

# Ventura Unified School District School Plan for Student Achievement



## EP Foster Elementary School

56 72652 6056063

### Contact Information:

**Pavel Escobedo Garcia, Principal**  
[pavel.escobedogarcia@venturausd.org](mailto:pavel.escobedogarcia@venturausd.org)  
**20 Pleasant Place**  
**Ventura, CA 93001**  
**(805) 641-5420**



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

## Fiscal Year 2021-2022

*This page intentionally left blank.*

The School Plan for Student Achievement.....	1
School Site Council Membership.....	2
English Language Advisory Council (ELAC) Membership .....	3
Recommendations and Assurances .....	4
District information.....	5
District Profile.....	5
District Promise.....	5
District Pillars .....	5
District Logo.....	5
District Vision .....	6
District Mission.....	6
District Governing Principles.....	6
School Information .....	7
School Profile.....	7
School Vision .....	7
School Mission/Collective Commitments .....	8
Student Enrollment by Ethnicity – 2020-21 .....	9
Student Enrollment by Grade – 2020-21.....	9
Student Enrollment by Student Group – 2020-21.....	10
Comprehensive Needs Assessment.....	10
Transition from Preschool to Kindergarten.....	10
Bully Prevention, Violence Prevention, and Substance Abuse Curricula.....	12
Community Resource Guide.....	12
School Plan for Student Achievement.....	13
Budget.....	19
2021-22 Centralized Support for Planned Improvements in Student Performance .....	20
VUSD - Program Support Goals.....	20
References .....	22
CAASPP – Grade 3 English Language Arts/Literacy – 2020-21 .....	22
CAASPP – Grade 3 Mathematics – 2020-21 .....	23
CAASPP – Grade 4 English Language Arts/Literacy – 2020-21 .....	24
CAASPP – Grade 4 Mathematics – 2020-21 .....	25
CAASPP – Grade 5 English Language Arts/Literacy – 2020-21 .....	26
CAASPP – Grade 5 Mathematics – 2020-21 .....	27
2021-22 Supplemental Funds Program Budget .....	28
2021-22 Site-Based Funds Program Budget.....	29
2021-22 Title I Funds Program Budget .....	30
School-Parent/Home Compact.....	31
VUSD - Parent Involvement Policy .....	32
E.P. Foster Elementary School - Parent Involvement Policy .....	34

---

Professional Development Plan.....	35
School Accountability Report Card .....	36
School Site Council Bylaws .....	44

---

## **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:

Pavel Escobedo Garcia, Principal  
E. P. Foster Elementary School  
20 Pleasant Place  
Ventura, CA 93001  
(805) 641-5420  
[pavel.escobedogarcia@venturausd.org](mailto:pavel.escobedogarcia@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 2021-22 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Pavel Escobedo Garcia	X				
Guadalupe Gomez		X			
Rebecca Haystead		X			
Pamela Hunter		X			
Dora Herrera			X		
Becky Benitez				X	
Tabitha Bracey				X	
Noricka Gutierrez				X	
Natalie Spevak				X	
Jessica Wigg				X	
Number of members in each category	1	3	1	5	

**English Language Advisory Council (ELAC) Membership**

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Pavel Escobedo Garcia	X				
Tanya Arriaga		X			
Maria Vaivao			X		
Eva Barreto				X	
Helen Garcia				X	
Nadia Herrera				X	
Erika Lopez				X	
Maria Mendo				X	
Maria Vences				X	
Number of members in each category	1	1	1	6	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

☐ The ELAC has voted to give governance to the SSC on this date: \_\_\_\_\_

☐ The name of the parent ELAC representative to SSC is: \_\_\_\_\_

**Recommendations and Assurances**

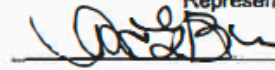
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

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

English Learner Advisory Committee

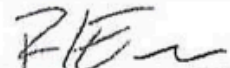
Parent Teacher Association

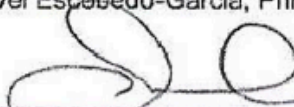
Signature of Authorized  
Representative



- 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: 1/19/22

Attested:

  
\_\_\_\_\_  
Pavel Escobedo-Garcia, Principal

  
\_\_\_\_\_  
SSC Chairperson

1/19/22  
\_\_\_\_\_  
Date

1/19/22  
\_\_\_\_\_  
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 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% 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**

E. P. Foster School is the oldest elementary school in the Ventura Unified School District. It features a comprehensive academic program for its almost 400 students in grades pre-K to five.

During the 2020-21 school year, E. P. Foster School served 381 students in grades preK-5. Student enrollment included 9.7% students with disabilities, 43.8% English learners, 87.7% socioeconomically disadvantaged, 1% migrant, 1.8% homeless, and 0.5% foster youth.

Children are enrolled into the school's kindergarten program with varying degrees of school readiness. A scant number of parents enroll their children in private preschool programs. In 2000, E.P. Foster began to offer a Jump Start preschool program on the premises. Popular and highly regarded by staff and parents, Jump Start provides both English and Spanish literacy, mathematics, and school readiness program for forty preschoolers. Kindergarten teachers praise its success in graduating students who are far better prepared for kindergarten than in the past.

E. P. Foster houses a 5,000-volume library, which is staffed by a library aide, and a detached computer lab which features 40 personal computers and is managed by the teaching staff. Students who need support services to attain academic mastery may receive assistance from the school psychologist, RSP team, speech pathologist, Intervention teachers (K-2), paraeducators, home liaison, and a counselor. The RSP team (Resource Teacher and instructional assistant) form the Learning Center, where approximately 25-30 students receive daily academic support. Students receive regular support during Universal Access/Response to Intervention time in their home classroom.

E. P. Foster Elementary's after-school program (ASES) offers an additional forty-five minutes of computer-assisted instruction to the nearly 80 children in grades 3-5; afterschool activities also include sports, arts and crafts, and homework support. The ASES program is in close proximity to the school site and is offered through the Boys' & Girls' Club. Approximately 75 students attend the on-site PEAK after-school program for weekly enrichment activities.

The staff is committed to identifying and addressing sources of low academic achievement that have been reflected in standardized test scores over the past several school years and is taking steps to improve student learning. The Leadership Team, composed of the principal, grade level representatives, and SAI specialists, meets regularly to review and disaggregate student performance data in an effort to prioritize more targeted instruction. Teachers implement techniques and are earnest in their commitment to help students meet or exceed state standards and grow socially.

### **School Vision**

Our vision at E.P. Foster Elementary School STEM Academy is to provide students with a safe, nurturing learning environment and the opportunity to pursue their interests in science, technology, engineering, and math as they achieve grade level standards and as a pathway to their future careers.

**School Mission/Collective Commitments****STAFF**

Teach, model, and reinforce the language, life skills and promises of Lesson One that contribute to our positive school climate.

Communicate student progress regularly to parents.

