

Ventura Unified School District School Plan for Student Achievement



Loma Vista Elementary School

56 72652 6116040

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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:

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2020-21 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Michael Wise	X				
Roban Harvey		X			
Valerie Tackett		X			
Mary Trapp		X			
Kat Kohler			X		
Mia Chancer				X	
Amelia Feeney				X	
Thea Mechtenberg				X	
Michelle Quagliata				X	
Anne Whatley				X	
Number of members in each category	1	3	1	5	

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 Learner Advisory Committee

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: 11/24/20

Attested:



Michael Wise, Principal

11/24/20

Date



SSC Chairperson

11/24/20

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

During the 2019-20 school year, Loma Vista School served 377 students in grades K-5. Student enrollment included 12.5% students with disabilities, 6.4% English learners, 33.4% socioeconomically disadvantaged, and 0.8% homeless.

Loma Vista School is located in mid-town Ventura and serves as Ventura County's School for Deaf and Hard of Hearing students and Vision Impaired (preschool-grade 5). The school opened in 1952 and was modernized the summer of 2003 with new infrastructure, classroom interior updates and central heating. All classrooms are equipped with telephones and internet accesses. The technology lab was updated with new computers in the spring of 2014 by the District Office. All students access the technology lab weekly which is operated by staff. Technology is also available in the classrooms. Loma Vista Staff and PTA volunteers operate a library that is open to students five days per week. Books are current and in good condition. The campus is characterized by a sense of warmth, vibrancy and community. Loma Vista is a friendly neighborhood school where all are welcome. Brightly colored flowers bloom throughout the campus and vigorous gardens fill raised beds between classrooms. Classrooms and restrooms are cleaned daily. The front of the campus is made up of a California Coastal Native Garden and a small orchard is located next to the library.

Because Loma Vista serves 22 deaf and hard of hearing youngsters from surrounding districts, the school provides a unique opportunity for students to learn American Sign Language. The integration of two languages is observed throughout the campus, at assemblies, on the playground, and in the classrooms.

Academically Loma Vista excels in all subject areas in comparison to other schools in the district, county, and the state. Of the 23 staff members, 12 hold Master Degrees and 5 hold dual credentials. The majority of teachers have taught at Loma Vista for more than 10 years with little turnover in staff. The parents and teachers hold music, art, cultural awareness, physical fitness and healthy food choices as a high priority to teaching and learning. Students receive instruction from a music teacher, and art from parent volunteers trained by Art Trek. Teachers meet regularly to design, adapt and assess instructional strategies. All students are provided access to the district adopted core curriculum. A workroom contains supplemental materials and is accessible to all staff; the workroom is organized by grade subject matter. Parents are kept informed about student achievement in the form of regularly scheduled parent conferences, monthly newsletters, website updates, and PTA and School Site Council meetings.

Student instruction hours are from 7:55 to 2:30 for primary grades and 7:55 to 2:35 for grades four and five on regular days and 7:55 to 11:55 for primary grades and 7:55-12:00 for grades four and five on banking days. Kindergarten students attend school from 7:55 to 12:45 on regular days and 7:55-11:55 on Friday our banking day. Transitional Kindergarten students attend from 7:55 a.m. to 11:30 a.m. for the first group, and from 10:45 a.m. to 2:30 p.m. for the second group Monday through Thursday. On the banking day, Friday, both groups attend school from 7:55 a.m. to 11:30 a.m. Minimum days for parent conferences are offered a total of 8 days a year to provide teachers time for parent conferencing.

School Vision

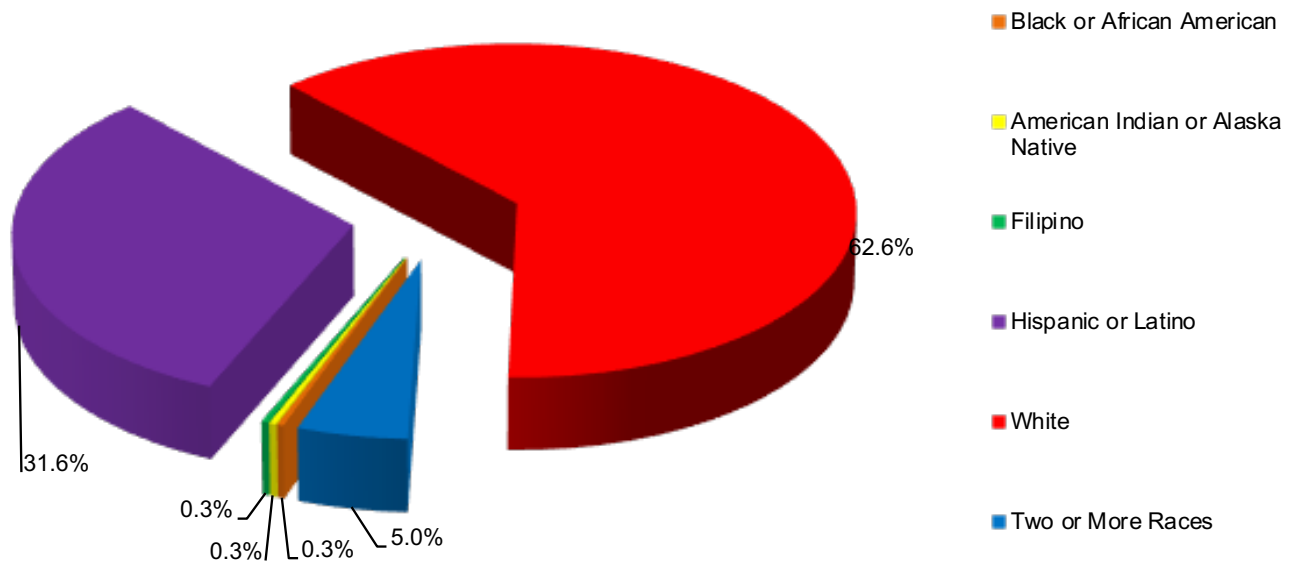
At Loma Vista, all students receive consistent, thoughtful and supportive learning opportunities that promote "personal best" in each child.

School Mission

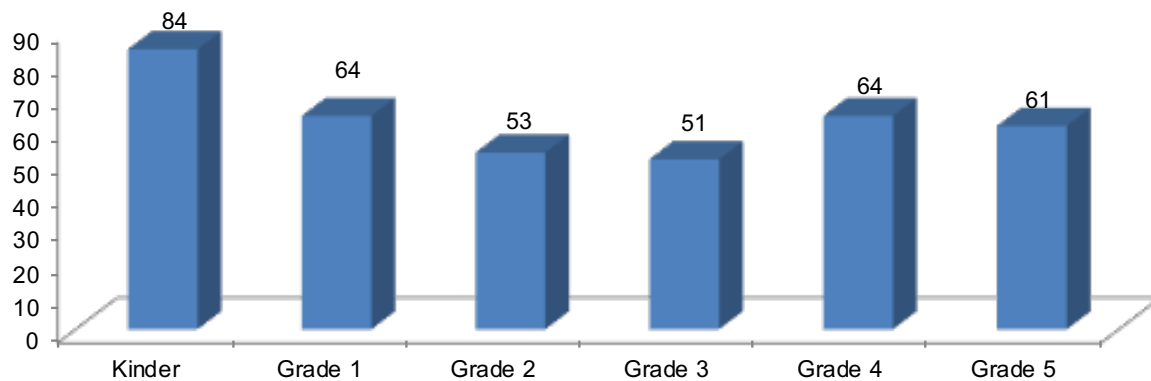
The Loma Vista motto is "Home of the Leopard...Where Everyone Has a Spot".

