 898 students in grades 6-8. Student enrollment included 12.2% students with disabilities, 20% English learners, 68.3% socioeconomically disadvantaged, 2.1% homeless, and 0.1% foster youth.

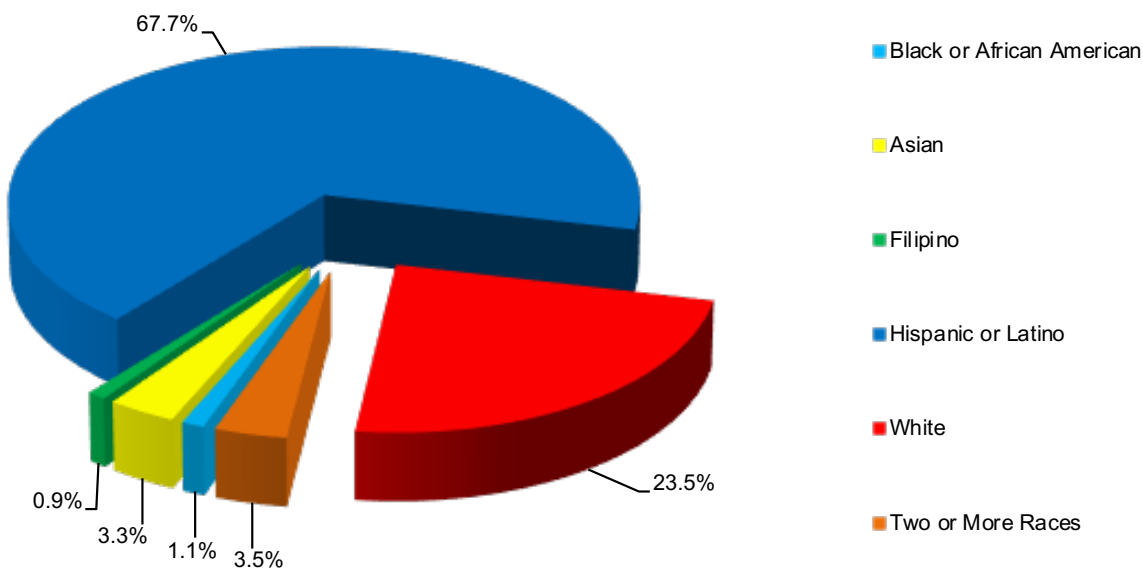
Anacapa Middle School’s curriculum is tailored to meet the needs of students in their transitional years from the self-contained classroom environment of an elementary school to the departmentalized program of a high school. Opportunities abound for students to develop and stretch their talents and leadership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

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

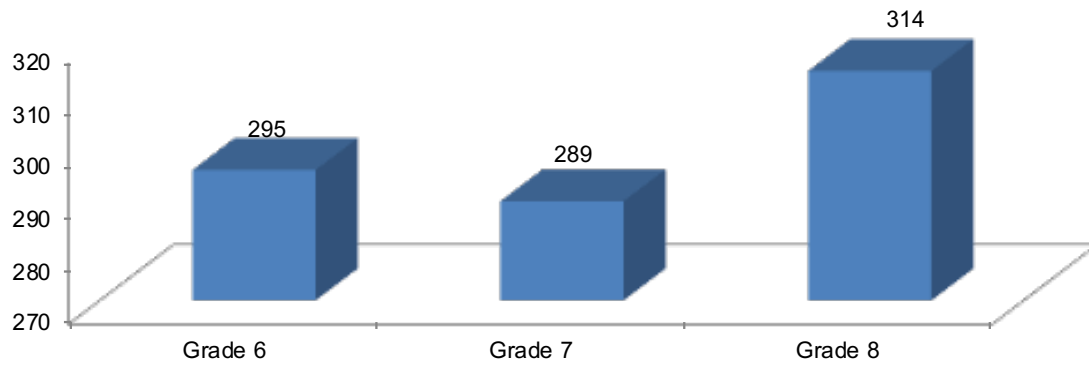
School Vision

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

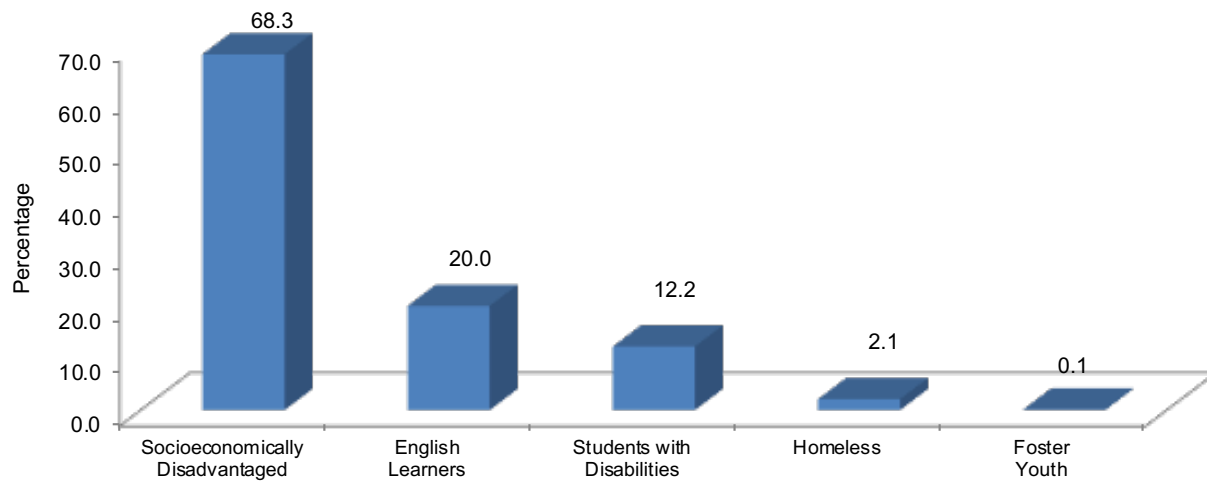
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