Offer continuous opportunities for students to interact and partner with institutions of higher education and STEM related community partners, exposing them to real-world applications and experiences.

Work as collaborative teams consistently and effectively to maximize student achievement.

Participate in on-going professional development based on educational best practices and current research to meet the diverse needs of our students.

**STUDENTS**

Internalize the language, life skills, and promises of Lesson One that contribute to our positive school climate.

Receive recognition for their efforts and achievement in multiple venues.

Engage in a variety of academic learning experiences that incorporate STEM and contribute to their readiness for participation in a global community.

Participate, reflect, and identify areas of progress and challenge through a variety of assessments.

Have opportunities for multiple types of intervention and acceleration when additional support needs are identified and make the most of every opportunity.

Demonstrate proficiency to successfully enter, participate, and complete secondary and higher education STEM pathways.

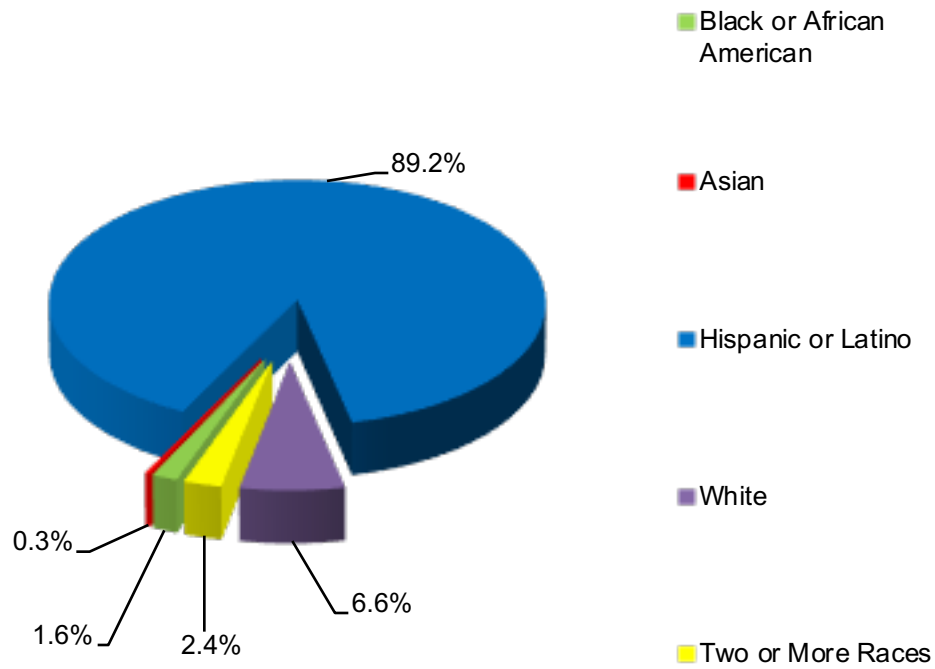
**PARENTS**

Support their children in multiple ways including asset building, regular school attendance, and advocacy of school programs to ensure their children succeed.

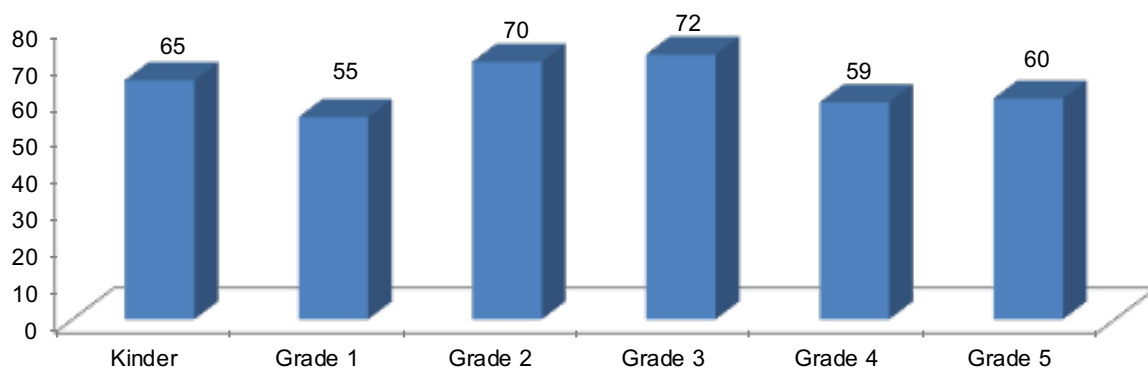
Participate in decision-making as members of parent-school organizations or committees and provide input/feedback in an on-going manner.

Increase their knowledge of student expectations and teaching strategies through school newsletters, special school events, and regular communication with staff.

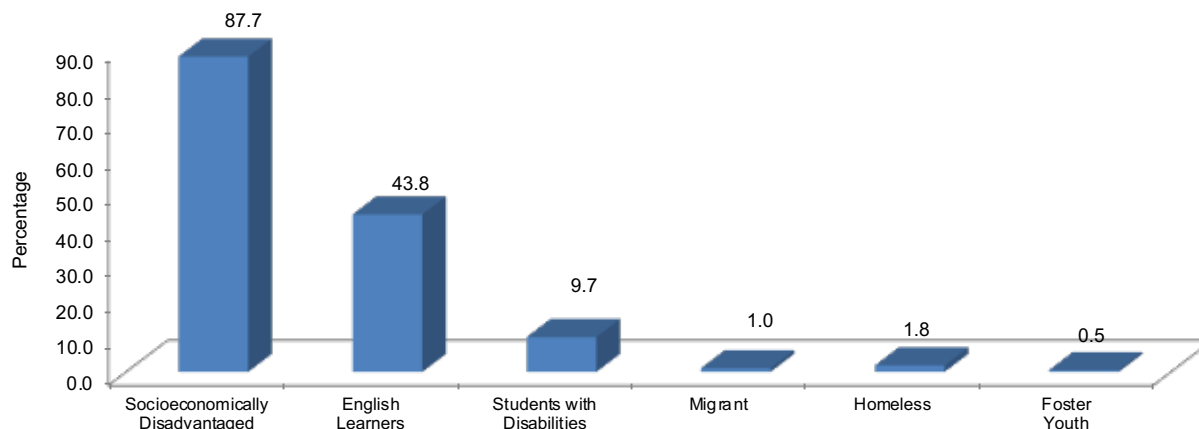
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



## Student Enrollment by Student Group – 2020-21



## Comprehensive Needs Assessment

E. P. Foster 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 staff meetings, leadership team meetings, and grade level meetings, administrators and teacher leaders considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
  - ELPAC Reports
  - CAASPP Reports
  - Benchmark Data
  - Site Created Grade Level Assessments

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:
    - Citrus Glen Elementary School
    - Elmhurst Elementary School
    - Junipero Serra Elementary School
    - Lemon Grove 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.