Our mission is to ensure that every child and his/her parents feel connected to the school. We will expect high quality teaching. We will expect exemplary results; socially confident, academically competent students with a community supporting each and every child we serve.

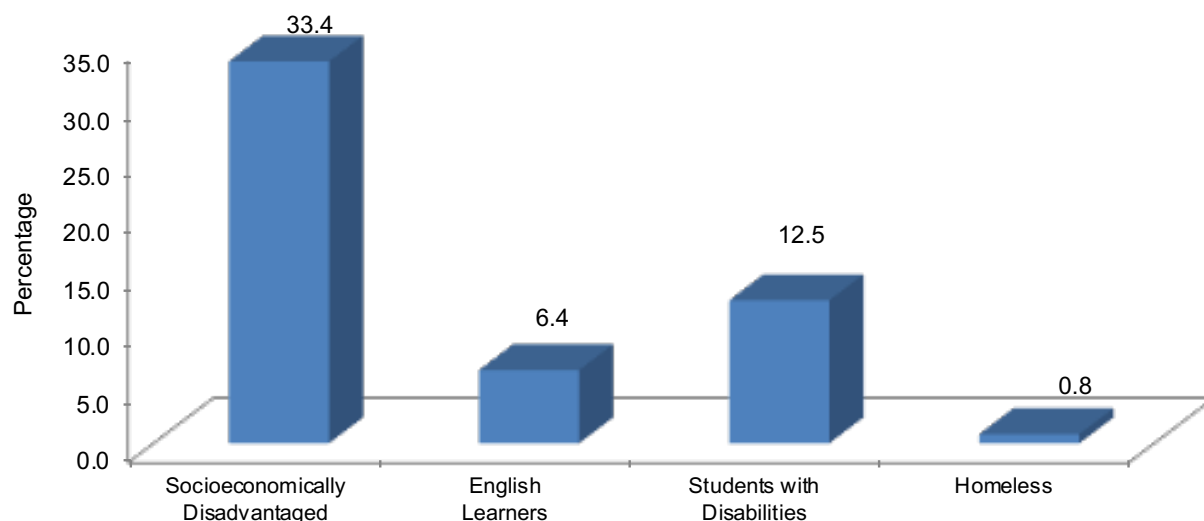
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



Student Enrollment by Student Group – 2019-20



Comprehensive Needs Assessment

Loma Vista Elementary 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:
 - ELPAC Reports
 - District Benchmarks
 - SBAC
 - AR/STAR Results (2-5 Results)
 - CAASPP Results
- ✓ California School Climate Survey

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

Transition from Preschool to Kindergarten

Ventura Unified School District Office of Educational Services, Child Development Programs Division, manages and coordinates early childhood programs to support the social, emotional, physical, and educational needs of the child in a safe and healthy environment. Teaching staff are fully credentialed through the California Commission on Teacher Credentialing. Support staff are well trained and knowledgeable of community resources, mental health, social services, health, and nutrition.

The Ventura Unified School District's Curriculum and Instruction Division oversees the following programs:

- **Jumpstart State Preschool Program:** Through a contract with the California Department of Education, Ventura Unified School District operates 14 half-day Jumpstart State Preschool programs. The Jumpstart Program is under the auspices of Ventura Unified School District Office of Educational Services, Child Development Programs.

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use

integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

When you visit the Jumpstart classrooms you will observe a print rich environment supporting the developmental process of early literacy. Notably, the importance of a culturally and linguistically sensitive learning environment is demonstrated. Children are engaged daily in language/ literacy lessons, as well as ten developmentally based center activities. Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified Classroom Teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching.

Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified classroom teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching. Morning and afternoon sessions are offered.

The Jumpstart State Preschool Programs offer morning and afternoon sessions at:

- E.P. Foster Elementary
 - Montalvo Elementary
 - Portola Elementary
 - Sheridan Way Elementary
 - A.T.L.A.S.
 - Will Rogers Elementary
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District's Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
 - Blanche Reynolds Elementary School
 - Citrus Glen Elementary School
 - Elmhurst Elementary School
 - Junipero Serra Elementary School
 - Lincoln Elementary School
 - Loma Vista Elementary School
 - Sheridan Way Elementary

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.

Loma Vista Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Loma Vista Elementary 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. Loma Vista Elementary School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. During advisory period, students are engaged in activities targeting bully prevention strategies through classroom discussions and special presentations.

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

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Digital Citizenship** - a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately
- **Positive Behavior Intervention & Supports (PBIS)**

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
Loma Vista Elementary School	56726526056121	11/24/20	

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)

Loma Vista Elementary School is a generational school, serving grades K-5, and which additionally offers transitional Kinder, and a Deaf and Hard of Hearing (DHH) preschool program. Loma Vista services Deaf and Hard of Hearing students from throughout the county in a comprehensive ASL and oral, total language program. The purpose of this plan is to align academic goals to data, which is demonstrative of needs in the finite, highlighted areas, while simultaneously adhering to the goals of our district's Local Control Accountability Plan (LCAP).

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.

We have engaged our stakeholders regarding the needs of our school, and we will distribute funding to meet these needs. The Loma Vista school plan addresses goals and methodologies to increase student achievement, increase student connectedness to school, and increase family involvement with accountability measures outlined within the body of the 2020/21 SPSA. Additionally, these goals and activities are reflective of those in the Ventura Unified District LCAP document.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Michael W. Wise, principal	11/17/20 & 11/24/20
Mia Chancer, parent representative	11/17/20 & 11/24/20
Amelia Feeny, parent representative	11/17/20 & 11/24/20
Roban Harvey, certificated representative	11/17/20 & 11/24/20
Kathleen Kohler, classified representative	11/17/20 & 11/24/20
Michelle Quagliata, parent representative	11/17/20 & 11/24/20
Valerie Tackett, certificated representative	11/17/20 & 11/24/20
Mary Trapp, certificated representative	11/17/20 & 11/24/20
Anne Whatley, parent representative	11/17/20 & 11/24/20

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 – Maintain or improve student achievement levels for all students, as measured by District summative assessment data in the areas of English Language Arts (ELA) and mathematics for a Trimester 1 (T1) and Trimester 3 (T3) comparative analysis within the course of the 2020/21 school year, utilizing the same cohorts for respective data comparison. Aggressive growth goals shall not be considered this year, as teachers will be mitigating learning loss from the extended school closures.