Student Enrollment by Student Group – 2019-20



Comprehensive Needs Assessment

Anacapa Middle School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During leadership team meetings, grade level collaboration, and staff meetings, administration and leadership team members considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - CAASPP Reports
 - ELPAC Reports
 - District Benchmarks
- ✓ California School Climate Survey

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

Anacapa Middle School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Anacapa Middle School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying, suspension and expulsion, student expression, and the rights and responsibilities of students. School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Anacapa Middle School's staff follow Dr. Randy Sprick's Guidelines for Success and CHAMPs programs to support student instruction, professional development, and classroom management practices associated with bullying and harassment. Both programs focus on the foundation to foster a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. Students are engaged in activities targeting bully prevention strategies through: classroom discussion, discipline assemblies, and sixth grade Study Skills lessons. Parents are included in bully prevention education and awareness activities through evening events sponsored by the school and articles published in the school/PTO newsletter.

Anacapa Middle School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **Digital Citizenship** - An Internet safety program designed to provide teachers with lessons and resources that will comply with the Children's Internet Protection Act (CIPA). All schools are required to provide Internet Safety instruction for all grade levels each year.
- **Project Alert - Grades 7 and 8** - a digitally delivered classroom-based substance abuse prevention program aimed at preventing and reducing experimental and continued use of drugs. Through a series of comprehensive lessons, Project ALERT motivates students against drug use, cultivates new non-use attitudes and beliefs, and equips students with the skills and strategies to resist drugs. The program features self-paced lessons, downloadable lesson plans, and supporting videos and posters.
- **Tobacco Use Prevention Act (TUPE)** - a school-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco, and other drug (ATOD) use. Interactive teaching methods encourage students to bond with pro-social peers and engage students through role-play, cooperative learning, games, small-group activities, and class discussions. The curriculum consists of 26 lessons; 14 core lessons delivered in the same class, and 12 infusion lessons included in other academic classes.
- **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.

Community Resource Guide

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Anacapa Middle School	56726526062145	11/17/2020	

Purpose and Description

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

In 2020-21 actions and services will continue to support closing the achievement gap, students' and families' connection to school. The site's overall performance in the Academic Indicator for Language Arts is in the orange category. The site's overall performance in the Academic Indicator for Mathematics is in the orange category.

We recognize that we have performance gaps in both Language Arts and Mathematics that must be closed. To this end, site leadership will work to ensure that the curriculum is being used with fidelity and that teachers are employing research-based best practices. The district's shift to providing a Multi-tiered System of Support (MTSS) for all students, with a focus on formative assessment strategies, will have a positive impact on student learning. Anacapa Middle School's MTSS leadership team will continue to examine current academic, social-emotional, and behavior structures programs and practices that will have a positive impact on student learning.

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

Based on our analysis of student achievement and social emotional data, along with feedback from parent, student, and staff surveys the following increased actions and services are planned for 2020-21. These actions will support California's ESSA State Plan to improving student group performance through the utilization of federal resources.

Funds will be used to increase:

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

Stakeholder Involvement

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

1. Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Principal & Assistant Principals	Sept. 20, 2020
School Site Council	Oct. 22, 2020
Site Leadership Team	Nov. 4, 2020
ELAC	Oct. 1, 2020

Resource Inequities

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

N/A.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

For the 2018-2019 school year, 46.36% of AMS students met or exceeded grade-level standards on the English Language Arts (ELA) for the California Assessment of Student Performance and Progress (CAASPP). Anacapa is 4.51% below the statewide average for the percentage of students who met or exceeded the standards for ELA. The state average is 50.37%.

For Mathematics, 33.56% of AMS students met or exceeded grade-level standards on the CAASPP. Anacapa is 6.17% below the statewide average for the percentage of students who met or exceeded the standards for Math. The state average is 39.73%.

Per the data analysis, there is a need to focus on increasing student achievement for all students while decreasing performance gaps. CAASPP data results for the 2019-20 year are unavailable due to the COVID-19 closure prior to students being able to take assessments.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASSP- ELA	46.36% met or exceeded the standard for ELA	Increase to 49.36% or more for met and exceeded the standard
CA School Dashboard: Academic Indicator ELA	<ul style="list-style-type: none"> 8.2 points below standard Increased 8.7 points 	Increase by 3 points
CAASPP-Math	33.56% met or exceeded the standard Math	Increase to 36.56 % or more for met and exceeded the standard
CA School Dashboard: Academic Indicator Math	<ul style="list-style-type: none"> 49.9 points below standard Increased 9.4 points 	Increase by 3 points

Strategy/Activity 1

Students to be served by this Strategy/Activity

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

All students to be served.

Strategy/Activity

Establish a structure and culture for continuous improvement by implementing best practices and providing professional development of teachers and staff at Anacapa. Target distance learning strategies and technologies to mitigate learning loss due to COVID-19 restrictions.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be served by this Strategy/Activity

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

Specific Student Groups- English Learners, Foster Youth, Low Income, & Special Education.