E. P. Foster Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. E. P. Foster 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, the counselor, and teaching staff are qualified and have been trained to recognize, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. E. P. Foster Elementary School's staff integrate Lesson One Curriculum to support student instruction, professional development, and classroom management practices associated with bullying and harassment. Both programs focus on building a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. The counselor visits each classroom to increase awareness and share positive bully prevention strategies through interactive class discussions, writing and poster projects, and singing songs.

E. P. Foster 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** - An Internet safety program designed to provide teachers with lessons and resources that will comply with the Children's Internet Protection Act (CIPA). All schools are required to provide Internet Safety instruction for all grade levels each year.
- **Restorative Justice Practices**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children. The program will be implemented during the 2021-22 school year at EP Foster Elementary School.

### 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
E.P. Foster Elementary School	56726526056063	11/10/21	

## 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)

The purpose of this plan is to provide information regarding our schoolwide program, as well as efforts to achieve positive outcomes for all students.

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.

The school's plan aligns with our district LCAP goals focusing on academic achievement, growth for our English Learners, continuing to meet school and district attendance goals, and maintaining a safe school environment.

## 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:
Certificated & Classified Staff Mtg.	8/19/21, 10/6/21
PTA Mtg.	9/2/21, 10/7/21
School Site Council Meeting	9/22/20, 10/7/21
ELAC Mtg.	9/9/21

## Resource Inequities

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

N/A

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

**Increase Student Achievement** – Increase student achievement for all students while decreasing performance gaps. More specifically, we have a growth-based goal for all students to improve their reading levels or pre-reading levels, as well as their English Proficiency. For students not currently reading at grade level we are striving for 100% of our students to be reading at grade level, or make more than 1-year growth in order to narrow the gap. For English Learner students we aim to have students make 1 year's growth towards fluency if the ELPAC assessment will be given in the Spring of 2022.

## Identified Need:

Improve student reading levels and English Proficiency.

## Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Level Reading Level / Foundational Level	K – 46% (BPST) 1 <sup>st</sup> – 54%(BPST/HFW) 2 <sup>nd</sup> – 66%(HFW/ORF) 3 <sup>rd</sup> – 32% (Lexile) 4 <sup>th</sup> – 25% (Lexile) 5 <sup>th</sup> – 25% (Lexile)	100% meeting end of year (EOY) reading level by grade or greater than 1-year's growth for students not at grade level
English Language Fluency	N/A ELPAC	100% of EL students will be reclassified English proficient or will make 1-year growth in 1 year.

## Strategy/Activity 1

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

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

All Students, EL.

**Strategy/Activity**

Universal Access / Targeted Learning Time. Dedicated time slots for students to get targeted assistance based on need 5 days per week. Targeted assistance can consist of individual learning on a program like Moby Max (district funded), small group instruction with teacher and/or push in paraeducator support. Small group instruction with pull out Tier 2 intervention teachers, or pull out with tier 3 certificated teachers.

Collaboration time provided twice a month for each grade level to align goals, teaching materials, and intervention/enrichment plans.

With respect to our EL goal, a bilingual paraeducator works with newcomer and emerging EL students, and designated ELD time is part of the schedule 4 days per week in most grades. District TOSAs work with EL students in 5th grade twice a week.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$45,258 Teacher Hourly	Title I
\$17,613 Paraeducator Positional	Title I
\$6,294 Library Tech	Title I
\$41,167 Paraeducator Positional	Supplemental
\$5,000 Accelerated Reader	Title 1

**Annual Review:****SPSA Year Reviewed: 2021-22**

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.

Targeted learning time was initiated but impacted by many changes to the instructional times of students throughout the year due to the COVID-19 pandemic. Assessment data is also difficult to analyze and compare due to changes forced by the COVID-19 pandemic.

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

N/A

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 2:**

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

## Identified Need:

Given the global pandemic, there is an increased need to make our students feel safe and connected to the school environment.

## Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	96.4%	97% Attendance

## 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**

Working in conjunction with our parent teacher liaison, student information system, and our district adopted A2A attendance tracking system, we will monitor and intervene with respect to daily attendance.

While in distance learning strategies and activities include:

- Monitoring student's online participation both synchronously and asynchronously. Students who are not engaged will receive intervention from teacher, counselor, principal to remove barriers that might exist for the DL time frame
- Home visits by principals to assist with student training, technology assistance and creating an at home schedule.
- Small group counseling with school counselor.
- Teacher based interventions including but not limited to, phone calls, 1-1 zoom meetings to train, alternate schedules and assignments, parent meetings.
- Increase engagement while in distance learning by offering activities as "extras" like virtual recess, yoga, cooking classes, music, and art.

Upon return to in-person learning the following strategies and activities will also be in place, and will be adapted as much as possible to be implemented while the school remains in distance learning:

- Monitor attendance daily by calling home for students who have not reported their absence.
- Recognition for attendance at 98% and above (approximately 1 absence per trimester)
- Principal and or counselor parent conferences with at risk students and parents who are on attendance contracts to refer/ provide outside resources.
- Saturday School Academy make-up opportunities with engaging activities offered during the Saturday Academy to increase attendance at the event.
- Extra Clerical staff to make phone calls and mail home all Saturday School flyers and make follow up phone calls to boost attendance at Saturday School.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$36,932 Parent Teacher Liaison	Supplemental

## Strategy/Activity 2

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

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

All students.

**Strategy/Activity**

- Saturday School Academies. Four Saturday School Academies will be offered during the year for students with at least one absence. Students will be notified in advance of eligibility to attend.
- Daily monitoring of attendance
- Family liaison contact with families showing attendance concerns
- Home visits

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Varies based on # of classrooms.	General Fund

**Annual Review:****SPSA Year Reviewed: 2020-21**

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 way of documenting regular school attendance changed during the 2020-21 school year due to the COVID-19 pandemic. More specific steps and strategies have been included to meet this goal during the 2021-22 school year.

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

N/A

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:**

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

Identified Need:

EP Foster will strive to maintain parent and family involvement for all student groups.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at School activities	To be determined in 2021-22	Family participation in school activities

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**

Parent involvement can be measured through parent drive through days, attendance at zoom meetings for various committees and events, in-person events, and engagement with media content. Additionally, using the district adopted ParentSquare communication software and increased social media we expect higher engagement from families.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
N/A	N/A

**Annual Review:****SPSA Year Reviewed: 2020-21**

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.

Families participated in some events and committees.

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

N/A

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 E.P. Foster Elementary School to participate in the following programs:

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I 2020-21 Carryover	\$11,340.00
Title I 2021-22 Allocation	88,920.00
Title I 2021-22 Parent Involvement	Inc.