Identified Need:

Mathematics and English language arts standards-based student acquisition, and demonstration of successful skill application(s) in these areas without regression in progressive iterations of the same standards based assessment, within the same school year.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome										
English Language Arts (ELA): District Assessments measuring T1 to T3 Growth	The T1 Basic Phonics Skills Test (BPST-II) baseline for kinder for students either meeting or exceeding standards is as follows:	The T3 BPST-II Phonics Assessment, and T1 District ELA Assessment should yield same, or static results, or be demonstrative of growth when compared to the baseline results within the same academic year. The exception to this rule shall be in grade 5, in which the baseline scores of students on the T1 assessment demands significant growth.										
	<table><tr><td>Grade Level</td><td>Meets or Exceeds Standards</td></tr><tr><td>Kinder</td><td>92.16%</td></tr></table>		Grade Level	Meets or Exceeds Standards	Kinder	92.16%						
	Grade Level		Meets or Exceeds Standards									
	Kinder		92.16%									
	The T1 District ELA Assessment baseline for grades 1-5 students either meeting or exceeding standards is as follows. <i>*Please note that Beginning of Year (BOY) phonics assessment, or BPST II, was utilized for grades 1 and 2 as a baseline as the T1 District ELA Assessment was made optional this year.</i>											
	<table><tr><td>Grade Level</td><td>Meets or Exceeds Standards</td></tr><tr><td>Grade 1</td><td>75.56%</td></tr><tr><td>Grade 2</td><td>81.25%</td></tr><tr><td>Grade 3</td><td>42.11%</td></tr><tr><td>Grade 4</td><td>18.18%</td></tr></table>		Grade Level	Meets or Exceeds Standards	Grade 1	75.56%	Grade 2	81.25%	Grade 3	42.11%	Grade 4	18.18%
	Grade Level		Meets or Exceeds Standards									
Grade 1	75.56%											
Grade 2	81.25%											
Grade 3	42.11%											
Grade 4	18.18%											

	<table><tr><td>Grade 5</td><td>0% *46.43% nearly met</td></tr></table>	Grade 5	0% *46.43% nearly met											
Grade 5	0% *46.43% nearly met													
Mathematics: District Assessments measuring T1 to T3 Growth	<p>The T1 District Math Assessment baseline for 2020 in grades 1-5 for students either meeting or exceeding standards is as follows:</p> <table><tr><th>Grade Level</th><th>Meets or Exceeds Standards</th></tr><tr><td>Grade 1</td><td>80.95%</td></tr><tr><td>Grade 2</td><td>76.52%</td></tr><tr><td>Grade 3</td><td>60.6%</td></tr><tr><td>Grade 4</td><td>62.5%</td></tr><tr><td>Grade 5</td><td>Pending December 2020 input</td></tr></table>	Grade Level	Meets or Exceeds Standards	Grade 1	80.95%	Grade 2	76.52%	Grade 3	60.6%	Grade 4	62.5%	Grade 5	Pending December 2020 input	The T3 District Math Assessment should yield same, or static results, or be demonstrative of growth when compared to the baseline results within the same academic year.
Grade Level	Meets or Exceeds Standards													
Grade 1	80.95%													
Grade 2	76.52%													
Grade 3	60.6%													
Grade 4	62.5%													
Grade 5	Pending December 2020 input													

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in grades K-5 who are either nearly met or did not meet standards in T1 iterations of district assessments, and are not demonstrating adequate progress through classroom teacher-based interventions and strategies will be referred for intervention.

Strategy/Activity

Math and ELA targeted intervention cohorts will accept smaller groups of grade alike students based upon needs as demonstrated by T1 achievement results from same academic year assessments.

2020/21 interventions will look different this year to balance the need for effective intervention with distance learning protocols which must be observed.

Interventions in ELA will continue to be focused on students with the greatest demonstrated and evaluated academic need as indicated by district assessments and teacher observations and referrals; the focus shall be narrowed to grades K-3 to best capture learning loss at the most critical developmental stages. These will take the form of twenty Minute one-on-ones with students in the greatest need due to learning loss, and did not demonstrate grade level growth at the completion of the prior year.

Sessions will be three weeks long and begin with grade 1 students based on recommendations of the referring teacher, as we have some knowledge/data on this cohort and can begin with informed placements. Students should not be included in more than two consecutive sessions, unless the referring teacher and Intervention Specialist concur a consecutive session is needed.

Because these intervention cohorts will be conducted via Zoom in twenty-minute sessions, 1:1, for the first week, and continue 2:1 for the remaining two weeks as plausible. Like-ability pairings will be made by the intervention teacher to maximize targeted intervention for 40-minute sessions thereafter.

Interventions in mathematics will follow the same pattern for referrals and length of small cohorts, but will be targeted to students in grades 1-5. Cohorts will begin in grade 5 and work backward to reach grade 1. This progression was developed in an effort to maximize effective intervention for those students who have been taught to apply base skills and may have regressed due to learning loss, while those in grades 1 and 2 are developing number sense and basic operational competencies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Mathematics Intervention <i>Total Expenditure Not to Exceed \$9,500.00</i>	<ul style="list-style-type: none">• Low Performing Student Block Grant• Supplemental Intervention Fund• Parent Teacher Association Support
English Language Arts Intervention <i>Total Expenditure Not to Exceed \$15,000.00</i>	<ul style="list-style-type: none">• Supplemental Intervention Fund• Supplemental Grant

Annual Review:

SPSA Year Reviewed: 2019/20

ANALYSIS:

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

2019/20 Goal #1: **Increase Student Achievement** – Increase student achievement for all students by a 2% gain or higher while decreasing performance gaps, as measured by CAASPP summative assessment data.

Our goal to maintain or increase all achievement levels by 2% or more across grade levels in the area of English Language Arts (ELA) and mathematics for all students in grades 3-5, when reviewing the aggregated data from the California Assessment of Student Performance and Progress (CAASPP) 2020 examination could not be evaluated. Due to the March 2020 school closure related to the Covid 19 pandemic, the CAASPP was not administered.

Our secondary goals to increase achievement levels by 2% or more across all grade levels in the area of English Language Arts (ELA) and mathematics for all students as evidenced by the aggregated data from the Beginning Phonics (BPST II), and Beginning of Year (BOY) subtests outlined, after the 2019/20, Trimester Three (T3) assessments could not be evaluated due to the March 2020 school closure related to the Covid 19 pandemic. Alternatively, analysis of growth toward this goal, shall be measured by 2019/20 Trimester Two (T2) assessments as a result.

2019 CAASPP	2020 CAASPP
The ELA achievement range for standards met and/or exceeded grades 3, 4, and 5 was 62%, 66%, and 74% respectively.	Covid 19 Closures in March of 2020. No data collected. No assessments given by order of the state government.
The mathematics achievement range for standards met and/or exceeded grades 3, 4, and 5 was 66%, 61%, and 56% respectively.	Covid 19 Closures in March of 2020. No data collected. No assessments given by order of the state government.

2018/19, BPST II (T3)	2019/20, BPST II (T2)
The ELA proficiency range with students at or exceeding grade level standards on the BPST-II in grades K, 1, and 2 are at the "Universal" or proficient level at 81%, 73%, and 77% respectively.	The ELA proficiency range with students at or exceeding grade level standards on the BPST-II, Trimester two (T2) in grades K, 1, and 2 are at the "Universal" or proficient level at 94.12%, 93.33%, and 94.34% respectively.
2018/19 Oral Reading Fluency (ORF) Beginning of Year Assessment (BOY)	2019/20 Oral Reading Fluency (ORF) Beginning of Year Assessment (BOY)
The ELA proficiency range with students at or exceeding grade level standards on the ORF in grades 3, 4, and 5 are at the "Universal" or proficient level at 68%, 65%, and 26%, respectively.	The ELA proficiency range with students at or exceeding grade level standards on the ORF in grades 3, 4, and 5 are at the "Universal" or proficient level at 68%, 61.11%, and 43.86%, respectively.