Strategy/Activity

Implement professional development to promote authentic, timely assessment of student performance as a means to strengthen instruction and identify students. Provide additional interventions and instructional supports.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$71,175	Title I Funds
\$34,562	Supplemental Funds
\$18,602	Site Funds

Strategy/Activity 3

Students to be served by this Strategy/Activity

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

Specific Student Groups-English Learners, Foster Youth, Low Income

Strategy/Activity

Establish a structure and culture for continuous improvement by implementing best practices and providing professional development of teachers and staff to support English Learner (EL) students and reclassified students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	Title I Funds
\$31,965	Supplemental Funds

Strategy/Activity 4

Students to be served by this Strategy/Activity

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

Specific Student Group- Special Education

Strategy/Activity

Establish a structure and culture for continuous improvement by implementing best practices and providing professional development of teachers and staff to support Special Education students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$6,198	Supplemental Funds

Annual Review:

SPSA Year Reviewed 2019-20

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

ANALYSIS:

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

For the 2018-2019 school year, 46.36% of AMS students met or exceeded grade-level standards on the English Language Arts (ELA) for the California Assessment of Student Performance and Progress (CAASPP). Anacapa is 4.51% below the statewide average for the percentage of students who met or exceeded the standards for ELA. The state average is 50.37%.

For Mathematics, 33.56% of AMS students met or exceeded grade-level standards on the CAASPP. Anacapa is 6.17% below the statewide average for the percentage of students who met or exceeded the standards for Math. The state average is 39.73%. CAASPP data results for the 2019-20 year are unavailable due to the COVID-19 closure prior to students being able to take assessments.

Per the data analysis of 2018-2019, there is a need to focus on increasing student achievement for all students while decreasing performance gaps. Anacapa will continue to take steps to close the achievement gap by working with ELA intervention teachers to set quarterly meeting dates to discuss student placement and progress in intervention classes. This work has improved articulation between levels but there continues to exist to improve the systems of support for intervention courses to foster articulation between intervention and content teachers. Additionally, a need exists to create a corresponding process for the Math Department for similar intervention.

Implementation of the strategies/activities and the overall effectiveness of the strategies/activities were adversely affected by the closure of the school in March, 2020 and subsequent distance learning environment for the rest of the 2020-21 school year that resulted by the COVID-19 restrictions.

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

Anacapa Middle School was unable to fully implement the 2019-20 SPSA based upon the closure of school in March 2020 due to the COVID-19 pandemic. The school then remained in a "Distance Learning" environment for the rest of the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2020-21 school year, Anacapa will continue to work to close the achievement gap, by focusing on increasing student achievement for all students while decreasing performance gaps. Anacapa will invest in professional development focused on closing the achievement gap. Additionally, this year there will be a strong focus on in-house professional development in distance/virtual learning technology and skills to address COVID-19 protocols as well as traditional in-person lesson/project planning and common assessment collaboration.

For Goal 1, **Increase Student Achievement** for all students while decreasing performance gaps.

Activity 1 will focus on establishing a structure and culture for continues improvement by implementing best practices and providing the professional development for teachers and staff at Anacapa based on available data provided by the metrics.

Activity 2 there will be a focus on promoting authentic, timely assessment of student performance as a means to strengthen instruction and identify students who may need intervention support once COVID-19 constraints have been lifted. The administration will work with ELA and math intervention teachers.

Goal 2:

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

Identified Need:

Attendance data for 2019-20 is inconclusive due to the closure of school in March 2020 due to the COVID-19 pandemic. The school then remained in a “Distance Learning” environment for the rest of the school year. For the 2018-2019 school year, 7.8% of AMS students were absent 10% of or more of the instructional days, they were enrolled. Anacapa had a total of three student groups in the orange category for chronically absent. For the Hispanic student group, AMS had a 1.7% increase to 8.4%. In comparison to the statewide 9.7% for Hispanic students. For Socioeconomically Disadvantaged students, AMS increased by 0.6% to 10% chronically absent. For the Two or More Races student group, AMS had an increase of 7.8% to 10% chronically absent.

School connectedness matters and students are more likely to engage in healthy behaviors, succeed academically, and have better school attendance. Anacapa is committed to continuing to improve systems and supports to help students feel connected to our school, so they are more likely to have better academic achievement and better school attendance. This commitment continues during the restrictions of the COVID-19 Distance Learning guidelines and will be augmented once COVID-19 restrictions are lifted.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard: Academic Engagement Chronic Absenteeism	<ul style="list-style-type: none"> 7.8% chronically absent Maintained 0.3% 	Decrease to 6.8% chronically absent
CA School Dashboard: Conditions and Climate Suspension Rates	<ul style="list-style-type: none"> 3.2% suspended at least once Declined 4.6% 	Continue to decrease to reach 3%
VUSD Percentage of Actual Attendance	<ul style="list-style-type: none"> 17-18 SY- 96.06% 18-19 SY- 96.03% 	Increase to 97.00%
CAASSP- ELA	<ul style="list-style-type: none"> 46.36% met or exceeded the standard for ELA 	Increase to 49.36% or more for met and exceeded the standard
CAASPP-Math	<ul style="list-style-type: none"> 33.56% met or exceeded the standard Math 	Increase to 36.56 % or more for met and exceeded the standard
Anacapa Renaissance Program Student Participation	Quarterly: <ul style="list-style-type: none"> Green Level 137 Students Silver Level 173 Students Gold Level 117 Students Total of Students 427	Increase student participation by 10% from Q1 to Q2 and 5% from Q2 to Q3.

Strategy/Activity 1

Students to be served by this Strategy/Activity

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

All students to be served.