Subtotal of additional federal funds included for this school: **\$100,260.00**

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>
Site-Based Funds 2020-21 Carryover	\$2,288.00
Site-Based Funds 2021-22 Allocation	\$11,430.00
Supplemental Funds 2020-21 Carryover	\$3,521.00
Supplemental Funds 2021-22 Allocation	\$77,976.00

Subtotal of state or local funds included for this school: **\$95,215.00**

Total of federal, state, and/or local funds for this school: **\$195,475.00**

## **2021-22 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 – 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	73	61	61	3.28%	13.11%	22.95%	60.66%
Male	38	29	29	0.00%	10.34%	31.03%	58.62%
Female	35	32	32	6.25%	15.63%	15.63%	62.50%
African American	4	4	4	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	63	51	51	1.96%	13.73%	21.57%	62.75%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	60	54	54	3.70%	11.11%	20.37%	64.81%
English Learners	38	33	33	3.03%	9.09%	21.21%	66.67%
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

## CAASPP – Grade 3 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	73	61	61	4.92%	9.84%	16.39%	68.85%
Male	38	29	29	6.90%	6.90%	13.79%	72.41%
Female	35	32	32	3.13%	12.50%	18.75%	65.63%
African American	4	4	4	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	63	51	51	1.96%	9.80%	19.61%	68.63%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	60	54	54	3.70%	9.26%	12.96%	74.07%
English Learners	38	33	33	0.00%	9.09%	24.24%	66.67%
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

## CAASPP – Grade 4 English Language Arts/Literacy – 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	58	53	53	11.32%	13.21%	24.53%	50.94%
Male	32	32	32	6.25%	15.63%	18.75%	59.38%
Female	26	21	21	19.05%	9.52%	33.33%	38.10%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	51	47	47	6.38%	14.89%	25.53%	53.19%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	52	49	49	8.16%	14.29%	22.45%	55.10%
English Learners	33	30	30	0.00%	13.33%	20.00%	66.67%
Students with Disabilities	10	9	9	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

## CAASPP – Grade 4 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	58	52	52	3.85%	17.31%	30.77%	48.08%
Male	32	32	32	6.25%	12.50%	34.38%	46.88%
Female	26	20	20	0.00%	25.00%	25.00%	50.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	51	46	46	2.17%	15.22%	32.61%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	52	48	48	4.17%	16.67%	29.17%	50.00%
English Learners	33	30	30	0.00%	10.00%	26.67%	63.33%
Students with Disabilities	10	9	9	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 5 English Language Arts/Literacy – 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	60	54	54	14.81%	16.67%	24.07%	44.44%
Male	35	30	30	13.33%	23.33%	33.33%	30.00%
Female	25	24	24	16.67%	8.33%	12.50%	62.50%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	56	51	51	15.69%	17.65%	21.57%	45.10%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	55	52	52	13.46%	17.31%	23.08%	46.15%
English Learners	27	26	26	0.00%	7.69%	26.92%	65.38%
Students with Disabilities	10	9	9	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

## CAASPP – Grade 5 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	60	54	54	7.41%	14.81%	24.07%	53.70%
Male	35	30	30	13.33%	13.33%	33.33%	40.00%
Female	25	24	24	0.00%	16.67%	12.50%	70.83%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	56	51	51	7.84%	13.73%	25.49%	52.94%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	55	52	52	5.77%	15.38%	25.00%	53.85%
English Learners	27	26	26	0.00%	3.85%	23.08%	73.08%
Students with Disabilities	10	9	9	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

## 2021-22 Supplemental Funds Program Budget

VUSD BUDGET: 2021/2022			
<b>PROGRAM: Supplemental</b>			
<b>Site:</b>	<b>E P FOSTER</b>	<b>Carryover Supplemental Allocation</b>	<b>3,521</b>
			<b>77,976</b>
			<b>0</b>
<b>Resource = 0100</b>		<b>Total</b>	<b>81,497</b>
<b>Object #</b>	<b>Classification</b>		
<b>Personnel Costs and Benefits</b>		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		<b>Current</b>	<b>Revise</b>
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated		
1903	Certificated, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	17,782	
2106	Paraed, sub		
2201	Library Tech	13,908	
2201	Parent Teacher Liaison	39,184	
2203	Child care/Translator, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional	4,708	
2403	Clerk, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly		
<b>SUBTOTAL</b>		<b>75,582</b>	<b>0</b>
<b>Discretionary Funds</b>			
4200	Other Books		
4300	Instructional Supplies		
4300	Other Supplies	5,915	
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		
5806	Internet Publications/Software		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
<b>SUBTOTAL</b>		<b>5,915</b>	<b>0</b>
<b>Total:</b>		<b>81,497</b>	<b>0</b>
Principals Signature for Adjustment: <i>[Signature]</i> Date: <i>1/19/22</i> School Site Council Approval: (Chairman) <i>[Signature]</i> Date: <i>1/19/22</i> English Learner Advisory Committee Review: <i>[Signature]</i> Date: <i>1/28/22</i> Director, Special Projects Approval: <i>[Signature]</i> Date: <i>1/31/22</i>			



## 2021-22 Site-Based Funds Program Budget

VUSD BUDGET: 2021/2022		
<b>PROGRAM: Site Based</b>		
<b>Site:</b>	<b>E P Foster</b>	
	<b>Carryover</b>	<b>2,288</b>
	<b>Allocation</b>	<b>11,430</b>
		<b>0</b>
		<b>0</b>
	<b>Resource = 0000, Opt = 0000</b>	<b>Total 13,718</b>
<b>Object #</b>	<b>Classification</b>	
<b>Personnel Costs and Benefits</b>		
<i>Must reflect amounts on Staffing Charts</i>		
	<i>Current</i>	<i>Revise</i>
1101	Teacher, Contractual	
1103	Teacher, Hourly	
1106	Teacher, Sub	860
1107	Stipend, Certificated	
<i>Complete Time Sheet Authorization Form</i>		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	
2103	Paraed, Hourly	
2201	Health Tech	3,995
2201	Library Tech	7,513
2206	Health Tech, Sub	
<i>Complete Time Sheet Authorization Form</i>		
2401	Clerk, Positional	
2403	Clerk, Hourly	
<i>Complete Time Sheet Authorization Form</i>		
2903	Other Classified, Hourly	
<b>SUBTOTAL</b>		<b>12,368 0</b>
<b>Discretionary Funds</b>		
4200	Other Books	
4300	Instructional Supplies	707
4300	Other Supplies	
4400	Equip Not Captlzd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	643
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
<b>SUBTOTAL</b>		<b>1,350 0</b>
<b>Total:</b>		<b>13,718 0</b>
Principals Signature for Adjustment: <i>R. Foster</i>		
Date: <i>1/19/22</i>		
School Site Council Approval: (Chairman) <i>[Signature]</i>		
Date: <i>1/19/22</i>		
Director, Special Projects Approval: <i>[Signature]</i>		
Date: <i>1/31/2022</i>		

