

# Ventura Unified School District

# School Plan for

# Student

# Achievement



## Poinsettia Elementary School

56 72652 6056188

### Contact Information:

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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**

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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:

Elisabeth Harris, Principal  
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350 North Victoria Avenue  
Ventura, CA 93003  
(805) 289-7971  
[elisabeth.harris@venturausd.org](mailto:elisabeth.harris@venturausd.org)

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

**School Site Council Membership**

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Elisabeth Denger-Harris	X				
Priscilla England		X			
Jen Gallo		X			
Ellen Harrison		X			
Kathleen Garcia			X		
Heather Aguilar				X	
Kate Carr				X	
Monica Early				X	
Jennifer Haddow				X	
Kelly Marshall				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:

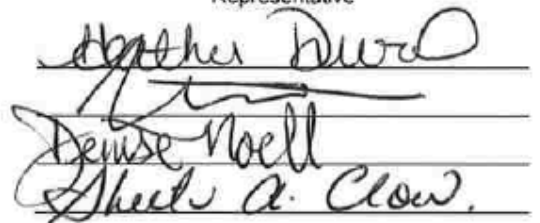
- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Leadership Team

Parent Teacher Organization


School Staff

Intervention Team

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: 11-3-2020.

Attested:



Elisabeth Harris, Principal



SSC Chairperson

11.5.20

Date

11.5.20

Date

## District information

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### 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



## School Information

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### School Profile

During the 2019-20 school year, Poinsettia School served 429 students in grades TK-5. Student enrollment during the 2019-20 school year included 14.5% students with disabilities, 7.9% English learners, 28.9% socioeconomically disadvantaged, and 1.6% homeless youth. Poinsettia is located at the foothills of Ventura in a close-knit, family oriented, academically challenging environment.

We have four special day classes (SDC), including all four Autism Spectrum classes. Each SDC has at least two full time para-educators as well as many students having additional adult assistants. Students in SDCs are integrated in various general education class lessons and activities as deemed appropriate by Individual Education Plan (IEP) team members. Our Learning Center provides services for students who are struggling but do not qualify for special education services as well as for students with IEPs.

All students visit the computer lab and library weekly. With funding from the Parent Teacher Organization (PTO), the lab is maintained and lessons are taught by a specifically designated classified computer teacher and library technician. The lab contains 40 student computers and presentation computers for teacher use. Each classroom and student support room at Poinsettia contains a teacher-use computer with internet access as well as computers that have been distributed to classrooms for student use where appropriate. Every classroom and student support room also has a telephone for communication and emergency response purposes.

Poinsettia Elementary School has a very active parent group. The PTO raises approximately \$90,000 per year and provides funds for cultural and academic assemblies, field trips, teacher support, instructional materials, copier expenses, new computers and technology upgrades, grounds beautification, playground structures, new technology, extracurricular enrichment (dance at each grade level), and picnic tables. Parents play an active role in their child's education by volunteering in the classrooms, the school office, the teacher workroom, the school library, and on the playground.