Strategy/Activity

Identify and develop programs that support the emotional and physical well-being of all students and staff. Program to include Bullying/Digital Citizenship training, Awareness/ Cultural Proficiency, Alternatives to Suspensions, Substance Abuse and Mental Illness Prevention.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,236	Title I
\$1,000	Site Funds

Strategy/Activity 2

Students to be served by this Strategy/Activity

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

Specific Student Groups-English Learners, Foster Youth, Low Income, Special Education

Strategy/Activity

Coordinate learning support services for identified student groups to support academic, behavior, attendance and social/emotional needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	Title I Funds

Strategy/Activity 3

Students to be served by this Strategy/Activity

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

Specific Student Groups-English Learners, Foster Youth, Low Income

Strategy/Activity

Increased access to school and extracurricular activities for identified student groups.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000	Title I Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students to be served.

Strategy/Activity

Develop comprehensive plan to ensure the school and classrooms are maintained and are safe working and learning environments.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000	Supplemental Funds

Annual Review:**SPSA Year Reviewed: 2019-20**

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

ANALYSIS:

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

Attendance data for 2019-20 is inconclusive due to the closure of school in March 2020 due to the COVID-19 pandemic. The school then remained in a "Distance Learning" environment for the rest of the school year. For the 2018-2019 school year, 7.8% of AMS students were absent 10% of or more of the instructional days, they were enrolled. Anacapa had a total of three student groups in the orange category for chronically absent. For the Hispanic student group, AMS had a 1.7% increase to 8.4%. In comparison to the statewide 9.7% for Hispanic students. For Socioeconomically Disadvantaged students, AMS increased by 0.6% to 10% chronically absent. For the Two or More Races student group, AMS had an increase of 7.8% to 10% chronically absent. COVID-19 restrictions have limited outreach to distance/virtual and phone accessibility.

School connectedness matters and students are more likely to engage in healthy behaviors, succeed academically, and have better school attendance. Anacapa is committed to continuing to improve systems and supports to help students feel connected to our school, so they are more likely to have better academic achievement and better school attendance.

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

Given the closure of the school in March 2020 and subsequent distance-learning environment for the rest of the 2020-21 school year that resulted by the COVID-19 restrictions the intended implementation and budgeted expenditures to implement the strategies and activities to meet the articulated goal were limited. However, work on the renaissance program continued its focus on celebrating student academic, citizenship, and attendance success quarterly. The addition of a campus supervisor has addressed safety concerns on campus and the supervisor's role will be further developed upon return to in-person instruction once COVID-19 restrictions are eased.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2020-21 School year, Anacapa will focus on the continued development of the Renaissance program to build opportunities for students to develop connections to school the school. Additionally, one of the metrics will be to collect data for the total amount of students for the renaissance level – Green, Silver, Gold levels.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

There is a need to increase the participation of EL, LI and Foster Youth care providers in district provided programs for parent/family involvement.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Parent Attendance to School functions	First Workshop Attendance: Two families	Increase attendance to parent workshops to 25-50 families
Parent Weekly access to The Anacapa: Weekly	English Version of The Weekly: 1,184 Readers per week	To maintain or increase readers per week for English version.
	Spanish Version of The Weekly: 20 Readers per Week	To increase the average of weekly readers for the Spanish version to 50-60 readers per week.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Specific Student Groups-English Learners, Foster Youth, Low Income

Strategy/Activity

Promote ongoing and open communication among all stakeholders to maintain a culture of respect, integrity and inclusion (i.e., site websites, main office personnel, social media, mass communication system, Parent Conferences/Back to School Night/ Open House event, Site committees (SSC, ELAC, PTSA etc.), Parent Workshop Series, and promote district outreach activities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000	Site Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Specific Student Groups-English Learners, Foster Youth, Low Income

Strategy/Activity

Opportunities to increase awareness and involvement of unduplicated families. Parent education nights to support academic, behavior, attendance and social/emotional needs in the community.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$30,000	Title I Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students will be served.

Strategy/Activity

Identify opportunities and implement plans to increase parent and community participation to support the personal and intellectual success of every student.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,007	Supplemental Funds

Annual Review:

SPSA Year Reviewed: 2019-20

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

ANALYSIS:

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

For the 2019-20 School year, Anacapa published the Anacapa Weekly, a bilingual weekly newsletter providing families and other stakeholders with updates, resources and information about site and district events and services. It has become an effective communication tool that has improved the school to home relationship. There has been marked improvement in participation from families over the last years ranging from 900 to 1,400 weekly. Additionally, we have added ParentSquare, an online parent communication app that is reaching 1,400 participants weekly.

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

The family involvement goal allocation of \$5,000 for AMS staff-led workshop (i.e. , literacy, language arts, math, Q, AVID, PBIS, NGSS, ELL, Cyber Safety) remains with potential revisions as necessary given the constraints of COVID-19 in-person contact limitations. Many of the activities will be carried out virtually.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the family involvement goal, AMS staff-led parent workshops (i.e. , literacy, language arts, math, Q, AVID, PBIS, NGSS, ELL, Cyber Safety) will continue to be a focus with added training for virtual/internet access strategies. Workshops are conducted in both English and Spanish with efforts made to provide translation for other languages as available. COVID-19 restrictions for in-person contact will limit parent/community training to virtual distance learning until such restrictions are lifted.