## 2021-22 Title I Funds Program Budget

VUSD BUDGET: 2021/2022		
<b>PROGRAM: Title I</b>		
<b>Site:</b> E P Foster	<b>Carryover</b>	11,340
	<b>Allocation</b>	88,920
	<b>Parent Involvement</b>	
	<b>Total Allocation</b>	100,260
	<b>Less Central Direct Svc</b>	
<b>Resource = 3010</b>	<b>Total Site Budget</b>	100,260
<b>Object #</b>	<b>Classification</b>	
<b>Personnel Costs and Benefits</b>		
<i>Must reflect amounts on Staffing Charts</i>		
		<i>Current</i>
		<i>Revise</i>
1101	Teacher, Contractual	
1103	Teacher, Hourly	45,000
1106	Teacher, Sub	
1107	Stipend, Certificated	
<i>Complete Time Sheet Authorization Form</i>		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	50,381
2106	Paraed, Sub	
2201	Health Tech	
2201	Library	
2203	Child Care	
2203	Child Care - Parent Involvement	
<i>Complete Time Sheet Authorization Form</i>		
2401	Clerk, Positional	
2403	Clerk, Hourly	
<i>Complete Time Sheet Authorization Form</i>		
2903	Other Classified, Hourly	
<b>SUBTOTAL</b>		95,381
<b>Discretionary Funds</b>		
4200	Other Books	
4300	Instructional Supplies	4,879
4300	Other Supplies - Staff Dev	
4300	Parent Involvement	
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	
<b>SUBTOTAL</b>		4,879
<b>Total:</b>		100,260
Principals Signature for Adjustment: <i>[Signature]</i> Date: <i>1/19/22</i> School Site Council Approval: (Chairman) <i>[Signature]</i> Date: <i>1/19/22</i> Director, Special Projects Approval: <i>[Signature]</i> Date: <i>1/31/2022</i>		

## School-Parent/Home Compact

E.P. Foster Elementary School

Single Plan for Student Achievement  
School Year 2021/2022School-Parent / Home Compact**STAFF**

Teach, model, and reinforce the language, life skills and promises of Lesson One that contribute to our positive school climate.

Communicate progress regularly with students and parents.

Offer continuous opportunities for students to interact and partner with institutions of higher education and STEM related community partners, exposing them to real-world applications and experiences.

Work as collaborative teams consistently and effectively to maximize student achievement.

Participate in on-going professional development based on educational best practices and current research to meet the diverse needs of our students.

Teacher Signature: \_\_\_\_\_ Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**STUDENTS**

Internalize the language, life skills, and promises of Lesson One that contribute to our positive school climate.

Receive recognition for their efforts and achievement in multiple venues.

Engage in a variety of academic learning experiences that incorporate STEM and contribute to their readiness for participation in a global community.

Participate, reflect, and identify areas of progress and challenge through a variety of assessments.

Have opportunities for multiple types of intervention and acceleration when additional support needs are identified and make the most of every opportunity.

Demonstrate proficiency to successfully enter, participate, and complete secondary and higher education STEM pathways.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PARENTS**

Support their children in multiple ways including asset building, regular school attendance, and advocacy of school programs to ensure their children succeed.

Participate in decision-making as members of parent-school organizations or committees and provide input/feedback in an on-going manner.

Increase their knowledge of student expectations and teaching strategies through school newsletters, special school events, and regular communication with staff.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**VUSD - Parent Involvement Policy**

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

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

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

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

**Title I Schools**

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

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

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

Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

Support for programs that reach parents/guardians and family members at home, in the community, and at school

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

Any other activities and strategies that the district determines are appropriate and consistent with this policy. If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

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

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

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

#### Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

## E.P. Foster Elementary School - Parent Involvement Policy

E.P. Foster Elementary School

Single Plan for student Achievement  
School Year 2020-2021**E.P. Foster Elementary School – Parent Involvement Policy**

E.P. Foster School shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

**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 / Home 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 of parents express an interest in doing so
  - Timely responses to suggestions
  - Description and explanation of curriculum to be used
  - The forms of academic assessment use 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

E. P. Foster 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 2021-22 school year, teachers at E.P. Foster Elementary School will participate in the following trainings:

- ParentSquare – Online Parent Communication Tool
- Educational Technology – Varied Topics, available throughout the year
  - Google Classroom
  - Canvas
  - SeeSaw
  - Mystery Science
  - Various
- Second Step Curriculum Training
- Data Analysis

## School Accountability Report Card

2020-21 School Accountability  
**Report Card**  
Published January 2021

**E.P. FOSTER ELEMENTARY SCHOOL**  
20 PLEASANT PLACE, VENTURA, CA 93001  
(805) 641-5420

PAVEL ESCOBEDO-GARCIA, PRINCIPAL  
GRADES K-5

**PRINCIPAL'S MESSAGE**

Welcome to the 2020-2021 school year. The purpose of this School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials, resources, facilities, and the staff of E.P. Foster Elementary School. Information about Ventura Unified School District is also provided.

Parents and community play a very important role in our school. Understanding our school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

At E.P. Foster we have made a commitment to provide all students with the highest quality instruction possible. We are dedicated to educating students in a safe, nurturing, and stimulating learning environment, where students have the opportunity to pursue their interests in STEM as a pathway to current and future success in school and in the real world. Through the collaborative efforts of the entire school community--E.P. Foster staff, students, parents, and our community partners--student achievement is maximized. We are recognized as a CA Gold Ribbon School, Title I Academic Achievement Award School, VC STEM Golden Gear School, and have begun the journey towards a Lighthouse Certification as a Leader in Me 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.

**E.P. Foster Elementary School**

At the beginning of the 2020-21 school year, E.P. Foster Elementary School enrolled 381 students, including 9.7% in special education, 43.8% qualifying for English Language Learner support, 1.8% homeless, 0.5% foster youth, 1% migrant, and 87.7% qualifying for free or reduced price lunch.

**Board of Education**

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

**District Administration**

DR. ROGER RICE  
SUPERINTENDENT

DR. ANTONIO CASTRO  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MR. BRETT TAYLOR  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

DR. REBECCA CHANDLER  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

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

**VENTURA UNIFIED SCHOOL DISTRICT**

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





Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	44.9%	Kindergarten	65
Male	55.1%	Grade 1	55
Non-Binary	0.0%	Grade 2	70
American Indian or Alaskan Native	0.0%	Grade 3	72
Asian	0.3%	Grade 4	59
Black or African American	1.6%	Grade 5	60
Filipino	0.0%		
Hispanic or Latino	89.2%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	2.4%		
White	6.6%		
English Learners	43.8%		
Foster Youth	0.5%		
Homeless	1.8%		
Migrant	1.0%		
Socioeconomically Disadvantaged	87.7%		
Students with Disabilities	9.7%		
Total Enrollment			381

The principal and teaching staff work together to meet the needs of every student and to provide a safe and supportive learning environment.

E.P. Foster Elementary hosts the county's Jumpstart Preschool program which provides literacy skills, mathematics, and school readiness curriculum in English and Spanish. Kindergarten teachers praise its success in promoting students who are better prepared for kindergarten.

**School Vision Statement**

Our vision at E.P. Foster Elementary School STEM Academy is to provide students with a safe, nurturing learning environment and the opportunity to pursue their interests in science, technology, engineering, and math as they achieve grade level standards and as a pathway to their future careers.

**School Mission Statement**

**STAFF**

Teach, model, and reinforce the language, life skills and promises of Lesson One that contribute to our positive school climate.

Communicate progress regularly with students and parents.

Offer continuous opportunities for students to interact and partner with institutions of higher education and STEM related community partners, exposing them to real-world applications and experiences.

Work as collaborative teams consistently and effectively to maximize student achievement.

Participate in on-going professional development based on educational best practices and current research to meet the diverse needs of our students.

**STUDENTS**

Internalize the language, life skills, and promises of Lesson One that contribute to our positive school climate.

Receive recognition for their efforts and achievement in multiple venues.

Engage in a variety of academic learning experiences that incorporate STEM and contribute to their readiness for participation in a global community.

Participate, reflect, and identify areas of progress and challenge through a variety of assessments.

Have opportunities for multiple types of intervention and acceleration when additional support needs are identified and make the most of every opportunity.

Demonstrate proficiency to successfully enter, participate, and complete secondary and higher education STEM pathways.

**PARENTS**

Support their children in multiple ways including asset building, regular school attendance, and advocacy of school programs to ensure their children succeed.

Participate in decision-making as members of parent-school organizations or committees and provide input/feedback in an on-going manner.

Increase their knowledge of student expectations and teaching strategies through school newsletters, special school events, and regular communication with staff.

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, the school website, flyers, monthly newsletters (Bear Essentials), personal notes, classroom letters, phone calls, and emails. Contact the principal, classroom teacher, or office staff at (805) 641-5420 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- At-Home Teacher Prep Projects
- Bonus Bear Days
- Field Trips
- School Fundraisers
- Family School Events

Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Association

School Activities/Events

- Authors and Art Faire
- Back to School Night
- Family Picnics
- Family Reading Night
- Family STEM Night
- Field Trips
- Family School Events
- Parent Conferences
- Title I Parent Meeting
- Trimester Award Assemblies
- Student Success Team Meetings
- Science Expo/Fair

## 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, E.P. Foster 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/](http://www.cde.ca.gov/ta/tg/pf/).

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

## All Students

## Percentage of Students Meeting or Exceeding the State Standards

	E. P. Foster		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	22.22	N/A	30.74	N/A	28.72

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

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

California Assessment of Student Performance and Progress  
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

## Percentage of Students Meeting or Exceeding the State Standards

	E. P. Foster		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

## 2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	60	54	90	10	22.22
Female	25	24	96	4	12.5
Male	35	30	85.71	14.29	30
American Indian or Alaskan Native					
Asian					
Black or African American	--	--	--	--	--
Filipino					
Hispanic or Latino	56	51	91.07	8.93	23.53
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	26	96.3	3.7	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	31	28	90.32	9.68	21.43
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)  
2020-21

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	191	168	87.96	12.04	23.81	191	167	87.43	12.57	19.16
Female	86	77	89.53	10.47	24.68	86	76	88.37	11.63	18.42
Male	105	91	86.67	13.33	23.08	105	91	86.67	13.33	19.78
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	170	149	87.65	12.35	23.49	170	148	87.06	12.94	18.89
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	98	89	90.82	9.18	11.24	98	89	90.82	9.18	7.87
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	117	106	90.6	9.4	16.98	117	106	90.6	9.4	14.15
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	26	23	88.46	11.54	0	26	23	88.46	11.54	0

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

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



California Physical Fitness Test Results  
2020-21

Grade Level	% of Standards Met		
	4 of 6	5 of 6	6 of 6
Fifth	N/A	N/A	N/A

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

## 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. E.P. Foster Elementary School's original facilities were built in 1929; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

Every morning before school begins, the 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 E.P. Foster Elementary School. The day custodian is responsible for:

- General Cleaning
- Cafeteria Setup/Cleanup
- Restrooms

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

- Classrooms
- Office Areas
- Restrooms
- Routine Maintenance

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

### Campus Description

	Quantity
Year Built	1929
Acreage	8.5
Bldg. Square Footage	42220
# of Permanent Classrooms	9
# of Portable Classrooms	13
# of Restrooms (student use)	4 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Science Labs	2
Maker Lab	1

### 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, classified staff and the principal are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, certificated staff, classified staff, the principal and the counselor supervise playground activity. The principal, counselor, and classified staff monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, a teacher, and classified staff monitor student behavior to ensure a safe and orderly departure.

E. P. Foster Elementary School is a closed campus. 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 E.P. Foster 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, updated and shared with school staff in Fall 2021.

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.

### Facilities Inspections

The district's maintenance department inspects E.P. Foster Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). E.P. Foster 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 July 13, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: July 13, 2021				
Systems	✓			
Interior Surfaces	✓			Girls Primary Grade RR - Peeling paint; Classroom 9 - Paint on interior rear wall and exterior front wall is peeling, interior ceiling stains; Classroom 20 - Damaged ceiling tiles; Classroom 16 - Carpet seam damaged; Upper Grade Playground - Deficiency noted
Cleanliness		✓		K1 & K2 - Exterior hallway door and siding need painting; Classroom 6 - Peeling paint on exterior wall; Library - Paint on exterior rear wall and ceiling of front exterior hallway is peeling; Classroom 8 - Paint on exterior rear wall is peeling; Classroom 10, Classroom 11 - Paint on exterior window frames is damaged and peeling; Classroom 12 - Damaged stucco and peeling paint from window frames - exterior rear wall; Classroom 27, Classroom 26 - Holes in ramp; Classroom 22 - Deficiency noted; Classroom 17, Classroom 18, Classroom 19 - Rear gutter is missing; Exterior Portable RR - Peeling paint under overhang
Electrical	✓			
Restrooms/Fountains		✓		K1 & K2 - Crack in bathroom tile floor; Rooms A, B & C - Crack in bathroom tile floor in room C
Safety	✓			
Structural		✓		Classroom 22 - Rear gutter rusted through; Classroom 21 - Rear gutter needs cleaning
External			✓	Cafeteria/Kitchen - Trees on the north side need trimming; Classroom 22 - Tree behind room 22 needs trimming, skirting on the west of the building is damaged; Classroom 20 - Trees need trimming; Exterior Portable RR - Dry rot in several places to panel and skirting; Chin Up Bar Area - Weeds in grass fall protection; Upper Grade Playground - Weeds in wood chip fall protection, more wood chips needed; K Playground - Weeds in the sand and wood chips, more wood chips needed
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