2018/19, Math Screeners	2019/20, Math Screeners
The mathematics proficiency range with students at or exceeding grade level standards on the math screener in grades K-2 are at 82%, 84%, and 53% respectively.	The mathematics proficiency range with students at or exceeding grade level standards on the math screener in grades K-2 are at 71.43%, 86%, and 51.16% respectively.
2018/19, Math Screeners	2019/20, Math Screeners
The mathematics proficiency range with students at or exceeding grade level standards on the math screener in grades 3-5 are at 37%, 47%, and 42% respectively.	The mathematics proficiency range with students at or exceeding grade level standards on the math screener in grades 3-5 are at 37.78%, 45.46%, and 51.72% respectively.

Kindergarten represents an apples to oranges comparison as reflected by BOY assessments and district screeners, as these students are new to the school, and are not building upon prior year's instructional exposure or interventions.

In grade 3, it is important to note that a significant percentage of students placed at "nearly met standard" representing 32.56% of all grade level students assessed. Additionally, in grade 4, 27.27% students placed at "nearly met standard."

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 strategies and action items outlined in the 2019/20 SPSA were inclusive of grouping students in intervention based upon the assessment data demonstrating the greatest need, and based upon teacher recommendation for students who continued to struggle as evidenced by common formative assessments (CFA) and summative assessments conducted in class.

Intensive Smarter Balanced Test Prep was not able to occur as planned in March due to the closures; additionally, all intervention ceased at this point as the focus shifted to delivering an online instructional model with new Learning Management Systems (LMS) for teacher, students, and parents to navigate. It was determined that the addition of intervention virtually at this time would not be well received by any stakeholders, and was put on hold for the remainder of the 2019/20 school year.

Expenditures remained in alignment with strategies to achieve goals as outlined; there was no cost savings due to suspension of services per the district initiative to honor the intent of service during the closure.

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.

Utilizing same year data and cohorts will better reflect student growth and need levels. For the 20/21 year collection, reflected in goal one of that academic year, a focus will be made on growth between trimester assessments within the same year, rather than BOY screener data from one year to the next, which is an unlike comparison, especially in kinder, and may be unfairly reflective of the "summer slide" effect on student performance.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students. Reenvision meaningful opportunities for students to participate in the school, by providing interest driven clubs, music lessons, and shared stories, which teach meaningful skills, and provide opportunities to connect virtually to school.

Identified Need:

Student isolation from school and sequestration at home during Covid closures has created significant social and emotional needs. In this regard, students lack opportunities to participate meaningfully in activities beyond the reduced and virtually delivered instructional day.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Virtual Talent Show	Due to continued closures through December and restrictions upon return to a hybrid model and limits on gathering, traditional performances will likely not be possible. Students will be given the opportunity to audition for the annual talent show via virtual rehearsals and presentation via a Zoom presentation.	<ul style="list-style-type: none"> Multiple after school rehearsals to keep students engaged, ensure preparation, and connection. Growth of expression and confidence building to transfer into other aspects of academia and social emotional health. Parent, family and community attendance Increased involvement in school activities for approximately 30-40 students
Participation in interest driven club opportunities which will meet virtually on Social Emotional Focused Learning days (SEL), to bolster student resilience and connection to school <ul style="list-style-type: none"> Leadership The Leopard's Ladle; A Loma Vista kid's kitchen <i>The Paw and the Palette: Mixed-media art lessons</i> The Animal Advocacy Association Shared Stories Virtual Virtuosos 	Virtual student elections will occur in October in which candidates offer a 1-2 minute video promoting their candidacy, which will be followed by a vote of all students in grades 2-5. Clubs will allow for both synchronous and asynchronous participation. this will be accomplished by filming and editing video clips of a process from start to finish in the areas of culinary arts and fine art. Videos will be shown during the synchronous meeting and the teacher lead will answer questions in the chat in real time for participating students; teacher lead will check in with students, review their progress, and answer more live questions after the process has completed. Videos will then be archived on the school's YouTube Channel and linked to our website for later asynchronous participation.	<ul style="list-style-type: none"> Emotional Intelligence, empathy and Interpersonal skill building with leadership and Animal Advocacy clubs. Growth of expression and connectedness to school through continued participation with familiar teacher leaders in a virtual setting which is purely interest driven Leadership capacity expanded for school leaders and submergence into a democratic process. Planned, student centered activities and advocacy of the stakeholder group will emerge from student leaders who listen and engage in action. Increased involvement in school activities for more than 1/3 of the student body. These will bolster SEL offerings and each opportunity will last approximately 30 minutes of additional engagement and meaning participation outside of typical academia.

	Through a collaboration with the PTA, a funding source is to be secured to offer these positions with attached stipends.	
Spotted Being Kind Incentives <i>upon the return to hybrid learning slated for December 2020:</i> Weekly drawings for student recognition	A returning school-wide incentive-based reward system to be recognized and awarded by all site personnel (paras, teachers, custodial, office staff, and administration) for observed kind/respectful/helpful student behaviors. Due to the health restrictions which will last indefinitely, the special monthly luncheon with the principal will be postponed until such time as it is safe and appropriate to renew the activity.	<ul style="list-style-type: none"> • Growth and development of empathy and emotional intelligence. • Fewer disciplinary referrals for interpersonal conflict. • Positive recognition for positive behavior. • Familiar incentive and rewards based activity for the return to instruction in person.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students in grades K-5 will have the opportunity to audition for the Virtual Talent show; approximately 30-40 students body will participate in some aspect, but opportunities are not strictly limited to these approximations. All will have the opportunity to enjoy the resulting performance.

Strategy/Activity

Produce a Virtual Talent Show featuring Loma Vista Students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
One position is an adjunct duty and the secondary supporting roles will be filled by parent volunteer(s).	N/A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students in grades K-5.

Strategy/Activity

Interest based virtual clubs which may be accessed synchronously and asynchronously to bolster SEL Wednesday instructional and extra-curricular activities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Social Emotional Learning (SEL) Clubs: <ul style="list-style-type: none"> • The Leopard's Ladle \$500.00 • Leadership Club \$500.00 	<ul style="list-style-type: none"> • PTA Funded

<ul style="list-style-type: none"> • The Animal Advocacy Association \$500.00 • The Palette and the Paw \$500.00 • Virtual Virtuosos \$2,000.00 	
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students in grades K-5.

Strategy/Activity

Spotted Being Kind Incentives to build on qualities of demonstrated empathy, character, and selflessness. All faculty and staff will award to deserving children when 'spotted being kind.'

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Weekly Prizes Distributed to Several Students: <ul style="list-style-type: none"> • \$250.00 	<ul style="list-style-type: none"> • Donations Account

Annual Review:

SPSA Year Reviewed: 19/20

ANALYSIS:

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

2019/20 Goal #2:

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

Goals were largely achieved with fidelity, but due to the school closure our first school-wide play production and annual talent show did not come to fruition. Students were engaged in regular rehearsals, and set pieces and costumes were under construction, but we were nearly a month shy of achieving the goal of the culminating production.

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.

N/A

Goal 3:

2020/21 Family Involvement - Increase parent/guardian and Loma Vista community involvement in integrated safety plans and authentic student recognitions. Provide updates to parents regarding reopening process and procedures for a return to school in December. Ensure parents have a keen understanding of restrictions and expectations by sending a school wide mailing to each home with guidelines, maps, cohort and teacher assignment, and host a second Back to School meeting in early December to help with universal understanding and answer questions and quell anxieties in real time.