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

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

Federal Programs	Allocation (\$)
Title I 2019-20 Carryover	\$19,131.00
Title I 2020-21 Allocation	\$97,280.00
Title 1 2020-21 Parent Involvement	\$2,007.00

Subtotal of additional federal funds included for this school: **\$118,418.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Site-Based Funds 2019-20 Carryover	\$3,499.00
Site-Based Funds 2020-21 Allocation	\$21,103.00
Supplemental Funds 2019-20 Carryover	\$10,455.00
Supplemental Funds 2020-21 Allocation	\$72,270.00

Subtotal of state or local funds included for this school: **\$107,327.00**

Total of federal, state, and/or local funds for this school: **\$225,745.00**

2020-21 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support

and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

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

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

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

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

References

CAASPP – Grade 6 English Language Arts/Literacy 2018-19

	English Language Arts/Literacy						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	299	295	295	11.19%	28.14%	24.07%	36.61%
Male	140	138	138	9.42%	24.64%	23.19%	42.75%
Female	159	157	157	12.74%	31.21%	24.84%	31.21%
African American	5	4	4	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	9	9	9	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	195	193	193	8.81%	24.87%	24.87%	41.45%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	73	72	72	13.89%	33.33%	23.61%	29.17%
Two or More Races	16	16	16	18.75%	43.75%	18.75%	18.75%
Socioeconomically Disadvantaged	212	210	210	6.19%	23.33%	23.81%	46.67%
English Learners	63	63	63	0.00%	6.35%	14.29%	79.37%
Students with Disabilities	38	37	37	0.00%	5.41%	10.81%	83.78%
Migrant Education	*	*	*	*	*	*	*
Homeless	28	27	27	0.00%	14.81%	22.22%	62.96%

CAASPP – Grade 6 Mathematics 2018-19

	Mathematics						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	298	295	294	7.82%	14.97%	30.61%	46.60%
Male	139	138	138	8.70%	12.32%	30.43%	48.55%
Female	159	157	156	7.05%	17.31%	30.77%	44.87%
African American	5	4	4	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	9	9	9	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	195	193	192	4.69%	11.46%	30.73%	53.13%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	72	72	72	12.50%	16.67%	34.72%	36.11%
Two or More Races	16	16	16	18.75%	25.00%	18.75%	37.50%
Socioeconomically Disadvantaged	212	210	209	2.39%	13.88%	27.27%	56.46%
English Learners	63	63	62	0.00%	1.61%	17.74%	80.65%
Students with Disabilities	38	37	36	0.00%	2.78%	2.78%	94.44%
Migrant Education	*	*	*	*	*	*	*
Homeless	28	27	27	0.00%	7.41%	18.52%	74.07%

CAASPP – Grade 7 English Language Arts/Literacy 2018-19

	English Language Arts/Literacy 2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students Tested	310	305	304	14.80%	34.21%	24.67%	26.32%
Male	154	152	152	9.21%	34.87%	23.68%	32.24%
Female	156	153	152	20.39%	33.55%	25.66%	20.39%
African American	5	5	5	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	15	15	15	33.33%	33.33%	20.00%	13.33%
Filipino	5	5	5	*	*	*	*
Hispanic or Latino	197	193	912	9.38%	30.73%	28.13%	31.77%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	77	76	76	23.68%	39.47%	19.74%	17.11%
Two or More Races	10	10	10	*	*	*	*
Socioeconomically Disadvantaged	208	205	204	6.37%	32.35%	27.45%	33.82%
English Learners	52	51	51	0.00%	3.92%	29.41%	66.67%
Students with Disabilities	34	31	31	3.23%	9.68%	19.35%	67.74%
Migrant Education	*	*	*	*	*	*	*
Foster Youth	27	25	25	8.00%	52.00%	24.00%	16.00%

CAASPP – Grade 7 Mathematics 2018-19

	Mathematics						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	310	305	305	15.41%	25.25%	26.56%	32.79%
Male	154	152	152	10.53%	30.92%	23.03%	35.53%
Female	156	153	153	20.26%	19.61%	30.07%	30.07%
African American	5	5	5	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	15	15	15	46.67%	6.67%	26.67%	20.00%
Filipino	5	5	5	*	*	*	*
Hispanic or Latino	197	193	193	10.88%	23.83%	26.42%	38.86%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	77	76	76	19.74%	34.21%	25.00%	21.05%
Two or More Races	10	10	10	*	*	*	*
Socioeconomically Disadvantaged	208	205	205	7.80%	22.44%	29.27%	40.49%
English Learners	52	51	51	0.00%	1.96%	29.41%	68.63%
Students with Disabilities	34	31	31	3.23%	9.68%	9.68%	77.42%
Migrant Education	*	*	*	*	*	*	*
Foster Youth	27	25	25	16.00%	20.00%	28.00%	36.00%

CAASPP – Grade 8 English Language Arts/Literacy 2018-19

	English Language Arts/Literacy						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 8							
All Students Tested	316	310	307	14.33%	36.16%	22.15%	27.36%
Male	159	157	154	10.39%	33.77%	23.38%	32.47%
Female	157	153	153	18.30%	38.56%	20.92%	22.22%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	9	9	9	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	198	196	193	10.36%	30.57%	23.83%	35.23%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	90	87	87	24.14%	45.98%	16.09%	13.79%
Two or More Races	13	12	12	16.67%	41.67%	25.00%	16.67%
Socioeconomically Disadvantaged	216	211	208	8.65%	31.73%	24.04%	35.58%
English Learners	46	46	46	0.00%	8.70%	23.91%	67.39%
Students with Disabilities	34	33	32	0.00%	21.88%	21.88%	56.25%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	32	31	31	3.23%	32.26%	29.03%	35.48%