Percentage Description Rating

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*

Chronic Absenteeism by Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	401	393	89	22.6
Female	180	177	36	20.3
Male	221	216	53	24.5
American Indian or Alaska Native	1	1	1	100
Asian				
Black or African American	8	8	3	37.5
Filipino				
Hispanic or Latino	355	49	75	21.5
Native Hawaiian or Pacific Islander				
Two or More Races	9	9	4	44.4
White	28	26	6	23.1
English Learners	177	175	33	18.9
Foster Youth	2	2	1	50
Homeless	14	14	7	50
Socioeconomically Disadvantaged	348	342	84	24.6
Students Receiving Migrant Education Services	4	4	0	0
Students with Disabilities	49	49	12	24.5

Suspensions and Expulsions									
	E. P. Foster			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	0.90%	2.48%	0.00%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.10%	0.01%	0.09%	0.00%	0.00%

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

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

## CLASSROOM ENVIRONMENT

### Discipline & Climate for Learning

E.P. Foster STEM Academy proudly uses Lesson One: ABC's for Life as a schoolwide, comprehensive life skills program that leads to our positive school culture and climate. Lesson One language, The Lesson One Pledge for Success and Lesson One related routines are used throughout the school day and are incorporated into the various academic subjects and school activities and events. In addition, E.P. Foster STEM Academy is implementing the Leader in Me program which is focused on the 7 Habits of Highly Effective People. These lessons and habits are designed to not only teach habits and principles to students in order to achieve better individual results, but also to foster leadership skills in every individual.

A schoolwide Safety Assembly at the beginning of the school year reinforces rules, expectations and responsibilities that students must follow to ensure a safe campus. Positive Behavior Support Plans are developed for students in need of individualized behavioral supports. Furthermore, school staff work to use Lesson

One, Leader in Me, and Restorative Justice (RJ) language and practices in order to create a safe and positive school environment.

### Chronic Absenteeism

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

### 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

Grade Level	2018-19			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	23.0		3	
1	25.0		3	
2	21.0	1	2	
3	22.0		3	
4	32.0		2	
5	31.0		3	1

Grade Level	2019-20			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0		2	
1	27.0		2	
2	25.0		3	
3	21.0	1	2	
4	27.0		2	
5	30.0		2	

Grade Level	2020-21			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0		3	
1	28.0		2	
2	23.0		3	
3	24.0		3	
4	30.0		2	
5	30.0		2	

\*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.

The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

## CURRICULUM & INSTRUCTION

### Staff Development

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

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

2019-20 Trainings:

- History-Social Science
- Next Generation Science Standards
- School Safety
- 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

#### 2021-22 Trainings:

- Bridges Math Intervention
- Benchmark & Math Expressions
- Implicit Bias
- Number Corner Refresher (Kinder)
- NGSS Curriculum Training
- Canvas

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 20120-21 school year, E.P. Foster Elementary School's staff development activities concentrated on:

- Canvas
- Collaborative Problem Solving
- Cultural Responsiveness
- Curriculum Calibration
- English Language Arts & Math Curriculum Implementation
- Google Apps for Education
- Lesson One
- Multi-Tiered Systems of Support (MTSS)
- Next Generation Science Standards (NGSS)
- Online Learning Platform
- Professional Learning Communities
- Restorative Justice
- Social Emotional Learning (SEL)
- 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.

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%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>History Social Science for California</i>	0%

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

### Instructional Materials

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

Ventura Unified School District is currently piloting History-Social Science curriculum in the 2021-22 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 21, 2021, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #21-25 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

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

## PROFESSIONAL STAFF

### Counseling & Support Staff

E.P. Foster 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 E.P. Foster 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 2020-21		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Health Technician	1	0.8
Psychologist	1	0.3
School Nurse	1	0.2
Library Technician	1	0.4
Speech/Language/Hearing Specialist	1	0.4
Home Liaison	1	0.6

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

### Teacher Preparation and Credentials

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

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

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

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

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

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

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

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

## SARC DATA

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about E.P. Foster 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) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet

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

### Disclosure

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



## DISTRICT EXPENDITURES

### Salary & Budget Comparison

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

### Expenditures Per Student

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

2019-20

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,852
High School	139,903	150,626
Superintendent Salary	229,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

#### Expenditures Per Pupil and School Site Teachers Salaries

2019-20

Dollars Spent Per Student					
Expenditures Per Pupil	E. P. Foster	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,524	N/A	N/A	N/A	N/A
Restricted (Supplemental)	973	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,552	6,041	108.5%	8,444	71.5%
Average Teacher Salary	66,390	78,453	N/A	86,376	N/A

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

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

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

## School Site Council Bylaws

**E.P. Foster School**  
**School Site Council**  
**Bylaws**

**Article I****Name of the Council**

*The Ventura Unified School District has established the E.P. Foster School, School Site Council, hereinafter referred to as the council.*

**Article II****Role of the Council**

*The School Site Council is required, under state law, to serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The School Site Council has responsibility of these duties:*

- *Analyzing and evaluating the academic achievement of all students in the school*
- *Obtain recommendations from school site advisory, standing, and special committees regarding the focus of the School's Single Plan for Student Achievement*
- *Developing and approving the school plan and all related proposed expenditures in accordance with all state and federal laws and regulations*
- *Recommending the school plan including related budget expenditures to the local governing board*
- *Providing ongoing monitoring of the implementation of the plan and budgets/expenditures*
- *Revising the school plan, including expenditures, timelines, and evaluation criteria, as needed*
- *Participating in all local, state, and federal reviews of the school's program for compliance and quality*
- *Annually evaluating the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students*
- *Encouraging broad representation of parents, community members, teachers, and students, if appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the School Site Council*
- *Carrying out all other duties assigned to the council by the district governing board and by state or federal law*

**Article III - Members****Section 1: Size and Composition**

*The council will be composed of a minimum of 10 members. Half of the representation on the council shall be from the school staff. This council half will include:*

- *classroom teachers*
- *other school staff member*
- *Principal*

*The remaining half on the council shall be:*

- *Parents or community members, selected by parents at the school*



*Section 2: Term of Office*

*All members of the council shall serve for a term of 2 years.*

*However, in order to achieve staggered membership, one-half, or the nearest approximation, of each representative group shall be selected during the odd years and the remaining number of members selected during the even years.*

*Section 3: Selection/Election of Members*

*Elections of council members shall be held each year in September.*

*Annually, the School Site Council will establish an Election Committee composed of a teacher, other school personnel, parent, and student, if appropriate, to oversee the election of council members.*

*Election Committee: The duties of the committee shall be to supervise the election procedure, to identify nominees on the basis of the nominating procedure, to unseal and count the ballots, and to declare elected representatives on the basis of the election procedure.*

*Section 4: Voting Rights*

*Each member of the council shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. Absentee ballots shall not be permitted.*

*An alternative representative may not cast a vote in the absence of the selected member. The role of an alternative is for information collection only.*

*Section 5: Termination of Membership*

*A member shall no longer hold membership should he or she cease to be a resident of the school or no longer meets the membership requirements under which he or she was selected.*

*Membership shall automatically terminate for any member who is absent from all regular meetings for a period of consecutive meetings.*

*The Council, by an affirmative vote of two-thirds of all the members, can suspend or expel member.*

*Section 6: Transfer of Membership*

*Membership on the Council may not be assigned or transferred.*

*Section 7: Resignation*

*Any selected council member may terminate his or her membership by submitting a written letter of resignation to the Council chairperson.*

*Section 8: Vacancy*

*Any vacancy on the Council that occurs during the term of a member shall be filled by:*

- An election of a new member by the appropriate representative group.*

- *An appointment of a new member to fill the remainder of the term (selected by the remaining peer group members, not the Council as a whole)*
- *Seating of a previously elected alternative member to fill the remainder of the term of the vacant seat.*

#### **ARTICLE IV- OFFICERS**

##### **Section 1: Officers**

*The officers of the Council shall include a chairperson, vice-chairperson, secretary, and any other officers the Council shall deem as desirable.*

##### **Section 2: Election of Officers and Terms of Office**

*The officers of the Council shall be elected annually and shall serve a term for one year or until a successor has been elected.*

*Any member of the Council, including the principal, may serve in any officer capacity.*

##### **Section 3: Removal of Officers**

*Any officer may be removed from their office by a two-thirds vote of all council members.*

##### **Section 4: Vacancy in an Officer Position**

*A vacancy in any office because of resignation, removal, disqualification, death, or otherwise shall be filled for the remainder of the officer's term.*

*A vacancy in any office shall be filled by a special election of the Council.*

*This special election will be included in the posted meeting agenda.*

##### **Section 5: Officer Duties**

*The chairperson shall:*

- *Preside at all meetings of the Council*
- *Sign all letters, reports, and other communications of the Council*
- *Provide all notices in accordance with the provisions of these bylaws*
- *Perform all duties incident to the office of the chairperson.*

*The vice-chairperson shall:*

- *Represent the chairperson or council 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 Council*
- *Promptly transmit to each of the council members and district representative true and correct copies of the minutes of such meetings*
- *Serve as custodian of the School Site Council records*

- *Maintain a register of the chairpersons of the chairpersons of other school advisory and subcommittee members, including addresses and phone numbers*
- *Perform all duties incident to the office of secretary*
- *Perform such duties that are assigned by the chairperson or the council*

#### ***Article V- Committees***

##### ***Section 1: Standing and Special Committees***

*The School Site Council may, from time to time, establish standing or special committees to perform various functions as prescribed by the Council. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the Council and are advisory to it. No standing or special committee may exercise the authority of the Council. A standing or special committee may be abolished by a vote of the Council.*

*The purpose of these committees is to:*

- *Gather and analyze data*
- *Examine materials, staffing, or funding possibilities*
- *Propose to the Council strategies for improving the instructional practices.*

##### ***Section 2: Standing and Special Committee Membership***

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

##### ***Section 3: Standing and Special Committee Term of Office***

*The Council shall determine the membership terms for all standing and special committees. This term should be communicated to the committee members at the beginning of their assignment.*

##### ***Section 4: Standing and Special Committee Rules***

*Each standing and special committee will establish procedural rules that are consistent with the Council's bylaws and the district governing board.*

#### ***Article VI- Meetings of the School Site Council***

##### ***Section 1: Meetings***

*The Council shall hold its regular meetings, a minimum of 6 times during the school year. Special meetings of the Council may be called by the chairperson or by a majority vote of the Council.*

##### ***Section 2: Place of Meetings***

*The Council shall hold its regular meetings at a facility provided by the school, unless the school principal determines that such a facility accessible to the public, including handicapped persons, is*



*unavailable or does not meet health and/or safety codes. Alternative meeting sites shall be determined jointly by the school principal and Council chairperson.*

### *Section 3: Notice of Meetings*

*Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time, and location of the meeting, and contain an agenda describing each item of business to be discussed or acted upon. Any change in the established date, time, or location of the meeting needs to be especially noted in the agenda. The Council shall not take any action on any item of business unless that item appears on the posted agenda or unless the council or committee members present, by unanimous vote, to find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.*

*Questions or brief statements made at a meeting by members of the Council, committee, or public that do not have a significant effect on pupils or employees in the school or school district or that can be resolved solely by the provision of information need not be described on an agenda as items of business.*

*All required notices shall be delivered to council and committee members no less than 72 hours, and no more than 5 days in advance of the meeting, personally, by mail, or by email.*

*The Council will annually notify representative groups of the meetings schedules through:*

- *Inclusion in school communications (e.g., bulletins, newsletters)*
- *Posted (school window, staff room and office.*

### *Section 4: Quorum*

*The presence of 51% of the Council membership in attendance at the meeting will constitute a quorum. No decisions of the Council shall be valid unless a quorum of the membership is present.*

### *Section 5: Conduct of Meetings*

*Meetings of the Council shall be conducted in accordance with the rules of order established by Education Code 35147 and the Robert's Rules of Order or an adaption thereof approved by the Council.*

### *Section 6: Meetings Open to the Public*

*All meetings of the Council and its appointed committees shall be open to the public. Any member of the public shall be able to address the Council during the meeting on any item within the subject matter jurisdiction of the Council. Every agenda for regular meetings shall provide an opportunity for members of the public to directly address the School Site Council on any item of interest to the public, before or during the Council's consideration of that item.*

*The Council may not take any action on any item of business unless that item appears on the posted agenda or unless council members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the Council subsequent to the posting of the agenda.*

*Each meeting agenda will include a time for public comment. The School Site Council will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the Council.*

*The minutes of the Council meeting are public records and are available to the public.*

*Any materials provided to a School Site Council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (Chapter 3.5 [Commencing with Section 6250] of Division 7 of Title 1).*

#### *Section 7: Communication with the Local Board Of Education*

*The School Site Council shall implement the rules and regulations as defined in local board policy. The Council may communicate with the board by submitting a letter to the Board of Education office. A School Site Council may request to speak at a local board of education meeting by following district procedures for communicating with the school board.*

*A local board of education has the right to deny the content and related budget found in the school's Single Plan for Student Achievement. The Board of Education will provide written notification to the Council about their concerns.*

#### *Section 8: Uniform Complaint Procedures*

*Annually, the School Site Council shall participate in training about the district's uniform complaint procedures. This training will review procedures for filing a complaint. If any School Site Council member or member of the public believes that the School Site Council has taken an action that is in violation of their legal authority, the individual or group may file a uniform complaint form with the district.*

#### *Article VII- Bylaw Amendments*

*An amendment of these bylaws may be made at any regular meeting of the Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to council members at least seven days prior to the meeting at which the amendment is to be considered for adoption.*

**The foregoing bylaws were adopted by the E.P. Foster School Site Council on**

**\_\_\_\_\_ in Ventura, CA.**

**School Site Council Chairperson: \_\_\_\_\_**

**School Site Council Vice-Chairperson: \_\_\_\_\_**

**School Site Council Secretary: \_\_\_\_\_**