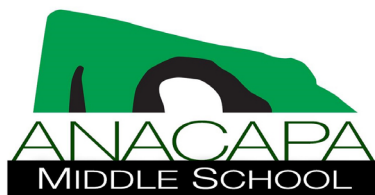


2020-21 School Accountability Report Card

Published January 2022



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

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

PRINCIPAL'S MESSAGE

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

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

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

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

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

DISTRICT & SCHOOL DESCRIPTION

District Vision Statement

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

District Mission Statement

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

Ventura Unified School District

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

Anacapa Middle School

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

Board of Education

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

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. ANTONIO CASTRO
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MR. BRETT TAYLOR
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

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

VENTURA UNIFIED SCHOOL DISTRICT

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



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

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	#
Female	51.0%	Grade 6	286
Male	49.0%	Grade 7	293
		Grade 8	284
Non-Binary	0.0%		
American Indian or Alaskan Native	0.0%		
Asian	1.7%		
Black or African American	1.4%		
Filipino	0.5%		
Hispanic or Latino	68.8%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.7%		
White	23.9%		
English Learners	22.5%		
Foster Youth	0.6%		
Homeless	5.0%		
Migrant	0.8%		
Socioeconomically Disadvantaged Students with Disabilities	67.7%	Total Enrollment	863
	12.2%		

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			
2020-21			
% of Standards Met:			
	4 of 6	5 of 6	6 of 6
Grade Level			
Seventh	N/A	N/A	N/A

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

California Assessment of Student Performance and Progress (CAASPP)

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

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

SCHOOL FACILITIES & MAINTENANCE

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

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

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

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

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

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

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

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

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

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

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven

Percentage of Students Meeting or Exceeding the State Standards

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

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

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

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

2020-21

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

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

2020-21

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	855	616	72.05	27.95	36.45	855	610	71.35	28.65	19.24
Female	436	314	72.02	27.98	40.51	436	310	71.1	28.9	17.42
Male	418	301	72.01	27.99	32.32	418	299	71.53	28.47	21.21
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	15	12	80	20	41.67	15	12	80	20	41.67
Black or African American	11	6	54.55	45.45	--	11	5	45.45	54.55	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	591	435	73.6	26.4	28.44	591	431	72.93	27.07	12.33
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	34	26	76.47	23.53	73.08	34	27	79.41	20.59	33.33
White	200	133	66.5	33.5	53.03	200	131	65.5	34.5	33.85
English Learners	190	156	82.11	17.89	3.23	190	151	79.47	20.53	4.64
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	371	253	68.19	31.81	19.6	371	252	67.92	32.08	9.92
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	109	77	70.64	29.36	7.89	109	75	68.81	31.19	1.33

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

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

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

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

Facilities Inspections

The district's maintenance department inspects Anacapa Middle School on an annual basis in accordance with Education Code §17592.72(c) (1). Anacapa Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 6, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Anacapa Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated by November 2021, and shared with school staff at faculty meetings held throughout the year.

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, all administrators, a campus supervisor and four teachers supervise and walk the campus, entrance areas, and designated common areas. All administrators, campus supervisors and four teachers monitor lunch time activity in the cafeteria and common

student activity areas. At the end of the day when students are dismissed, all administrators and five teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Anacapa Middle School's discipline policies are based upon a schoolwide discipline plan and CHAMPS positive and proactive behavior model which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. At the beginning of each semester, school administrators lead grade level expectation assemblies to reinforce the importance of following school rules and making responsible,

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

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

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

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

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

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

Percentage Description Rating:

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

Chronic Absenteeism by Student Group (2020-21)

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

2020-21 Trainings:

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

2021-22 Trainings:

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2020-21 school year, Anacapa Middle School's staff development activities concentrated on:

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

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

Class Size

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

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

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

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Anacapa Middle School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

CURRICULUM & INSTRUCTION

Staff Development

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

During the 2019-20, 2020-21, and 2021-22 school years, the teachers at Anacapa Middle School had the opportunity to participate in districtwide staff development training focused on:

2019-20 Trainings:

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

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

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

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education. Ventura Unified School District's middle school History-Social Science curriculum is being piloted in the 2021-2022 year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 21, 2021, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #21-25 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health

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

classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

Counseling & Support Staff

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

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

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Credential

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

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

SARC DATA

DataQuest

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2021 and the school facilities section was acquired in November 2021.

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

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

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

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

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

DISTRICT EXPENDITURES

Salary & Budget Comparison

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

Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2019-20		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,852
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
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	6,321	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,146	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,175	6,041	85.7%	8,444	61.3%
Average Teacher Salary	47,562	78,453	N/A	86,376	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

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