CAASPP – Grade 8 Mathematics 2018-19

	Mathematics						
	2018-19						
	Number of Student	Number of Student	Number of Student	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	315	308	307	16.61%	20.20%	25.73%	37.46%
Male	158	156	155	17.42%	21.29%	24.52%	36.77%
Female	157	152	152	15.79%	19.08%	26.97%	38.16%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	9	9	9	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	197	194	193	10.36%	20.21%	21.76%	47.67%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	90	87	87	27.59%	20.69%	34.48%	17.24%
Two or More Races	13	12	12	33.33%	8.33%	16.67%	41.67%
Socioeconomically Disadvantaged	215	209	208	10.58%	18.27%	24.04%	47.12%
English Learners	46	46	46	0.00%	2.17%	23.91%	73.91%
Students with Disabilities	34	32	31	6.45%	9.68%	6.45%	77.42%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	32	31	31	0.00%	9.68%	25.81%	64.52%

2020-21 Title I Funds Program Budget

2020/2021 Planning			
PROGRAM: Title I			
Site: Anacapa	Resource = 3010	Carryover	19,131
		Preliminary Allocation	97,280
		Est Parent Involvement	2,007
		Total Allocation	118,418
		Less Central Direct Svc	
		Total Site Budget	118,418
Object #	Classification	Must reflect amounts on Staffing Charts	
Personnel Costs and Benefits		Current	Revise
Must reflect amounts on Staffing Charts			
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub	14,267	2000
1107	Stipend, Certificated		7236
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
Complete Time Sheet Authorization Form			
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	Parent Teacher Liaison	24,969	30000
2203	Child Care, Hourly		
2203	Child Care, Hourly - Parent Inv.	0	
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2901	Campus Supervisor, Positional		
2903	Child Care, Hourly		
SUBTOTAL		39,236	39236
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	76,225	72175
4300	Other Supplies		
4300	Parent Involvement	2,007	2007
4400	Equip Not Captlzd(\$500-5000)		
Complete Time Sheet Authorization Form			
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5712	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5806	Internet Publications/Software	950	5000
5900	Communications		
Complete Time Sheet Authorization Form			
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		79,182	79182
Total:		118,418	118418
Principals Signature for Adjustment: <i>[Signature]</i>			
Date: 11/17/2020			
School Site Council Approval: (Chairman) <i>[Signature]</i>			
Date: 11/20/2020			
Director, Special Projects Approval: <i>[Signature]</i>			
Date: 12/10/2020			

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12/17/20

2020-21 Site Based Funds Program Budget

2020/2021 Planning		
PROGRAM: Site Based		
Site: Anacapa	Carryover	3,499
	Allocation	21,103
		0
		0
Resource = 0000, Option 0000	Total	24,602
Object #	Classification	
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts
<i>Must reflect amounts on Staffing Charts</i>		Current Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	
1106	Teacher, Sub	
1107	Stipend, Certificated	
<i>Complete Time Sheet Authorization Form</i>		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	
2103	Paraed, Hourly	
2203	Health Tech, Hourly	
<i>Complete Time Sheet Authorization Form</i>		
2401	Clerk, Positional	
2403	Clerk, Hourly	
2404	Clerk, Overtime	
<i>Complete Time Sheet Authorization Form</i>		
2903	Other Classified, Hourly	
SUBTOTAL		0 0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	16,805 1000
4300	Other Supplies	7602
4400	Equip Not Captlzd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	2000
5601	Contracts, annual	7,797 9000
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5900	Communications	5000
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		24,602 24602
Total:		24,602 24602
Principals Signature for Adjustment: <i>[Signature]</i>		
Date: 11/17/2020		
School Site Council Approval: (Chairman) <i>[Signature]</i>		
Date: 11/30/2020		
Director, Special Projects Approval: <i>[Signature]</i> 12/10/20		

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12/7/20

2020-21 Supplemental Funds Program Budget

2020/2021 Planning			
PROGRAM: Supplemental			
Site:	Anacapa	Carryover	10,455
		Allocation	72,270
	Resource = 0100	Total	82,725
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revised
1101	Teacher, Contractual	34,562	34562
1103	Teacher, Hourly		
1106	Teacher, Sub	6,198	6198
1107	Slipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	Parent Teacher Liaison		
2203	Translation/child care		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2901	Other Classified, Positional		
2903	Other Classified, Hourly		10000
SUBTOTAL:		40,760	50760
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	40,659	9965
4300	Other Supplies		
4400	Equip Not Captizd(\$500-5000)	706	20000
5201	Mileage stipend		
5202	Travel/Conferences	600	2000
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5712	Publications		
5717	Work Orders		
5719	Transportation		
5750	Food & Nutrition Services		
5800	Consultants/Other Svcs		
5806	Internet Publications/Software		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL:		41,965	31965
Total:		82,725	82725
Principals Signature for Adjustment: <i>[Signature]</i>			
Date: 11/17/2020			
School Site Council Approval: (Chairman) <i>[Signature]</i>			
Date: 11/20/2020			
English Learner Advisory Committee Review: <i>[Signature]</i>			
Date: 11/23/2020			
Director, Special Projects Approval: <i>[Signature]</i>			
Date: 12/10/2020			

[Handwritten initials and date]
KGB
12/1/20

School-Parent/Home Compact

Anacapa Middle School
School - Parent - Student Compact
2020-2021

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 homework and turn it in on time.
- I will be responsible for my own behavior
- I will ask for help 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 regularly 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 provide a quiet place for my child to study and encourage completion of homework.
- I will make sure my child gets an adequate night's sleep and arrives on time to school each morning.
- I will see that my child reads a minimum of 20 minutes a day.
- I will complete daily school agenda checks.
- I will review all information that I receive from the school.
- I will stay involved and informed in my child's school activities.
- I will respect my child and encourage him/her to respect others.
- I will encourage my child to engage in positive digital citizenship.

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____ Date: _____

White copy: School

Yellow copy: Home

Pink copy: Student

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians 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.