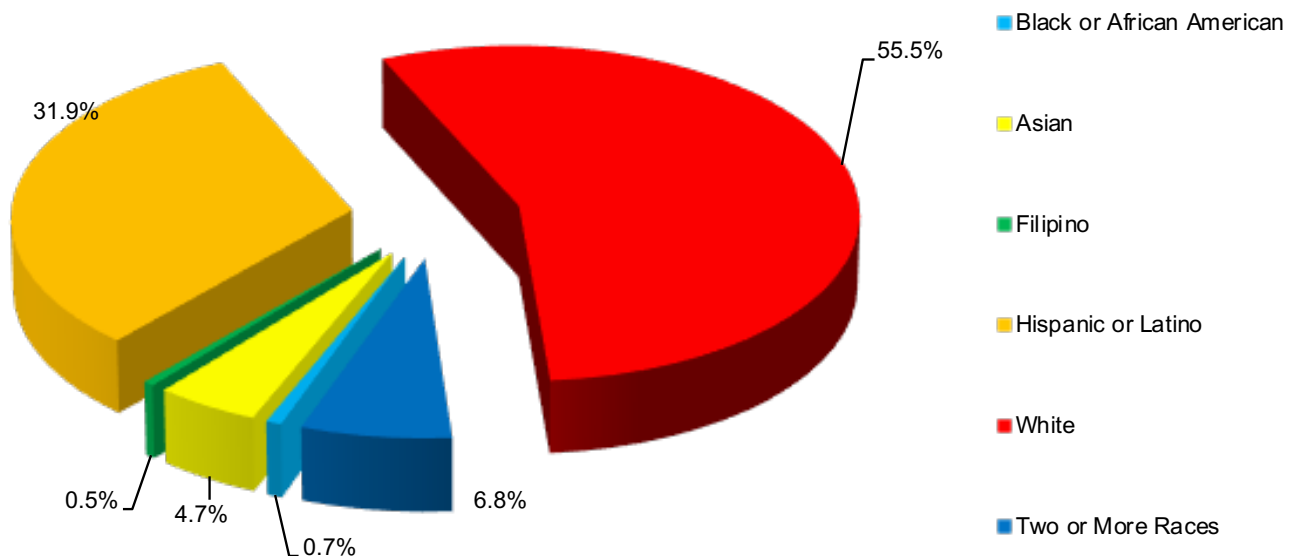
### School Mission

The mission of Poinsettia Elementary is:

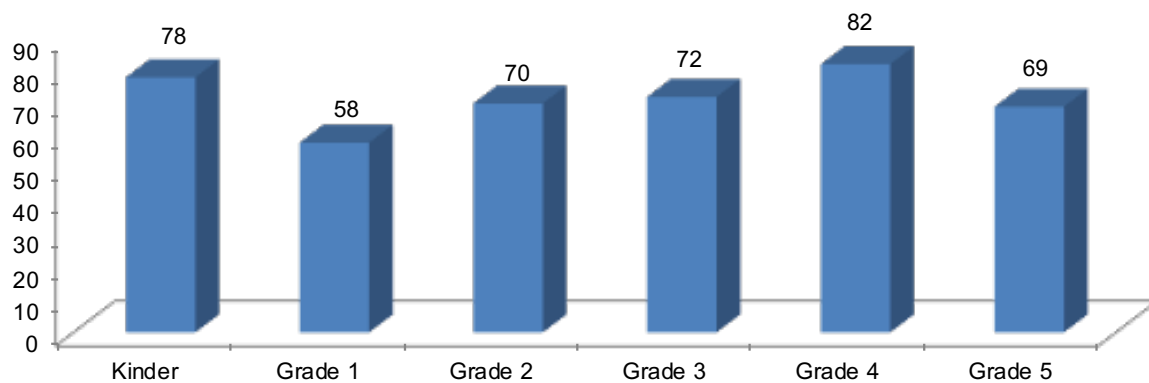
"At Poinsettia we ensure high levels of learning for all children through purposeful collaboration, creative problem solving, and collective responsibility.

Within a family atmosphere we honor individual differences and inspire life-long learning to develop the whole child."