Identified Need:

In an effort to bolster and reinforce transparent communication practices during a time of great uncertainty, greater school-based efforts in the area of communication and outreach shall be made in continuous preparation for a student return in December. Additionally, we will continue to recognize students for distinction and honors earned, through an authentic student recognition model as a school community.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Virtual Back to School Night and Virtual Reopening Informational Night for Parents and School wide mailing and regular Parent Square updates	<p>In an effort to promote transparency and ensure safety and order are the focus of our reopening through a partnership with parents.</p> <p>Updates will be provided via Parent Square and culminate with a Parent Information Night or second Back to School Meeting via Zoom.</p> <p>A school wide mailing will be composed, offering parents a go to document for class assignment and teacher, cohort, time specific ingress and egress procedures, district restrictions, a map, and car two placards with their child's last name to make for smoother visual pick-up communication with staff.</p>	<p>Parents will have opportunities to be walked through the documents and plans which clearly outline our safety plan for reopening, and will have the opportunity to ask questions and gain clarity on written plans.</p> <p>Procedures will be understood within the first week, if all outreach and communication goes well, minimizing points of disorder. Student safety will be maintained at all times, and staff will help to facilitate and guide all processes through their extended on site trainings.</p> <p>Parent concerns will be addressed as they present themselves via email, Parent Square, telephone outreach, and Zoom meetings.</p>
Renew trimester awards as a virtual activity. Continue to ensure that recognition is authentic, but not repetitive by honoring up to four students per class, per trimester (beginning trimester 2).	<p>Four awards per classroom will be presented each trimester (x3) at an all school assembly for grades 1-5. Categories for awards will include:</p> <ul style="list-style-type: none"> • Academic Excellence • Awesome Author • Math Genius • Perseverance Award <p>Parents of awardees will be notified in advance by the awarding teacher so that they may be included in attendance via Zoom.</p>	<p>Two assemblies will honor approximately 128 students annually (64 at each assembly), rather than all students annually.</p> <p>Parents will be invited to attend via Zoom. And students will be authentically honored in front of their peers, parents, and teachers.</p> <p>A google document will be shared and kept to track student honorees.</p>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Parents of all students enrolled in Preschool-grade 5 shall receive multiple methods of communication and opportunities for clarity through principal led meetings with critical and timely school information. These opportunities will commence at 6pm to capture the most parents and honor their schedules.

Strategy/Activity

Virtual Back to School Night and Virtual Reopening Informational Night for Parents conducted via Zoom.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Communication Plans: <ul style="list-style-type: none"> • Parent Square platform • Email • Paper Mailing • Not to exceed \$350.00 for postage and materials 	<ul style="list-style-type: none"> • Site Based Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students grades 1 - 5 shall be eligible for T2 and T3 Awards (approximately 128 students will be selected)

Strategy/Activity

Beginning Trimester 2, after the return to school, we will hold all school trimester awards assemblies via Zoom to honor achievement authentically, recognizing four students per class, per trimester (x2). Parents of award recipients to be invited by the recommending teacher to spectate and celebrate with their child via Zoom. (Should restrictions for gatherings be lifted, we will shift these celebrations from virtual to outdoor gatherings.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Certificates and Recognition: <ul style="list-style-type: none"> • Certificates not to exceed \$300 	<ul style="list-style-type: none"> • Site Based Funds
Academic Recognition to further educational success (pen/pencil sets): <ul style="list-style-type: none"> • Not to exceed \$600 	<ul style="list-style-type: none"> • Supplemental Fund

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

The School Site Council intends for Loma Vista Elementary School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2019-20 Carryover	\$0.00
Title I 2020-21 Allocation	\$0.00
Title I 2020-21 Parent Involvement	\$0.00

Subtotal of additional federal funds included for this school: **\$0.00**

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	\$2,214.00
Site-Based Funds 2020-21 Allocation	\$14,232.00
Supplemental Funds 2019-20 Carryover	\$3,066.00
Supplemental Funds 2020-21 Allocation	\$5,320.00

Subtotal of state or local funds included for this school: **\$24,832.00**

Total of federal, state, and/or local funds for this school: **\$24,832.00**

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-6) 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 3 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 3						
All Students Tested	58	58	58	34.48%	27.59%	22.41%	15.52%
Male	38	38	38	31.58%	21.05%	28.95%	18.42%
Female	20	20	20	40.00%	40.00%	10.00%	10.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	21	21	21	23.81%	23.81%	28.57%	23.81%
Hawaiian or Pacific Islander							
White (not Hispanic)	34	34	34	38.24%	32.35%	17.65%	11.76%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	19	19	19	15.79%	21.05%	21.05%	42.11%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 3 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 3						
All Students Tested	58	58	58	32.76%	32.76%	20.69%	13.79%
Male	38	38	38	34.21%	34.21%	18.42%	13.16%
Female	20	20	20	30.00%	30.00%	25.00%	15.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	21	21	21	23.81%	14.29%	38.10%	23.81%
Hawaiian or Pacific Islander							
White (not Hispanic)	34	34	34	32.35%	47.06%	11.76%	8.82%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	19	19	19	15.79%	15.79%	31.58%	36.84%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 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 4						
All Students Tested	60	59	59	38.98%	25.42%	20.34%	15.25%
Male	25	24	24	25.00%	25.00%	33.33%	16.67%
Female	35	35	35	48.57%	25.71%	11.43%	14.29%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino							
Hispanic or Latino	24	23	23	26.09%	21.74%	21.74%	30.43%
Hawaiian or Pacific Islander							
White (not Hispanic)	32	32	32	46.88%	28.13%	18.75%	6.25%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	21	21	21	28.57%	19.05%	23.81%	28.57%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 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 4						
All Students Tested	60	59	59	28.81%	32.20%	28.81%	10.17%
Male	25	24	24	25.00%	29.17%	33.33%	12.50%
Female	35	35	35	31.43%	34.29%	25.71%	8.57%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino							
Hispanic or Latino	24	23	23	21.74%	30.43%	21.74%	26.09%
Hawaiian or Pacific Islander							
White (not Hispanic)	32	32	32	34.38%	28.13%	37.50%	0.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	21	21	21	19.05%	23.81%	28.57%	28.57%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 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 5						
All Students Tested	56	55	55	45.45%	29.09%	9.09%	16.36%
Male	31	31	31	45.16%	29.03%	12.90%	12.90%
Female	25	24	24	45.83%	29.17%	4.17%	20.83%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	15	15	15	33.33%	26.67%	0.00%	40.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	38	38	38	52.63%	28.95%	10.53%	7.89%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	22	22	22	22.73%	36.36%	4.55%	36.36%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