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

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

Anacapa Middle School Parent Involvement Policy

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

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

Below is a list of opportunities for the 2020-21 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.

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 2020-21 school year, teachers at Anacapa Middle School will participate in the following trainings:

- Child Abuse Mandated Reporter Training
- Distance Learning Training (Canvas, Zoom, Q, Distance Learning Resource & Support)
- In-Person Hybrid Learning Safety Plan Training
- COVID-19 Passive Screening Training
- ParentSquare Training
- Student Study Team Training
- Project Based Learning (PBL)

School Accountability Report Card

2019-20 School Accountability Report Card

Published January 2021



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

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

PRINCIPAL'S MESSAGE

Welcome to the 2020-21 school year! We are extremely fortunate to be a part of a highly regarded school district and a caring community. I consider myself privileged to serve as your principal. Our students continue to demonstrate their commitment to learning through daily work in class, participation in intra-mural sports, the music program, clubs, and community service at school and/or at community-based organizations. These efforts exemplify the pursuit of 21st Century skills that our programs support.

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

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

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

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

DISTRICT & SCHOOL DESCRIPTION

District Vision Statement

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

District Mission Statement

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

Ventura Unified School District

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

Board of Education

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

District Administration

- DR. ROGER RICE
SUPERINTENDENT
- DR. GREG BAYLESS
DIRECTOR OF SECONDARY EDUCATION
- GINA WOLOWICZ
DIRECTOR OF ELEMENTARY EDUCATION
- DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES
- REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

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

VENTURA UNIFIED SCHOOL DISTRICT

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



Anacapa Middle School

Anacapa Middle School serves students in grades six through eight following a traditional calendar. At the beginning of the 2019-20 school year, 898 students were enrolled, including 12.2% in special education, 20% qualifying for English Language Learner support, 2.1% homeless, 0.1% foster youth, and 68.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.1%	Grade 6	295
American Indian or Alaskan Native	0.0%	Grade 7	289
Asian	3.3%	Grade 8	314
Filipino	0.9%		
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	67.7%		
White	23.5%		
Two or More Races	3.5%		
Socioeconomically Disadvantaged	68.3%		
English Learners	20.0%		
Students with Disabilities	12.2%		
Homeless	2.1%		
Foster Youth	0.1%		
		Total Enrollment	898

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

- Degree to which teachers are 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 (weekly automated phone message system), the school and teacher websites, school newsletter, flyers, letters, Remind text messages, and Parent Connect.

Contact any of the school administrators at (805) 289-7900 for more information on how to become involved in your child's learning environment.

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

Committees

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

School Activities

- After School Sports
- Back to School Night
- School of Choice Showcase
- Student Recognition Assemblies
- Sixth Grade Orientation
- Eighth Grade Promotion Ceremony
- Multicultural Events
- Parent Information Nights
- Q Training
- Renaissance Program
- Student Service Learning Projects
- TWI Parent Nights

STUDENT ACHIEVEMENT

Physical Fitness

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

California Physical Fitness Test Results 2019-20			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

California Assessment of Student Performance and Progress (CAASPP)

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

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

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Anacapa Middle School's original facilities were built in 1953; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

- Refinish school gymnasium floor
- Safe to Route to School (city projects)

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
	Anacapa		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5, 8, & 10)	29	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	Anacapa		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English Language Arts/Literacy	46	N/A	55	N/A	48	N/A
Mathematics	34	N/A	44	N/A	37	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2019-20										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Every morning before school begins, the principal and the day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians (two full-time and one part-time) are assigned to Anacapa Middle School. The day custodian is responsible for:

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

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

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

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

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

Facilities Inspections

The district's maintenance department inspects Anacapa Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Anacapa Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 25, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Anacapa Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated by November 2020, and shared with school staff at faculty meetings held throughout the year.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Campus Supervision

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

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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
September 25, 2020				
Systems	✓			Classroom 62 - HVAC condensate line is leaking onto the condensing unit below, possible electrical hazard
Interior Surfaces	✓			Cafeteria Boys RR - Ceiling tile missing and falling at entrance corridor; Music Room 10 - Ceiling tile falling at east side of room, ceiling tiles damaged in practice room; Gym North Hallway - Missing and damaged ceiling tiles at gym entrance; Room 122 - Ceiling tiles are falling; Classroom 63 - Broken VCT tile at the south door; Classroom 83 - Ceiling tiles are falling at the north of the room
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			Library Building Boys RR - Left faucet sink does not function
Safety	✓			
Structural	✓			
External	✓			Building 50 Exterior - Excessive peeling paint at the eaves above room 54
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Anacapa Middle School's discipline policies are based upon a schoolwide discipline plan and CHAMPS positive and proactive behavior model which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. At the beginning of each semester, school administrators lead grade level expectation assemblies to reinforce the importance of following school rules and making responsible, respectful choices in behavior. Anacapa Middle School utilizes the Restorative Justice program and employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Anacapa Middle School's staff held training with the Ventura County Office of Education in 2019-20 to implement the CHAMPS behavior program schoolwide.

Suspensions and Expulsions									
	Anacapa			VUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions (%)	3.20%	4.80%	7.57%	3.00%	2.70%	2.53%	3.50%	3.80%	
Expulsions (%)	0.41%	0.10%	0.22%	0.15%	0.05%	0.10%	0.08%	0.09%	

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

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				
2017-18				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	19	18	9	9
Math	24	8	13	4
Science	33	1	1	16
Social Science	28	2	13	6
2018-19				
English	21	16	7	10
Math	30	3	10	8
Science	34		4	14
Social Science	34		4	14
2019-20				
English	22	16	6	8
Math	31	3	6	10
Science	29	4	1	15
Social Science	32	1	7	10

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

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 2018-19, 2019-20, and 2020-21 school years, the teachers at Anacapa Middle School had the opportunity to participate in districtwide staff development training focused on:

2018-19 and 2019-20 Trainings:

- College & Career Readiness
- CPM Adoption Training
- History-Social Science Pilot Training
- MVP Math 3 Training
- Next Generation Science Standards Pilot / Adoption Training
- School Safety
- Special Education
- SSAE Secondary Math Grant – Cohort 1

- SSAE Secondary Math Grant – Cohort 2
- STEMscopes
- StudySync
- Technology Training
- Universal Design for Learning

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Canvas Course Management 101 – By Site-Based Canvas Leads
- Distance Learning Plans
- ELA Course Build Peer Review and Support
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- History-Social Studies and Elective Course Build Peer Review and Support
- Inspire Science
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Science Course Build Peer Review and Support
- Screen Casting with Screencastify
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

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 2019-20 school year, Anacapa Middle School's staff development activities concentrated on:

- Academic Language
- AVID
- CABE
- Cross Department Observation
- Distance Learning Strategies
- EL Strategies
- Multi-Tiered Systems of Supports (MTSS)
- Next Generation Science Standards
- Project Based Learning (PBL)
- Project Lead the Way
- School Safety
- Social-Emotional Learning (SEL)
- Technology Training
- Universal Design for Learning (UDL)

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

site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

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

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

Professional Development Days Three-Year Trend		
2018-19	2019-20	2020-21
2	2	3

Instructional Materials

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

Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2021-22 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials. History-Social Science curriculum is scheduled to be piloted in the 2020-2021 year with adoption and implementation for the 2021-2022 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 22, 2020, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McGraw Hill Education: <i>StudySync</i>	0%
2017	Yes	Houghton Mifflin: <i>Read 180</i>	0%
Math			
2016	Yes	McGraw Hill Education: <i>California Math, Course 1, 2 & 3 (Volumes 1 & 2)</i>	0%
2016	Yes	CPM: <i>Core Connections, Course 1, 2 & 3</i>	0%
Science			
2008	Yes	Holt: <i>Earth Science</i>	0%
2008	Yes	Holt: <i>Life Science</i>	0%
2008	Yes	Holt: <i>Physical Science</i>	0%
Social Science			
2007	Yes	Glencoe/McGraw Hill: <i>Discovering Our Past, Ancient Civilization</i>	0%
2007	Yes	Glencoe/McGraw Hill: <i>Discovering Our Past, Medieval and Early Modern Times</i>	0%
2007	Yes	Glencoe/McGraw Hill: <i>Discovering Our Past, The American Journey to WWI</i>	0%

textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #20-24 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 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.

	Anacapa			VUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	39	35	37	721	713	694
Teachers with Full Credential	35	30	31	690	678	664
Teachers without Full Credential	4	5	0	31	35	0
Teaching Outside Subject Area (with full credential)	18	13	11	105	89	89
Misassignments of Teachers of English Learners	0	0	0	0	1	0
Total Teacher Misassignments*	0	0	0	1	2	0
Teacher Vacancies	1	1	0	3	4	3

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

PROFESSIONAL STAFF

Teacher Assignment

During the 2019-20 school year, Anacapa Middle School had 30 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Counseling & Support Staff

Anacapa Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Anacapa Middle School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2019-20		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Health Technician	1	1.0
Occupational Therapist	1	0.1
Psychologist	1	0.8
School Nurse	1	0.2
Student Assistant Program Counsel	1	0.2
Speech & Language Pathologist	1	1.0
School Resource Officer	As needed	
Average Number of Students per Academic Counselor		466

*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.

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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2018-19 school year, Ventura Unified School District spent an average of \$11,502 of total general funds to educate each student (based on 2018-19 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2018-19		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	47,778	52,484
Mid-Range Teacher Salary	68,801	81,939
Highest Teacher Salary	95,296	102,383
Average Principal Salaries:		
Elementary School	117,542	129,392
Middle School	120,713	136,831
High School	135,503	147,493
Superintendent Salary	227,500	254,706
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2018-19					
Dollars Spent Per Student					
Expenditures Per Pupil	Anacapa	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,943	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,511	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,431	6,501	83.6%	13,080	41.5%
Average Teacher Salary	74,502	77,464	96.2%	81,939	90.9%

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- Classified School Employee Professional Development Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education

SARC DATA & INTERNET ACCESS

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in November 2020 and the school facilities section was acquired in December 2020.

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

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

ARTICLE II**Role of Council**

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

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

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

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

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

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

Section 2: Term of Office

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

Section 3: Voting Rights

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

Section 4: Termination of Membership

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

Section 5: Transfer of Membership

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

Section 6: Resignation

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

Section 7: Vacancy

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

ARTICLE IV

Section 1: Officers

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

Section 2: Election and Term of Office

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

Section 3: Removal

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

Section 4: Vacancy

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

Section 5: Chairperson

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

Section 6: Vice-Chairperson (s)

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

Section 7: Secretary

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

Section 8: Custodian of Records

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

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

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

Section 2: Membership

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

Section 3: Rules

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

Section 4: Quorum

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

Section 5: Vacancy

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

ARTICLE VI

Meetings of the School Site Council

Section 1: Regular Meetings

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

Section 2: Special Meetings

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

Section 3: Place of Meetings

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

Section 4: Notice of Meetings

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

Section 5: Decisions of the School Site Council

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

Section 6: Quorum

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

Section 7: Conduct of Meetings

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

Section 8: Meetings Open to the Public

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