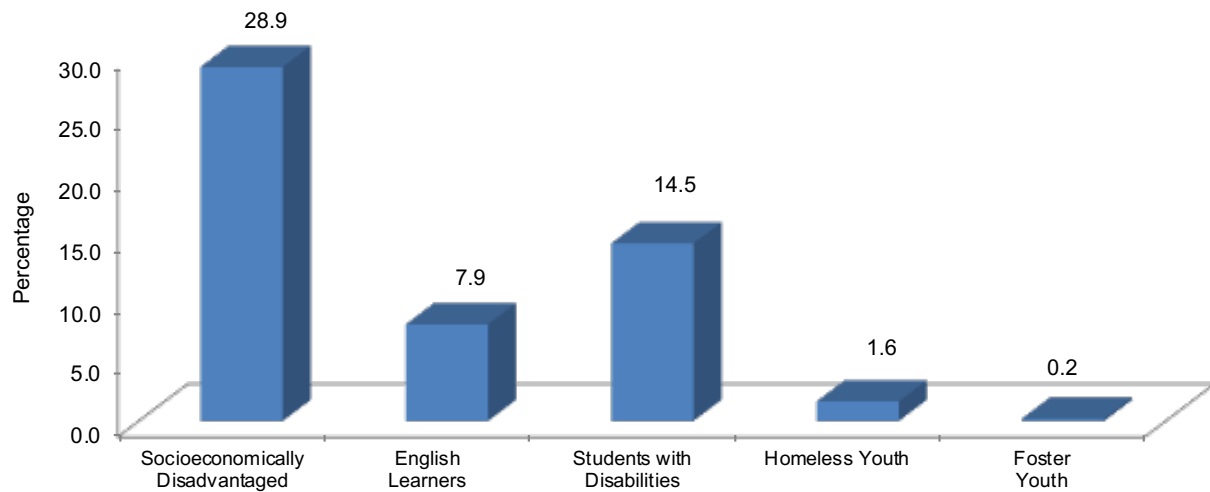
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



## Student Enrollment by Student Group – 2019-20



## Comprehensive Needs Assessment

Poinsettia 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:
  - CAASPP Reports
  - ELPAC Reports
  - District Adopted Embedded Assessments

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

### Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

Poinsettia Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Poinsettia 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. Poinsettia 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.

Poinsettia Elementary School utilizes the following programs aimed at positive behavior:

- Restorative Justice
- Universal Positive Behavior
- Lion Heart Campaign
- Counselor
- PRIDE card
- Digital Citizenship
- Thomas Fire Counselor (as needed)

### 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](http://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
Poinsettia Elementary School	56726526056188	11-3-20	

## Purpose and Description

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

Schoolwide Program

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.

Using a Multi-Tiered Systems of Support framework, our plan continues to focus on narrowing achievement gaps in ELA proficiency and improving math proficiency for all groups.

## 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:
School Staff	October 21, 2020
School Site Council	November 3, 2020
Parent Teacher Association	October 20, 2020

## Resource Inequities

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

Describe resource inequities here.

**Goals, Strategies, Expenditures, and Annual Review****Goal 1:**

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

**Identified Need:**

- In ELA needs exists to address the achievement gap for SPED and SED students. -2019 data suggests the gap for SED and SPED students narrowed for most grades.
- Math need is pervasive with all groups falling below standard. A large achievement gap remains for Hispanic, SPED and SED students.
- Due to COVID pandemic, no new data is available

**Annual Measurable Outcomes:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
CAASPP data		Decrease in DF3

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

- Ensure equitable implementation of distance learning for all students.
- Ensure high-quality instruction in distance and hybrid learning models
- Continue training in how to serve unduplicated students through professional development.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
Teacher stipends \$2,395	Site funds
Graphics \$6,000 and photocopier \$1,395	Site funds
Instructional supplies \$9,057	

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All students and SED students according to funding source identified.

**Strategy/Activity**

As part of the MTSS structure, provide Tier 2 and 3 intervention in:

- English Language Development grades K-5
- Reading grades K-5

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Reading Intervention Teacher	District Reading Intervention Funds \$15,000 Supplemental Funds Low Performing Student Block Grant \$20,000

Strategy/Activity 3

**Students to be Served by this Strategy/Activity**

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

English Learners, SED, homeless students and foster youth.

**Strategy/Activity**

Targeted after school intervention, lengthening school day including after school class to grow a love for math.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$6,640 teacher hourly	Supplemental Funds

**Annual Review:**

**SPSA Year Reviewed: 2019-20**

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

**ANALYSIS:**

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

We had made great strides in our goals before the pandemic forced us to go to home learning in March. We had fully implemented all activities outlined.