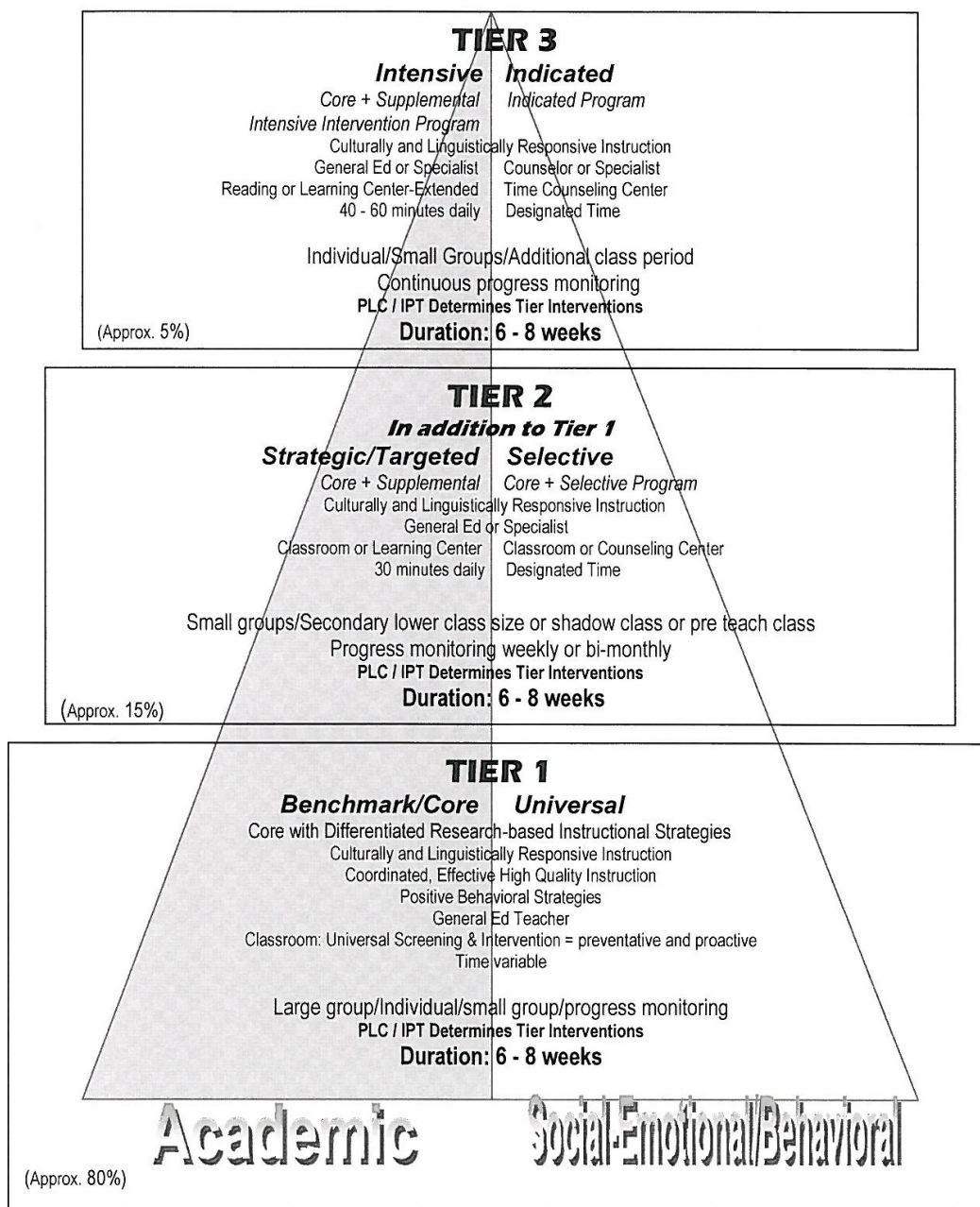
CAASPP – Grade 5 Mathematics – 2018-19

	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 5						
All Students Tested	56	55	55	27.27%	29.09%	25.45%	18.18%
Male	31	31	31	35.48%	29.03%	19.35%	16.13%
Female	25	24	24	16.67%	29.17%	33.33%	20.83%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	15	15	15	20.00%	13.33%	33.33%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	38	38	38	31.58%	31.58%	23.68%	13.16%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	22	22	22	13.64%	22.73%	22.73%	40.91%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

Response to Intervention - Pyramid of Instruction and Intervention

Ventura County RtI² Model Pyramid of Instruction and Intervention

The *expanded Intervention Progress Team (IPT) meets to review data and to consider referral for assessment for Special Education assessment after 16 - 24 weeks of tiered intervention.



VCOE Model Response to Instruction and Intervention Pyramid Chart (Revised 7/09)

The "expanded" IPT must include representative(s) from special education. See Ventura County Recommended Model narrative for full IPT

description: <http://www.vcoe.org/cici/ResponseToInstructionInterventionRtI>


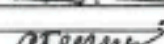
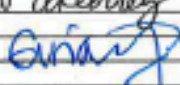
Ventura County Office of Education/RtI² Task Force

2020-21 Supplemental Funding Program Budget

VUSD BUDGET: 2020/2021		
PROGRAM: Supplemental Funds		
Site: Loma Vista	19/20 Carryover	3,066
	20/21 Allocation	5,320
Resource = 0100	Total	8,386
Object #	Classification	
Personnel Costs and Benefits		
Must reflect amounts on Staffing Charts		
	Current	Revised
1101 Teacher, Contractual		
1103 Teacher, Hourly	8,249	
1106 Teacher, Sub		
1107 Stipend, Certificated		
Complete Time Sheet Authorization Form		
1201 Counselor, Contractual		
1301 Director		
2101 Paraprofessional, Positional		
2103 Paraprofessional, Hourly		
2203 Health Tech- PTL, Hourly		
Complete Time Sheet Authorization Form		
2401 Clerk, Positional		
2403 Clerk, Hourly		
Complete Time Sheet Authorization Form		
2903 Other Classified, Hourly		
SUBTOTAL	8,249	0
Discretionary Funds		
4200 Other Books		
4300 Instructional Supplies	637	
4300 Other Supplies		
4400 Equip Not Capitalized (\$500-\$5000)	1,500	
5201 Mileage stipend		
5202 Travel/Conferences		
5300 Membership		
5600 Contracts, Rents, Repairs		
5601 Contracts, annual		
5710 Publications, District Office		
5717 Work Orders		
5719 Transportation		
5800 Consultants/Other Svcs		
5806 Software License		
5900 Communications		
6400 Equipment (over \$5,000)		
7310 Indirect		
SUBTOTAL		0
Total:	8,386	0
Principals Signature for Adjustment: <i>[Signature]</i>		
Date: 11/17/20		
School Site Council Approval: <i>[Signature]</i>		
Date: 11/17/20		
English Learner Advisory Committee Review		
Date:		
Director, Special Projects Approval: <i>[Signature]</i>		
Date: 1/4/21		

1/4/21
12/17/20

2020-21 Site Funding Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Site Based Funds			
Site: Loma Vista	19/20 Carryover	2,214	
	20/21 Allocation	14,232	
		0	
		0	
Resource = 0000	Total	16,446	
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub	2,478	
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101			
2103			
2203			
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly	755	
Complete Time Sheet Authorization Form			
2803	Other Classified, Hourly		
SUBTOTAL		3,233	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	7,013	
4300	Other Supplies		
4400	Equip Not Capltzd(\$500-5000)	2,800	
5201			
5202			
5300			
5600			
5601			
5710			
5717			
5719			
5800			
5900			
6400			
7310			
SUBTOTAL		13,213	0
Total:		16,446	0
Principal's Signature for Adjustment: 			
Date: 11/17/20			
School Site Council Approval: (Chairman) 			
Date: 11/17/20			
Director, Special Projects Approval: 			
Date: 12/18/2020			

KEB
12/17/20

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

Loma Vista Elementary Parent Involvement Policy

Loma Vista School will follow the guidelines developed with parent input as listed below in accordance with the No Child Left Behind Act of 2001. This policy will be distributed to parents of students participating in the Title I program and will be updated periodically.

Policy Guidelines

- Convene an annual meeting to explain Title I Program Description, school parent involvement policy, and the rights of parents of program participants
- Involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, such as:
 - Single plan for student achievement (NOTE: The school will submit any parent comments on the plan when the school makes the plan available to the LEA)
 - Parent involvement policy
 - Title One program description
 - School-Parent Compact, a written agreement of what schools and parents are each supposed to do to help students achieve
 - Plans for training school staff on how to strengthen ties between home and school
- Provide parents of participating students with
 - Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing so
 - Timely responses to suggestions
 - Description and explanation of curriculum to be used
 - The forms of academic assessment used to measure student progress
 - Proficiency levels that students are expected to meet
 - Materials and training on how to improve their child's achievement
 - Information sent home in a language and format parents can understand
- Coordinate and integrate, as appropriate, parent involvement with Head Start, Even Start and other public preschool programs
- Develop appropriate roles for community-based organizations and businesses and encourage partnerships with elementary, middle and high schools
- Offer a flexible schedule of meetings that is convenient to parents
- Provide other reasonable support for parental involvement at parents' request

Professional Development Plan

Loma Vista Elementary 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 Loma Vista Elementary School will participate in the following staff development trainings:

- Distance Learning Platforms (Canvas, Zoom, SeeSaw)
- Digital Emergency Lesson Plan
- Grade Alike and Vertical Alignment Meetings
- Universal Formatting

2019-20 School Accountability Report Card

Published January 2021



LOMA VISTA ELEMENTARY SCHOOL

300 LYNN DRIVE, VENTURA, CA 93003

(805) 641-5443

MICHAEL WISE, PRINCIPAL
GRADES TK-5

PRINCIPAL'S MESSAGE

The purpose of this School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about Ventura Unified School District is also provided.

At Loma Vista Elementary, it is our mission to deliver a holistic approach to comprehensive education. We accomplish this by fostering a culture of inclusion, which inspires students at a multi-dimensional level, harnessing academic, artistic, ecological, humanitarian, and technological fields of study for authentic student engagement. Our teachers provide context-rich learning opportunities that engage students based on individual interests and mentor our young scholars to acquire critical skills, while developing students' confidence and a passion for learning.

All students receive consistent, meaningful, and supportive opportunities for academic and social growth, which promotes each child's personal best.

Our school serves a Deaf and Hard of Hearing (DHH) population and welcomes students from around the county into our exceptional simultaneous language program utilizing oral language and American Sign Language (ASL). The

integration of both languages is apparent on our campus, in our classrooms, on our playgrounds, and at our school events and assemblies. Additionally, Loma Vista provides services for vision impaired students who are fully integrated into the classroom settings.

We are dedicated to ensuring that Loma Vista is a welcoming, stimulating environment where students are actively engaged in learning as well as developing positive values. The excellent quality of our program is a reflection of our highly committed staff. Teachers meet regularly throughout the year to design, adapt, and assess instructional strategies, giving all students access to effective, standards-based curriculum. We have made a commitment to provide the best educational program possible for our students. Together we can challenge our students to reach their maximum potential.

Loma Vista prides itself in involving parents and community members in every aspect of the school. We welcome visitors on campus for many different reasons including volunteering, Back-To-School Night, Art Night, Variety Show, Awards Assemblies, and other special events. The Ventura community members, staff, parents, and students continue to work together to maintain the California Coastal Native Garden at the front of the school. We believe that parents, community members, and staff must work together for the education of all students.

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



HONORS

2012-California Distinguished School

**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.

DISTRICT & SCHOOL DESCRIPTION**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.

Loma Vista Elementary School

Loma Vista Elementary School follows a traditional calendar schedule. The campus is characterized by a sense of warmth, vibrancy, and community. A California Native Garden, raised beds, and a small orchard create a wonderful connection between school and community.

At the beginning of the 2019-20 school year, 377 students were enrolled, including 12.5% in special education, 6.4% qualifying for English Language Learner support, 0.8% homeless, and 33.4% 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	0.3%	Kindergarten	84
American Indian or Alaskan Native	0.3%	Grade 1	64
Asian	0.0%	Grade 2	53
Filipino	0.3%	Grade 3	51
Hawaiian or Pacific Islander	0.0%	Grade 4	64
Hispanic or Latino	31.6%	Grade 5	61
White	62.6%	Grade 6	0
Two or More Races	5.0%	Grade 7	0
Socioeconomically Disadvantaged	33.4%	Grade 8	0
English Learners	6.4%		
Students with Disabilities	12.5%		
Homeless	0.8%		
Foster Youth	0.0%		
		Total Enrollment	377

The district's DHH (deaf and hard of hearing) program is located at Loma Vista Elementary and offered to children in grades PreK-5. The PreK special education program serves children ages 3-5 who have an IEP and qualify for DHH services.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in

the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, school newsletters, teacher newsletters, the school website, and Parent Connect. An interpreter is available for parents requiring Spanish translation or sign language. Contact the PTA President, Dr. Kwan, or your child's teacher at (805) 641-5443 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Library Helper
- School Garden Maintenance
- Recycling Program

Committees

- School Site Council
- Parent Teacher Association
- English Learner Advisory Council
- Superintendent's Parent Advisory Council

School Activities

- Annual Variety Show
- Art Night
- Awards Assemblies
- Back-to-School Night
- Campus Beautification Projects
- Cross County
- Family Picnics
- Family Fun Festival
- Intramurals
- Movie Nights
- Recycling
- Sock Hop
- Student Performances
- VAPA (Assistance & Leadership)

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

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

grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

California Assessment of Student Performance and Progress Test Results in Science All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Loma Vista		VUSD		CA
	18-19	19-20	18-19	19-20	18-19
Science (Grades 5, 8, & 10)	56	N/A	39	N/A	30

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					
	Loma Vista		VUSD		CA
	18-19	19-20	18-19	19-20	18-19
English Language Arts/Literacy	67	N/A	55	N/A	48
Mathematics	61	N/A	44	N/A	37

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
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
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
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

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.

Physical Fitness

In the spring of each year, Loma Vista Elementary School is required by the state to administer a physical fitness test to all students in fifth 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 website 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
Fifth	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.

**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. Loma Vista Elementary 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

Campus Description

	Quantity
Year Built	1953
Acreage	10
Bldg. Square Footage	33476
# of Permanent Classrooms	18
# of Portable Classrooms	2
# of Restrooms (student use)	6 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Conference Room	1
Teacher Work Room	1
Support Staff Offices	4

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 includes the following:

- Flooring replacement projects
- Campus beautification projects

Every morning before school begins, either the principal or the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Loma Vista Elementary School. The day custodian is responsible for:

- Restrooms
- Cafeteria Setup/Cleanup
- General Cleaning and Custodial Functions
- Library
- Office

Restrooms are checked twice a day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classrooms
- Restrooms
- Routine Maintenance

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

Facilities Inspections

The district's maintenance department inspects Loma Vista Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Loma Vista Elementary 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 3, 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 Loma Vista Elementary 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 in October 2020, and shared with school staff at a faculty meeting in December 2020.