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

Our biggest hurdle was entering stay at home orders March-June.

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.

COVID pandemic

**Goal 2:**

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

**Identified Need:**

Pre-COVID, survey data indicated a continued need to improve traffic concerns with heightened concern around drop off/pick up, ingress/egress and field equipment safety. It was additionally identified that a need exists for students to work on executive function related concerns such as self-regulation, empathy and anger management.

**Annual Measurable Outcomes:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Survey	63% indicate a need for improved anger management strategies 62% indicate a need for improved self-regulation 50% indicate a need for community service opportunities	Survey data to indicate improvement in all areas, specifically addressing executive function skills of anger management and self-regulation.  Student council will identify and create opportunities for community service.

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

Hourly intervention teacher to offer additional hours for family support to ensure equitable access to distance learning

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
See above – Goal #1.	



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

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

**ANALYSIS:**

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

The intervention outlined in this plan was extremely effective. Although we had begun to ask how we could include even more students in this intervention, those who were included benefited greatly.

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

Due to stay at home orders, all interventions had to end in March.

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

The staff who ran this intervention has since moved out of the country. It is impossible to replicate in a cohort social distancing model.

**Goal 3:**

**Family Involvement** - Increase parent and community involvement.

**Identified Need:**

2020-2021 will be a year to focus on reaching out to families to ensure families remain engaged in learning on at home days 3 X a week. Communication and connectedness will be essential.

**Annual Measurable Outcomes:**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

English learners and students of poverty.

**Strategy/Activity**

Decrease barrier to attendance at school meetings by providing translation.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$486 Translation	Supplemental Funds

**Annual Review:**

**SPSA Year Reviewed: 2019-20**

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

**ANALYSIS:**

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

With only 11 EL's on campus, we have still not been able to engage those families in being part of an ELAC committee. The connection for these students comes from the classroom teacher.

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

Due to stay at home orders, all interventions had to end in March.

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

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

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

<b>Federal Programs</b>	<b>Allocation (\$)</b>
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.

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Local Site Funds 2019-20 Carryover	\$2,652.00
Site-Based Funds 2020-21 Allocation	\$16,195.00
Supplemental Funds 2019-20 Carryover	\$4,599.00
Supplemental Funds 2020-21 Allocation	\$5,845.00

Subtotal of state or local funds included for this school: **\$29,291.00**

Total of federal, state, and/or local funds for this school: **\$29,291.00**

## 2020-21 Centralized Support for Planned Improvements in Student Performance

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### 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	83	80	80	32.50%	35.00%	17.50%	15.00%
Male	42	39	39	28.21%	30.77%	23.08%	17.95%
Female	41	41	41	36.59%	39.02%	12.20%	12.20%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	21	21	21	19.05%	28.57%	19.05%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	48	46	46	36.96%	34.78%	19.57%	8.70%
Two or More Races	9	9	9	*	*	*	*
Socioeconomically Disadvantaged	26	25	25	16.00%	36.00%	24.00%	24.00%
English Learners	8	7	7	*	*	*	*
Students with Disabilities	8	7	7	*	*	*	*
Migrant Education							
Homeless	8	8	8	*	*	*	*

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	83	80	80	18.75%	40.00%	23.75%	17.50%
Male	42	39	39	15.38%	43.59%	25.64%	15.38%
Female	41	41	41	21.95%	36.59%	21.95%	19.51%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	21	21	21	4.76%	47.62%	14.29%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	48	46	46	19.57%	39.13%	28.26%	13.04%
Two or More Races	9	9	9	*	*	*	*
Socioeconomically Disadvantaged	26	25	25	12.00%	36.00%	20.00%	32.00%
English Learners	8	7	7	*	*	*	*
Students with Disabilities	8	7	7	*	*	*	*
Migrant Education							
Homeless	8	8	8	*	*	*	*

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	76	70	69	46.38%	23.19%	15.94%	14.49%
Male	44	39	38	44.74%	23.68%	18.42%	13.16%
Female	32	31	31	48.39%	22.58%	12.90%	16.13%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	8	7	7	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	31	29	29	31.03%	37.93%	13.79%	17.24%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	30	29	55.17%	10.34%	24.14%	10.34%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	29	27	26	38.46%	23.08%	26.92%	11.54%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	14	11	10	*	*	*	*
Migrant Education							
Homeless	4	4	4	*	*	*	*



CAASPP – Grade 4 Mathematics – 2018-19

	Mathematics						
	2017-18						
	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	76	70	70	37.14%	21.43%	27.14%	14.29%
Male	44	39	39	43.59%	17.95%	25.64%	12.82%
Female	32	31	31	29.03%	25.81%	29.03%	16.13%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	8	7	7	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	31	29	29	27.59%	24.14%	27.59%	20.69%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	30	30	36.67%	23.33%	30.00%	10.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	29	27	27	29.63%	14.81%	40.74%	14.81%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	14	11	11	9.09%	0.00%	36.36%	54.55%
Migrant Education							
Homeless	4	4	4	*	*	*	*

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	94	93	91	35.60%	31.87%	19.78%	13.19%
Male	46	46	44	34.09%	34.09%	13.64%	18.18%
Female	48	47	47	36.17%	29.79%	25.53%	8.51%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	6	6	6	*	*	*	*
Filipino							
Hispanic or Latino	24	24	24	16.67%	37.50%	20.83%	25.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	55	54	52	40.38%	36.54%	17.31%	5.77%
Two or More Races	8	8	8	*	*	*	*
Socioeconomically Disadvantaged	46	46	45	15.56%	40.00%	26.67%	17.78%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	15	15	15	26.67%	6.67%	13.33%	53.33%
Migrant Education							
Homeless	16	16	15	40.00%	40.00%	20.00%	0.00%

CAASPP – Grade 5 Mathematics – 2018-19

	Mathematics						
	2017-18						
	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	94	92	92	21.74%	26.09%	18.48%	33.70%
Male	46	45	45	15.56%	33.33%	17.78%	33.33%
Female	48	47	47	27.66%	19.15%	19.15%	34.04%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	6	6	6	*	*	*	*
Filipino							
Hispanic or Latino	24	24	24	8.33%	25.00%	16.67%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	55	53	53	20.75%	28.30%	24.53%	26.42%
Two or More Races	8	8	8	*	*	*	*
Socioeconomically Disadvantaged	46	46	46	6.52%	21.74%	19.57%	52.17%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	15	14	14	21.43%	7.14%	14.29%	57.14%
Migrant Education							
Homeless	16	16	16	12.50%	25.00%	37.50%	25.00%

## 2020-21 Supplemental Funds Program Budget

VUSD BUDGET: 2020/2021		
PROGRAM: Supplemental Funds		
Site: Poinsettia	19/20 Carryover	4,599
	20/21 Allocation	5,845
		0
Resource = 0100	Total	10,444
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	6,640
1106	Teacher, Sub	
1107	Stipend, Certificated	
Complete Time Sheet Authorization Form		
1203	Counselor, Hourly	
1301	Director	
2101	Paraed, Positional	
2103	Paraed, Hourly	
2203	Translations - Conferences	490
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	
2403	Clerk, Hourly	
Complete Time Sheet Authorization Form		
2903	Other Classified, Hourly	
SUBTOTAL		7,130 0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	3,314
4300	Other Supplies	
4400	Equip Not Captlzd(\$500-5000)	
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	
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		3,314 0
Total:		10,444 0
Principal's Signature for Adjustment: <i>[Signature]</i>		
Date: 11.5.20		
School Site Council Approval: (Chairman) <i>[Signature]</i>		
Date: 11.5.20		
English Learner Advisory Committee Review		
Date:		
Director, Special Projects Approval: <i>[Signature]</i>		
Date: 12/9/2020		

*[Signature]*  
11/14/20

## 2020-21 Local Site Funds Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Local Site Funds			
Site:	Poinsettia	19/20 Carryover	2,652
		20/21 Allocation	16,195
			0
			0
Resource = 0000		Total	18,847
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revised
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated	2,395	
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101 Paraed, Positional			
2103 Paraed, Hourly			
2203 Childcare for Parent Meetings			
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		2,395	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	9,057	
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201 Mileage stipend			
5202 Travel/Conferences			
5300 Membership			
5600 Contracts, Rents, Repairs			
5601 Contracts, annual		1,395	
5710 Publications, District Office		6,000	
5717 Work Orders			
5719 Transportation			
5800 Consultants/Other Svcs			
5900 Communications			
6400 Equipment (over \$5,000)			
7310 Indirect			
SUBTOTAL		16,452	0
Total:		18,847	0
Principals Signature for Adjustment: <i>[Signature]</i> Date: 11.5.2020 School Site Council Approval: (Chairman) <i>[Signature]</i> Date: 11.5.20 Director, Special Projects Approval: <i>[Signature]</i> Date: 11/6/20			

*[Signature]*  
 11/6/20

### 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

### Professional Development Plan

Poinsettia Elementary School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2020-21 school year, teachers at Poinsettia Elementary School will focus on the following trainings:

- Effective Teaching Online and in Hybrid
- Trauma Informed Practice
- Distance Learning Platforms



## School Accountability Report Card

# 2019-20 School Accountability Report Card

Published January 2021



**POINSETTIA ELEMENTARY SCHOOL**  
350 NORTH VICTORIA AVENUE, VENTURA, CA 93003  
(805) 289-7971

ELISABETH HARRIS, PRINCIPAL  
GRADES K-5

### PRINCIPAL'S MESSAGE

The purpose of the school accountability report card (SARC) is to provide parents and the community with information about the school's instructional programs, academic achievement, materials and resources, facilities, and the school staff. Information about Ventura Unified School District is also provided.

The partnership between a school and the families it serves is perhaps the most valuable resource the school possesses. This relationship is vital to meeting the educational needs of all students. When the community understands the school's educational programs and their functions, and all stakeholders are working together, students benefit.

Poinsettia Elementary School is a connected community of people who are dedicated to ensuring a well-rounded education. Staff and the Parent Teacher Organization (PTO) work side by side to foster wellness and high academic achievement. We are a school of rigorous instruction in reading, math, science and history with safety nets in place to support all kinds of learners. We also value movement and mindfulness, social emotional growth and taking learning beyond the four walls of the classroom. We reach out to families and community at

large to join with us in celebrating our lion pride as we work to make our mission become reality.

### Poinsettia Mission Statement

At Poinsettia, we ensure high levels of learning for all children through purposeful collaboration, creative problem solving, and collective responsibility. Within a family atmosphere, we honor individual differences and inspire life-long learning to develop the whole child.

### HONORS

A 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.

### 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](http://www.venturausd.org)



**Ventura Unified**  
SCHOOL DISTRICT



### 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.

### Poinsettia Elementary School

Poinsettia Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2019-20 school year, 429 students were enrolled, including 14.5% in special education, 7.9% qualifying for English Language Learner support, 0.2% foster youth, 1.6% homeless, and 28.9% 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	0.7%	Kindergarten	78
American Indian or Alaskan Native	0.0%	Grade 1	58
Asian	4.7%	Grade 2	70
Filipino	0.5%	Grade 3	72
Hawaiian or Pacific Islander	0.0%	Grade 4	82
Hispanic or Latino	31.9%	Grade 5	89
White	55.5%	Grade 6	0
Two or More Races	6.8%	Grade 7	0
Socioeconomically Disadvantaged	28.9%	Grade 8	0
English Learners	7.9%		
Students with Disabilities	14.5%		
Homeless	1.6%		
Foster Youth	0.2%		
		Total Enrollment	429

Poinsettia Elementary has been honored with the 2010 California Distinguished School Award for its exceptional efforts in providing an outstanding curriculum. The school emphasizes high academic standards and expectations. Successful, dedicated parent/school partnerships make certain that students feel welcome and are challenged to meet their full potential in an academically rigorous environment.

## 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, teacher newsletters, the school website, flyers, monthly PTO newsletters, and the PTO website. Contact the PTO President through the school office, your child's teacher, or the principal at (805) 289-7971 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Cafeteria Helper
- Field Trip Chaperone
- Fundraisers
- Garden Care
- Library Helper
- Playground Supervision
- PTO Committees

Committees

- School Site Council
- GATE Advisory Council
- English Learner Advisory Committee
- District English Learner Advisory Committee
- Parent Teacher Organization Board
- Parent Advisory Council

## School Activities

- Back to School Night
- Book Fairs
- Family Picnics
- Field Trips
- Jog-a-Thon
- Outdoor Education
- Silent Auction
- Spelling Bee
- Spring Carnival

## 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/](http://www.cde.ca.gov/ta/tg/ca/).

## Physical Fitness

In the spring of each year, Poinsettia 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/pfi/](http://www.cde.ca.gov/ta/tg/pfi/).

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.

## California Assessment of Student Performance and Progress Test Results in Science

All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Poinsettia		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5, 8, & 10)	48	N/A	39	N/A	30	N/A

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

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

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

## California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight

Percentage of Students Meeting or Exceeding the State Standards						
	Poinsettia		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English Language Arts/Literacy	68	N/A	55	N/A	48	N/A
Mathematics	55	N/A	44	N/A	37	N/A

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

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

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

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)  
2019-20

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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.



## 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. Poinsettia Elementary School's original facilities were built in 1958; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

- Creation of an outdoor learning center

Every morning before school begins, 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 two evening custodians (one full-time and one part-time) are assigned to Poinsettia Elementary School. The day custodian is responsible for:

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

Restrooms are checked frequently throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classrooms
- Restrooms
- Routine Maintenance

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

Campus Description	
Year Built	1958
Acreage	9.3
Bldg. Square Footage	36650
Quantity	
# of Permanent Classrooms	22
# of Portable Classrooms	3
# of Restrooms (student use)	3 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1
YMCA Portable	1

### Facilities Inspections

The district's maintenance department inspects Poinsettia Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Poinsettia 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 28, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

### 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, two teachers are strategically assigned to designated areas to provide student supervision and one classified staff member is in the cafeteria to monitor breakfast activity. During recess, all paraeducators and two to four teachers supervise playground activity. Three noon supervisors, the principal, and all paraeducators monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the teachers, principal, and paraeducators monitor student behavior to ensure a safe and orderly departure.

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

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Poinsettia 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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 28, 2020	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			Classroom 21 - The wire mold for the AC control wire is falling off the wall
Interior Surfaces	✓			Classroom 3 - Ceiling tiles falling down at south wall above duct work; Classroom 19 - Broken ceramic tile at the edge of the sink countertop; Classroom 22 - Wall surface is peeling at the northeast corner of the room by the floor
Cleanliness	✓			
Electrical	✓			Building F Girls RR - Light fixture lenses is missing and need to be replaced
Restrooms/Fountains	✓			Classroom 21 - Deficiency noted
Safety	✓			
Structural	✓			Building B Exterior - South arcade is being supported by temporary wood supports, possible structural support damage; Classroom 21 - Plywood eaves are rotted and deteriorated at the north side of the building; Classroom 23 - Rain gutter showing excessive rust at room 23 exterior
External	✓			Classroom 23 - Exterior siding showing signs of rot on room 23, excessive rust at north eave
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

#### Percentage Description Rating:

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

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, updated, and shared with school staff in October 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 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.

## CLASSROOM ENVIRONMENT

### Discipline & Climate for Learning

Poinsettia Elementary School's discipline policies are based upon a schoolwide positive behavior plan, Response to Intervention, and Expectations for School Success, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, teach the value of diversity, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. The principal leads positive activities to build school culture and as needed reinforces the importance of following school rules and making respectful, responsible choices in behavior. Poinsettia Elementary School has three universal agreements to show respect, make good decisions and solve problems. We pair this with in class "pride cards" to recognize these agreements as well as trimester awards. We have a robust intervention team which meets regularly to brainstorm solutions to challenging behavior issues and when needed create individual behavior plans. Our strong student council and active parent organization and volunteering

Suspensions and Expulsions								
	Poinsettia			VUSD			CA	
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19
Suspensions (%)	0.80%	1.30%	0.70%	3.00%	2.70%	2.54%	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.*

support make the climate of Poinsettia one of active, positive and responsive community for all.

### 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	16.0	2	3	
1	22.0		3	
2	25.0		3	
3	16.0	2	3	
4	25.0	1	1	1
5	27.0	1	2	1
2018-19				
K	19.0	1	2	
1	21.0		3	
2	22.0		3	
3	22.0	1	3	
4	34.0			2
5	27.0		3	
Other**	12.0	3		
2019-20				
K	24.0	3	3	
1	27.0		2	
2	21.0		3	
3	22.0		6	
4	27.0		2	1
5	32.0		2	
Other**	8.0	4		

\*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.

## CURRICULUM & INSTRUCTION

### Staff Development

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

During the 2018-19, 2019-20, and 2020-21 school years, the teachers at Poinsettia 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 EL PAC
- 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, Poinsettia Elementary School's staff development activities concentrated on:

- Developing Social Skills on the Playground
- Lion Heart Campaign
- Mathematics
- Multi-Tiered System of Supports (MTSS)
- New Curriculum
- School Yard Habitat (NGSS - Environmental Science)
- Universal Design for Learning (UDL)

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

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

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and

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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
<b>Reading/Language Arts</b>			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
2018	Yes	My Big Day	0%
<b>Math</b>			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	My Big Day	0%
<b>Science</b>			
2008	Yes	Pearson-Scott Foresman: <i>California Science</i>	0%
<b>Social Science</b>			
2007	Yes	Pearson-Scott Foresman: <i>Our Communities</i>	0%

support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

### Instructional Materials

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

Ventura Unified School District 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 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.

## PROFESSIONAL STAFF

### Teacher Assignment

During the 2019-20 school year, Poinsettia Elementary School had 20 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.

	Poinsettia			VUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	21	23	20	721	713	694
Teachers with Full Credential	19	20	18	690	678	664
Teachers without Full Credential	2	3	0	31	35	0
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	0	3	4	3

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

### Counseling & Support Staff

Poinsettia 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 Poinsettia 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.

Academic Counselors and Other Support Staff 2019-20		
	No. of Staff	FTE*
Academic Counselor	1	0.2
Adaptive PE Specialist	1	0.1
Computer Teacher	1	0.5
Health Technician	1	0.5
Elementary Support Assistant	1	0.4
Psychologist	1	0.8
School Nurse	1	0.2
Speech Therapist	2	1.4
Intervention Teacher	1	0.75
Average Number of Students per Academic Counselor		429

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

## 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 Poinsettia 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/](http://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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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		State Average for Districts of Same Size and Type		
	Poinsettia	VUSD	% Difference - School and District	% Difference - School and State	% Difference - School and State
Total Restricted and Unrestricted	9,178	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,825	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,353	6,501	97.7%	13,080	48.6%
Average Teacher Salary	81,446	77,464	105.1%	81,939	99.4%

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