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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: September 3, 2020	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			Admin Exterior - Exterior screen missing at soffit; Cafeteria Exterior - Exterior screen missing at upper roof soffit
External	✓			Classroom 17 - Excessive peeling paint on the bottom of the door at the south door; YMCA Room - Broken windows at the north elevation only 1 window has safety film
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

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

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, a classified member supervises the front bus area and two teachers are strategically assigned to designated entrance areas to provide student supervision and one classified staff member is in the cafeteria to monitor breakfast activity. During recess, teachers and paraeducators supervise playground activity. Noon aides, the principal, and paraeducators monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers and paraeducators monitor student behavior to ensure a safe and orderly departure. The principal assists with supervision in the morning, during recess, and during dismissal.

During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

CLASSROOM ENVIRONMENT

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
2017-18				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	20.0	2	1	
1	22.0		2	
2	21.0		2	
3	19.0	1	3	
4	30.0		2	
5	24.0	1	2	
Other**	3.0	1		
2018-19				
K	23.0		4	
1	22.0		2	
2	26.0		1	
3	26.0		3	
4	28.0		2	
5	28.0		2	
Other**	5.0	3		
2019-20				
K	24.0	1	2	1
1	24.0		2	
2	39.0		1	1
3	25.0		2	
4	24.0		2	
5	29.0		2	
Other**	10.0	3	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Discipline & Climate for Learning

Loma Vista Elementary School's discipline policies are based upon a schoolwide discipline model and Guidelines for Success to create a positive behavior management program and promote responsibility, respect, and thoughtfulness. 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 the school year, the principal leads grade level assemblies to reinforce the importance of being responsible, respectful, and safe. Loma Vista Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

School administration and teaching staff are qualified to recognize, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Loma Vista Elementary School's staff follow Dr. Randy Sprick's Guidelines for Success, Smart Kids (K-1), Bully Blocker (grades 2-5), and CHAMPS programs to support student instruction, professional development, and classroom management practices associated with bullying and harassment. These programs focus on building a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. Students are engaged in age-appropriate activities targeting bully prevention strategies through: scripted lessons, classroom discussions, and interactive exercises.

CURRICULUM & INSTRUCTION

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 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

Suspensions and Expulsions									
	Loma Vista			VUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions (%)	0.50%	0.30%	0.00%	3.00%	2.70%	2.53%	3.50%	3.60%	
Expulsions (%)	0.00%	0.00%	0.00%	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.

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

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 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.

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 Loma Vista Elementary School had the opportunity to participate in districtwide staff development training focused on:

- 2018-19 and 2019-20 Trainings:
- History-Social Science
- Multi-Tiered Systems of Support (MTSS)
- Next Generation Science Standards
- School Safety
- Social Emotional Learning (SEL)

- Special Education
- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Distance Learning Plans
- Elementary Resource
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Soliday Reading
- 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, Loma Vista Elementary School's staff development activities concentrated on:

- Benchmark Assessments
- Mathematics
- Next Generation Science Standards (NGSS)
- Response to Intervention
- School Connectedness
- Technology Training

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			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
2018	Yes	My Big Day (TK)	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	My Big Day (TK)	0%
Science			
2008	Yes	Pearson-Scott Foresman: <i>California Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>Our Communities</i>	0%

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

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

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 STAFF

Counseling & Support Staff

Loma Vista Elementary 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 Loma Vista Elementary 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.

Teacher Assignment

During the 2019-20 school year, Loma Vista Elementary School had 22 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.

Teacher Credentials and Assignments						
	Loma Vista			VUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	22	22	22	721	715	694
Teachers with Full Credential	22	22	22	690	678	664
Teachers without Full Credential	0	0	0	31	37	30
Teaching Outside Subject Area (with full credential)	0	0	0	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	0	0	2	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.

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 Loma Vista Elementary 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) 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.

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**

Expenditures Per Pupil	Dollars Spent Per Student		% Difference -		
	Loma Vista	VUSD	School and District	State Average for Districts of Same Size and Type	School and State
Total Restricted and Unrestricted	9,597	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,872	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,725	6,501	103.5%	13,080	51.4%
Average Teacher Salary	87,893	77,464	113.5%	81,939	107.3%

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

School Site Council Bylaws

**Loma Vista Elementary School Site Council By-Laws****Article I****Duties of the School Site Council**

The School Site Council of Loma Vista School, hereinafter referred to as the School Site Council, shall carry out the following duties:

- ✦ Obtain recommendations for, and review of the proposed Single Plan for Student Achievement from all school advisory committees.
- ✦ Develop and approve the plan and related expenditures in accordance with all district guidelines and state and federal laws and regulations.
- ✦ Recommend the plan and expenditures to the governing board for approval.
- ✦ Provide ongoing review of the implementation of the plan with the principal, teachers, and other school staff members.
- ✦ Make modifications to the plan whenever the need arises.
- ✦ Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- ✦ Annually, (and at each semester, trimester, etc.), evaluate the progress made toward school goals to raise the academic achievement of all students.
- ✦ Carry out all other duties assigned to the school site council by the district governing board and by state law.

Article II**Members****Section A: Composition**

The school site council shall be composed of 10 members. Classroom teachers will select classroom teacher representatives, classified staff will select classified representative and parents will select parent representatives. Parent membership openings for the following school year will be posted in May in the window of the school office in addition to the school newsletter.

- ✦ The school principal (chairperson)
- ✦ 3 classroom teachers
- ✦ 1 other school staff member (classified)
- ✦ 5 parents or community members

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

School site council members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the school site council. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The school site council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson.

Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by appointment of the chairperson.

Article III**Officers**Section A: Officers

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and other officers the school site council may deem desirable.

The chairperson shall:

- ✦ Preside at all meetings of the school site council.
- ✦ Sign all letters, reports and other communications of the school site council.
- ✦ Perform all duties incident to the office of the chairperson.
- ✦ Have other such duties as are prescribed by the school site council.

The vice-chairperson shall:

- ✦ Represent the chairperson in assigned duties.
- ✦ Substitute for the chairperson in his or her absence.

The secretary shall:

- ✦ Keep minutes of all regular and special meetings of the school site council.
- ✦ Transmit true and correct copies of the minutes of such meetings to members of the school site council and to the principal as custodian of the records of the school site council.
- ✦ Provide all notices in accordance with these bylaws.

- ✦ Be custodian of the records of the school site council.
- ✦ Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairpersons of school advisory committees, and others with whom the school site council has regular dealing, as furnished by those persons.
- ✦ Perform other such duties as are assigned by the chairperson or the school site council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the first regular meeting of the school site council and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, for the remaining portion of the term of office.

Article IV Committees

Section A: Subcommittees

The school site council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the school site council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the school site council.

Section B: Other Standing and Special Committees

The school site council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the school site council. No such committee may exercise the authority of the school site council.

Section C: Membership

Unless otherwise determined by the school site council, the school site council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The school site council shall determine the terms of office for members of a committee.

Section E:

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the school site council, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V**Meetings of the School Site Council**Section A: Meetings

The school site council shall meet on Tuesdays. All dates will be determined at the first school site meeting in September and will be posted for the remainder of the school year. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

Section B: Place of Meetings

The school site council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by the majority vote of the school site council.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: in the office window and in the west cafeteria window.

All required notices shall be delivered to school site council and committee members no less than 72 hours, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall con