

Ventura Unified School District School Plan for Student Achievement



Loma Vista Elementary School

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 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

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The School Plan for Student Achievement

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

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

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

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

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

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2021-22 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Michael Wise	X				
Mary Elsenbaumer		X			
Deby Quandt		X			
Valerie Tackett		X			
Willow McConnell			X		
Aimee Abanilla				X	
Sara Brucker				X	
Cheri Colburn				X	
Alicia LaVere				X	
Blaire Ridge				X	
Number of members in each category	1	3	1	5	

Recommendations and Assurances

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

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

English Learner Advisory Committee

Signature of Authorized
Representative



- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11/9/21

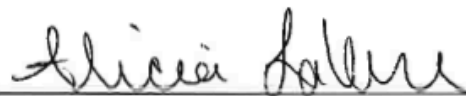
Attested:



Michael Wise, Principal

11/9/21

Date



SSC Chairperson

11/9/21

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

During the 2020-21 school year, Loma Vista School served 377 students in grades TK-5. Student enrollment included 10.6% students with disabilities, 6.6% English learners, 33.5% socioeconomically disadvantaged, and 1.7% homeless.

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

Because Loma Vista serves over 20 deaf and hard of hearing youngsters from surrounding districts, the school provides a unique opportunity for students to learn American Sign Language. The integration of two languages is observed throughout the campus, at assemblies, on the playground, and in the classrooms.

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

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

School Vision

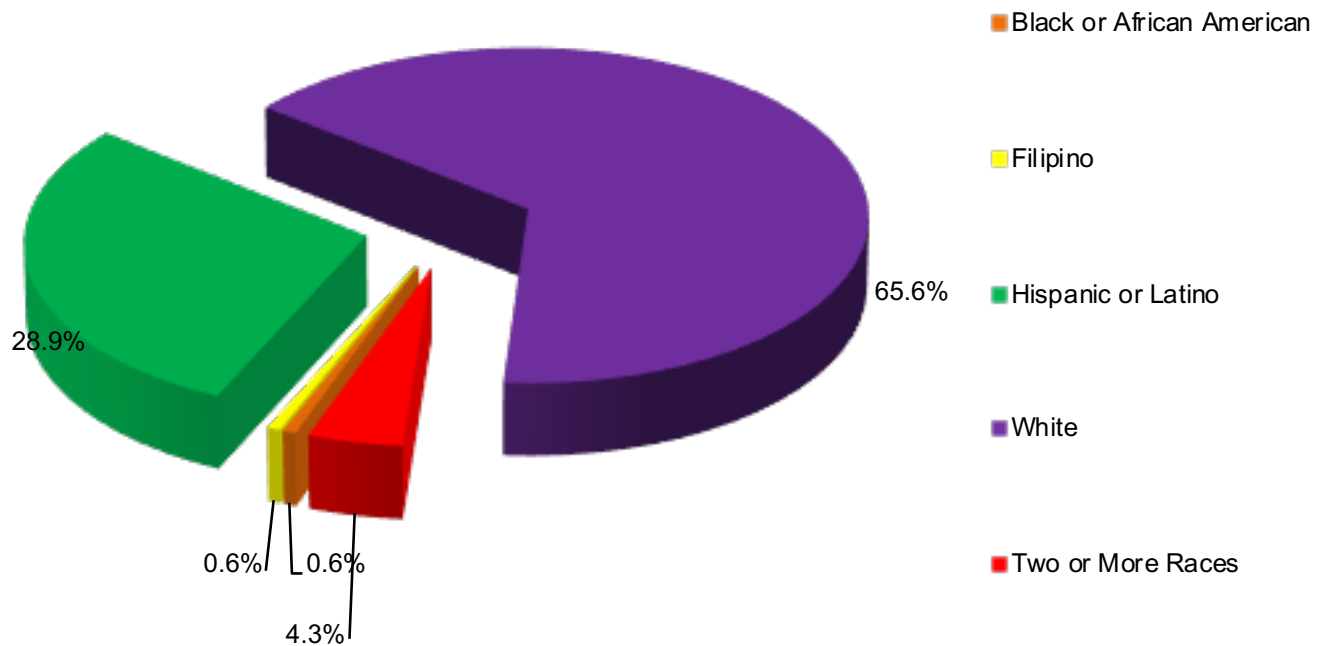
At Loma Vista, all students receive consistent, thoughtful and supportive learning opportunities that promote "personal best" in each child.

School Mission

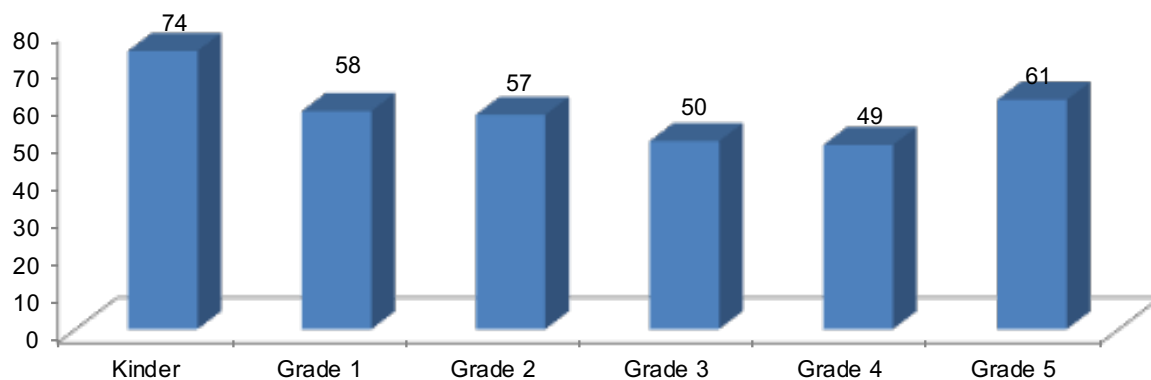
The Loma Vista motto is "Home of the Leopard...Where Everyone Has a Spot".

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

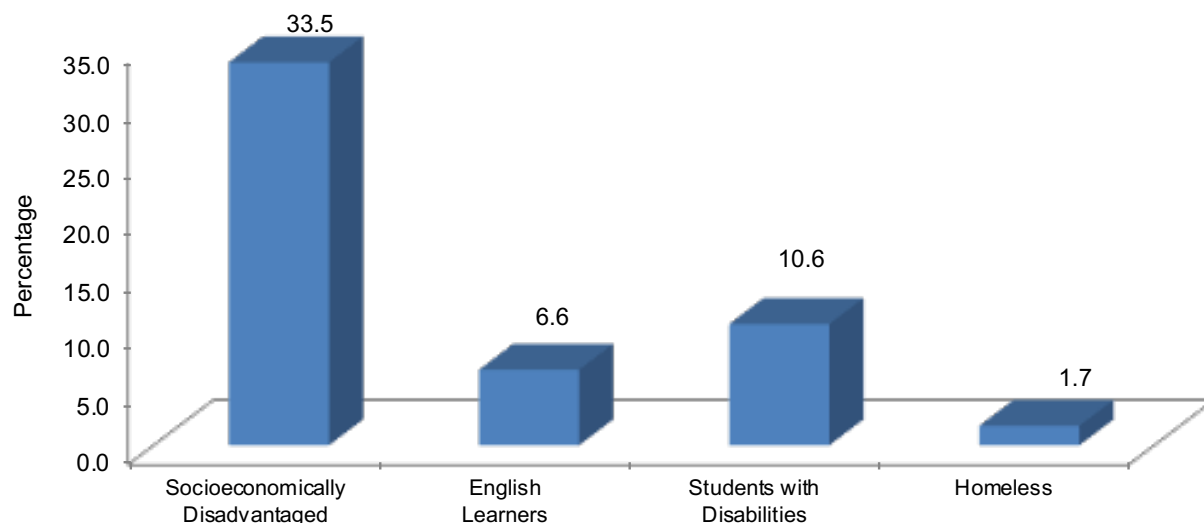
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

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

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - District Benchmarks
 - SBAC
 - AR/STAR Results (2-5 Results)
 - CAASPP Results
- ✓ California School Climate Survey

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

Transition from Preschool to Kindergarten

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

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

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

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

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

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

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

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

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

Loma Vista Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Loma Vista Elementary School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students.

School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Loma Vista Elementary School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. During advisory period, students are engaged in activities targeting bully prevention strategies through classroom discussions and special presentations.

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

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Loma Vista Elementary School	56726526056121	11/09/21	

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)

Loma Vista Elementary School is a generational school, serving grades K-5, and which additionally offers transitional Kinder, with a resource program for special education services, and a Deaf and Hard of Hearing (DHH) program. Loma Vista services Deaf and Hard of Hearing students from throughout the county in a comprehensive, Total Communication (TC) program in grades P-5. The purpose of this plan is to align academic and social emotional goals to data, which is demonstrative of needs in the finite, highlighted areas, while simultaneously adhering to the goals of our district's Local Control Accountability Plan (LCAP).

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

We have engaged our stakeholders in our stakeholders regarding the needs of our school, and we will distribute funding to meet these needs. The Loma Vista school plan addresses goals and methodologies to increase student achievement, increase student connectedness to school, and increase family involvement with accountability measures outlined within the body of the 2021/22 SPSA. Additionally, these goals and activities are reflective of those in the Ventura Unified District LCAP document.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Michael W. Wise, principal	10/18/21, 11/02/21, & 11/9/21
Cheri Egbert, community representative	10/18/21, 11/02/21, & 11/9/21
Cheri Colborn, parent representative	10/18/21, 11/02/21, & 11/9/21
Aimee Abanilla, parent representative	10/18/21, 11/02/21, & 11/9/21
Sarah Brucker, parent representative	10/18/21, 11/02/21, & 11/9/21
Alicia LaVere, parent representative	10/18/21, 11/02/21, & 11/9/21
Blaire Ridge, parent representative	10/18/21, 11/02/21, & 11/9/21
Willow McConnell, classified representative	10/18/21, 11/02/21, & 11/9/21
Valerie Tackett, certificated representative	10/18/21, 11/02/21, & 11/9/21
Mary Elsenbaumer, certificated representative	10/18/21, 11/02/21, & 11/9/21
Deby Quant, certificated representative	10/18/21, 11/02/21, & 11/9/21

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 – Improve student achievement levels for all students, as measured by the CAASPP summative assessment data in the areas of English Language Arts (ELA) and mathematics for grades 3, 4, and 5. We will strike a comparative analysis between scores achieved in the 2021 school assessment and the 2022 school assessment. We will utilize the same grade levels for respective data comparison in standards achievement and skill application, despite advancing grade level cohort changes from one year to the next. Aggressive growth goals shall not be considered this year, as teachers will be mitigating learning loss from the extended school closures.

Identified Need:

Mathematics and English language arts standards-based student skill acquisition, and demonstration of successful skill application(s) in these areas without regression in progressive iterations of the same standards based assessment at year's end, using an apples to apples comparison of grade level achievements from 2021 to 2022 despite changing cohorts.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome						Expected Outcome
English Language Arts (ELA): CAASPP summative, annual state testing for grades 3-5 using 2021 as a baseline and 2022 as a comparison to measure growth	CAASPP ELA Assessment Results 2021						
	Assessment Grade	Subgroup	Students Tested	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
	3	Overall	41	26%	24%	34%	14%
	3	Hispanic/Latino	18	44%	22%	22%	11%
	3	White	21	14%	23%	42%	19%
	4	Overall	44	25%	18%	20%	36%
	4	Hispanic/Latino	11	54%	9%	18%	18%
	4	White	32	15%	21%	18%	43%
	5	Overall	55	10%	14%	38%	36%
	5	Hispanic/Latino	18	16%	16%	38%	27%
	5	White	32	9%	15%	34%	40%
Mathematics: CAASPP summative, annual state testing for grades 3-5 using 2021 as a baseline and 2022 as a comparison to measure growth	CAASPP Math Assessment Results 2021						
	Assessment Grade	Subgroup	Students Tested	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
	3	Overall	41	14%	19%	46%	19%
	3	Hispanic/Latino	18	16%	22%	38%	22%
	3	White	21	9%	19%	52%	19%
	4	Overall	42	19%	26%	35%	19%
	4	Hispanic/Latino	11	45%	18%	27%	9%
	4	White	30	10%	26%	40%	23%
	5	Overall	55	16%	32%	21%	29%
	5	Hispanic/Latino	18	27%	44%	0%	27%
	5	White	32	9%	25%	34%	31%

	<p>Overall, students who tested at Loma Vista performed better than the district and state averages in the area of mathematics on the identical annual CAASPP assessment from 2021. This year we will work to focus upon movement from the nearly met category to meeting the grade level math standards.</p> <p>Our significant student subgroups are Latinx and White, representing the majority of students. Other subgroups with 5 or fewer students have been omitted for the purposes of responsiveness to data and goal setting.</p>	<p>of student proficiencies in one or both of the major subgroups. We recognize the change in cohort composition as a potential limitation in this goal, and have chosen to plan goals around grade level, applied proficiencies and not sameness of student cohorts on the application of different grade level skills.</p>
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students in grades K-5 who are not demonstrating adequate progress through MAP assessments, classroom teacher-based interventions and strategies, and application of skills on formative classroom based assessments will be referred for pull-out intervention. These intervention courses will be organized into small grade alike cohorts and led by an intervention teacher focusing specifically on either math or ELA skills.

Strategy/Activity

<p>Math and ELA targeted intervention cohorts will accept smaller groups of grade alike students based upon needs as demonstrated by teacher referrals and MAP assessment scores by trimester for “flagged” student interventions.</p> <p>Interventions in ELA and math will continue to be focused on students with the greatest demonstrated and evaluated academic need as indicated by district assessments, student skill application, and teacher observations and referrals; the focus shall be broadened to include grades K-5 despite reliance on CAASPP as a data point being limited to grades 3, 4, and 5. These sessions will be for six weeks, and students will meet with their intervention teacher and small cohort for 30 minutes twice weekly to reteach and reinforce grade level skills</p> <p>We will endeavor to avoid consecutive placements into the intervention setting unless recommended by both teacher of record and intervention teacher, or Student Study Team (SST).</p>

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
<p>Mathematics Intervention</p> <p><i>Total Expenditure Not to Exceed \$16,024.20</i></p>	<ul style="list-style-type: none"> Parent Teacher Association Support: \$4,000.00 Supplemental Grant Account: \$12,024.20
<p>English Language Arts Intervention</p> <p><i>No cost to the school site in the 2021-22 academic year.</i></p>	<ul style="list-style-type: none"> Local Control Accountability Plan (LCAP) supported position at 40% Full Time Employment as of mid-September 2021 (FTE)

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.

Because the district has shifted to Mapping Adequate Progress (MAP) testing and eliminated the previous trimester assessments and benchmarks, this data cannot be compared to newly acquired student data in an apples to apples comparison as planned. Additionally, because of the layout of the electronic testing on both devices (iPad for K-1 and Chromebooks in 2-5), there are testing competency issues to mitigate. The use of devices in Kinder and Second grades is especially problematic because not only are there new testing competencies to navigate (speaking into a microphone, recording, dragging and dropping, keyboard/screen manipulation) there are also new devices and functionalities to learn.

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

Budgeted allocations to achieve this goal will be in the areas of math and ELA intervention teacher allocations.

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

The new goal will be focused upon the summative CAASPP testing at year's end. This assessment, although a summative tool, will have greater built in potential for whole class practice and navigation of the testing platform prior to sitting for an administration. Additionally, our baseline from May of 2021 will be an instructive starting point from which to predict improvement levels for 2022.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students. Create multiple opportunities for students to participate in meaningful extracurricular, interest-based activities at lunch and after the school day. In providing interest driven clubs, athletics, arts-based programs, and music lessons, we will teach meaningful skills, and provide opportunities to connect to school and facilitate a sense of belonging.

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Participation in interest driven extracurricular opportunities which will meet in person to supplement the SEL school based opportunities. Involvement will bolster student connectedness, positive peer/adult relationships, prosocial and adaptive behaviors (internalizing and externalizing problems), and which build resiliency.</p> <p>An extracurricular menu will be developed, funding sources secured, teachers and coaches solicited to leads, and dates calendared for parent consumption and student choice navigation.</p> <ul style="list-style-type: none"> • Leadership • The Leopard's Ladle: A Loma Vista Kid's Kitchen • Golf Fundamentals • Drama and Improvisation • The Drawing Paw • Project Wildlife • Cross Country • Volleyball Fundamentals • Paws on Pottery • Peer Mediators • The Gifted Collaborative • Soccer Clinic • Basketball Clinic 	<p>Prior activities were limited and had to be accomplished virtually. The response and involvement was mixed due to Zoom fatigue, but those students who attended regularly enjoyed the benefits of art, cooking, and music remotely. In many cases families participated together.</p> <p>Of our 13 extracurricular opportunities, families will be solicited and notified via ParentSquare for signups. As we are tracking fidelity of attendance linked to positive outcomes for students, rosters will be capped and closed in mid-September to build cohort rapport and comfort within each grouping.</p>	<ul style="list-style-type: none"> • Social and emotional growth, connection and belongingness to the school (re)affirmed, the development of adaptive problem solving and prosocial behaviors, the emergence of positive peer and adult relationships, and Interpersonal skill building are expected. • Growth of student expression and connectedness to school through continued participation with familiar teacher leads and student cohorts. • Leadership capacity expanded for school leaders and submergence into a democratic process. Planned, student centered activities and advocacy of the stakeholder group will emerge from student leaders who listen and engage in action. • Increased student involvement in school activities with a greater selection of opportunities in which to participate. • Potential crossover into academic growth and work ethic (to be measured by teacher observation as a qualitative measure). • Potential for improved attendance levels on days of extracurricular offerings with involved/invested students (as a quantitative measure).

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in grades K-5.

Strategy/Activity

Interest based extracurriculars which are available after the curricular day (either lunch or after school programs) and aligned to targeted grade levels for developmentally appropriate participation/instruction. Solicit teacher leads/coaches, secure funding, advertise, create a calendar, build rosters, maintain attendance, offer opportunities multiple times per month (typically) and allow for due advance in parent planning through clear communication.

Because kinder is less involved in these activities (due to a 12:45 dismissal) there is a Friday rotation involving students in art, music, and dance during the curricular day.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Extracurricular Opportunities: <ul style="list-style-type: none"> • Paws on Pottery • Cross Country Competitive Running Club • The Drawing Paw • Volleyball Fundamentals Club • Drama and Improvisation • Project Wildlife • Leadership • Basketball Clinic • The Leopard's Ladle • Peer Mediation • The Gifted Collaborative • Soccer Clinic • Golf Fundamentals <p>Music embedded in the curricular day, with grade level lessons as well.</p>	<ul style="list-style-type: none"> • PTA Funded at \$4,600.00 • Site Based at \$2,500.00 • Materials for all activities funded by the school site not to exceed \$2,500.00 Site Based Funds

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.

2020/21 Goal #2: Goal Partially Met: Almost met the goal and circumstances limited the achievement of all goals. It was challenging to reach the students who needed us without the parent support embedded. Those students with greater parent support had greater access to Social Emotional Learning (SEL) opportunities.

Virtual clubs which met monthly (or bi-monthly) utilized prerecorded activities with teacher facilitated direction and Q and A sessions. These were by and large well attended, and there was often repeat attendance. Virtual Talent show did not garner the interest we had hoped and as a result was not presented as a school-wide show. We suspect Zoom fatigue by late Spring had kicked-in.

Spotted Being Kind extrinsic incentives were awarded with fidelity with the return to the hybrid model.

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

We did fall short on achieving prescribed lessons in the areas of mixed media art and music; as a result the monies allotted from PTA were not fully used and proportional payment allocations were made.

The Virtual Talent Show did not occur as planned. No monies lost because this was an adjunct duty divided between numerous teachers.

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.

With the return to full in-person attendance we are able to reach all students and hope all students have the opportunity to join offered clubs when in-person. The social emotional relationships, sense of belonging, peer relationships, prosocial behaviors, leaderships, and positive academic crossover effect should be tracked to determine productive yield of these efforts to create multiple extracurricular opportunities for students.

Goal 3:

2020/21 Family Involvement - Increase parent/guardian and Loma Vista community involvement in integrated volunteerism, school events, and authentic student recognitions as is allowable through the district's Covid guidance for schools.

Identified Need:

In an effort to ensure parent involvement and investment at the school site, limited volunteer opportunities will be fostered, and initially vetted through the PTA. The limitations of these efforts will be dependent upon changing district guidance and gathering protocols which are currently regulated by the district under the guidance from Public Health.

Additionally, we will continue to recognize students for distinction and honors earned, through an authentic student recognition model as a school community.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Native Garden Day(s) organized by Surfrider Foundation and the Ventura MidTown Council (outdoor involvement outside of instructional time)	In the 2020/21 school year, the campus was closed to all parent and community members and school was conducted remotely.	Outdoor workdays on the native garden will be spearheaded by the Surfrider Foundation and the Ventura MidTown Council as school activities. All risk assumption documents will be completed by participating volunteers, and this will give students and families participating an opportunity to collectively support the school through a manicuring work party and become involved in meaningful ways.
Parent volunteerism reemerging in small ways with Laps for Leopards, the Children's Character Parade, Pizza Party	In the 2021/22 school year all volunteers will need to demonstrate proof of vaccination or a negative antigen test within 72 hours of a campus visit. All documents to this end will need to be provided to the office for record keeping prior to admission to the campus. The school site is limiting such opportunities in an abundance of caution and opening select opportunities initially in open air, outdoor environments in addition to following district guidance.	Parents will be able to support some larger school wide functions in the outdoor setting after proving vaccination status with the office. This will help to support our students in navigating physical courses (i.e. Laps routes, character parade route, photo day protocols) and in dispensing rewards/celebrations (such as our school wide pizza party).
Parent volunteers in the classroom on a very limited basis.		
Parent Conferences (in-person)		
Potential for Family Movie Nights	When/if larger outdoor gatherings are permitted (potentially after the vaccine becomes more widely available, and after the appropriate periods of administration of doses) we will endeavor to hold outdoor movie nights for our families. As of November 2021, the guidance remains in place that large gatherings may not occur.	Parent conferences will be conducted in person, and following district and Public Health protocols all participants will be masked when/if indoors. All teachers also have an outdoor table for conferencing as an option to exercise for a greater degree of safety and comfort. Parents may opt for a remote meeting if this is the preference. Parent classroom volunteers will resume on a very limited basis after T1 and parent conferences have concluded. All potential volunteers arranged with the classroom teacher and vetted through the school office.

Return of Student Awards	<p>Five awards per classroom will be presented each trimester (x3) at an all school assembly for grades 1-5. Categories for awards will include:</p> <ul style="list-style-type: none"> • Academic Excellence • Awesome Author • Math Genius • Perseverance Award • Character Award <p>Parents of awardees will be notified in advance by the awarding teacher so that they may be included in attendance from the outer perimeter of the school.</p>	<p>Two assemblies will honor five students from each classroom in trimesters 2 and 3. These assemblies will be divided into 1-2 and 3-5 outdoor recognitions.</p> <p>Students will be authentically honored in front of their peers and teachers. Parents will be invited to watch from the outer perimeter gate.</p> <p>A google document will be shared with teachers and kept to track student honorees.</p>
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students, and their families, enrolled in Kinder through grade 5

Strategy/Activity

Create more inclusive opportunities for parents to have a meaningful presence on campus as is practical and allowable with evolving guidance from the school district and County Office of Public Health. Opportunities will be inclusive of limited outdoor school event support, limited classroom assistance support, and in-person parent conferences.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students grades 1-5 shall be eligible for T2 and T3 Awards (approximately 4 per classroom, per trimester).

Strategy/Activity

Two assemblies per trimester at all school assemblies for grades 1-5. Categories for awards will include: Academic Excellence, Awesome Author, Math Genius, Perseverance, and Character Awards. Students will be honored in front of their peers and teachers in an authentic manner to acknowledge and reward their work ethics and application of skills.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Certificates and Recognition: <ul style="list-style-type: none"> Certificates not to exceed \$300 	<ul style="list-style-type: none"> Site Based Funds

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.

2020/21 Goal #3: Goal Largely Met.

The site made great efforts to effectively communicate during the school closures and return to hybrid. A committee composed thoughtful reopening plans scripting all safety measures from play areas, colored wristbands for separation, restroom logs, classroom setups, auditory loss mitigation in classrooms, ingress and egress plans, and much more. These plans were unveiled in a presentation to families prior to reopening offering a sense of safety and security.

Additionally, the site hired additional staff to complete a mailing in which all hybrid return assignments and basic information was included. Street and lot flow maps, ingress/egress plans, protocols, and car placards were sent to families in the anticipation of our return to hybrid schooling ensuring most, if not all, knew what to do on our return from the moment they pulled in.

The areas of shortcoming were found in our virtual talent show and awards. There was little motivation on the part of students and parents to sign up for a virtual talent show performance, and due to a lack of interest the idea was abandoned. The school did advertise for student acts via Parent Square and social media platforms, but the initiative fell flat, likely due to Zoom and online burn out. Additionally, the student recognitions virtually were also problematic in that they required another meeting on the Zoom platform and created the challenge of organizing invitations, times, and getting physical awards to families during a prolonged no contact situation. This was however adapted for hybrid as explained below.

Parents who were fully online were not recipients of regular communication and felt excluded from their home school and did not receive the same inclusive updates as those in hybrid. Communication was limited during Covid and families of students who were fully online were not sent clearly differentiated instructions immediately for events such as picture day, and yearbook.

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

The primary difference in implantation occurred after the return to hybrid. Once we returned to school, we did hold mini-class recognition assemblies in which we honored students for their achievement, dedication, and work ethics. These were conducted as outdoor grade level assemblies, and students were recognized in front of their peers and teachers and presented with a physical award. This was done in grades 1-5.

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.

We will endeavor to create opportunities for families to engage with the school following district guidance and adapting to changing allowances or restrictions as these become known.

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

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

Federal Programs	Allocation (\$)
Title I 2020-21 Carryover	\$0.00
Title I 2021-22 Allocation	\$0.00
Title I 2021-22 Parent Involvement	\$0.00

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

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2020-21 Carryover	\$2,135.00
Site-Based Funds 2021-22 Allocation	\$10,470.00
Supplemental Funds 2020-21 Carryover	\$798.00
Supplemental Funds 2021-22 Allocation	\$27,132.00

Subtotal of state or local funds included for this school: **\$40,535.00**

Total of federal, state, and/or local funds for this school: **\$40,535.00**

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	46	41	41	14.63%	34.15%	24.39%	26.83%
Male	30	26	26	11.54%	34.62%	30.77%	23.08%
Female	16	15	15	20.00%	33.33%	13.33%	33.33%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	20	18	18	11.11%	22.22%	22.22%	44.44%
Hawaiian or Pacific Islander							
White (not Hispanic)	24	21	21	19.05%	42.86%	23.81%	14.29%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	21	18	18	5.56%	27.78%	22.22%	44.44%
English Learners	9	8	8	*	*	*	*
Students with Disabilities	8	6	6	*	*	*	*
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	46	41	41	19.51%	46.34%	19.51%	14.63%
Male	30	26	26	15.38%	57.69%	19.23%	7.69%
Female	16	15	15	26.67%	26.67%	20.00%	26.67%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	20	18	18	22.22%	38.89%	22.22%	16.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	24	21	21	19.05%	52.38%	19.05%	9.52%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	21	18	18	16.67%	38.89%	22.22%	22.22%
English Learners	9	8	8	*	*	*	*
Students with Disabilities	8	6	6	*	*	*	*
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	49	44	44	36.36%	20.45%	18.18%	25.00%
Male	21	20	20	40.00%	25.00%	20.00%	15.00%
Female	28	24	24	33.33%	16.67%	16.67%	33.33%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino							
Hispanic or Latino	14	11	11	18.18%	18.18%	9.09%	54.55%
Hawaiian or Pacific Islander							
White (not Hispanic)	34	32	32	43.75%	18.75%	21.88%	15.63%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	19	16	16	6.25%	18.75%	18.75%	56.25%
English Learners	5	*	*	*	*	*	*
Students with Disabilities	8	7	7	*	*	*	*
Migrant Education							
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	49	42	42	19.05%	35.71%	26.19%	19.05%
Male	21	19	19	15.79%	52.63%	15.79%	15.79%
Female	28	23	23	21.74%	21.74%	34.78%	21.74%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino							
Hispanic or Latino	14	11	11	9.09%	27.27%	18.18%	45.45%
Hawaiian or Pacific Islander							
White (not Hispanic)	34	30	30	23.33%	40.00%	26.67%	10.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	19	16	16	12.50%	18.75%	25.00%	43.75%
English Learners	5	*	*	*	*	*	*
Students with Disabilities	8	7	7	*	*	*	*
Migrant Education							
Homeless							

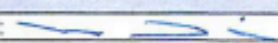
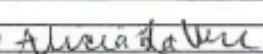

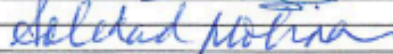
CAASPP – Grade 5 English Language Arts/Literacy – 2020-21

	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	59	55	55	36.36%	38.18%	14.55%	10.91%
Male	33	32	32	34.38%	37.50%	18.75%	9.38%
Female	26	23	23	39.13%	39.13%	8.70%	13.04%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	21	18	18	27.78%	38.89%	16.67%	16.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	32	32	40.63%	34.38%	15.63%	9.38%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	21	20	20	20.00%	35.00%	20.00%	25.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless							

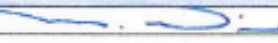
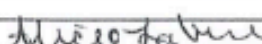

CAASPP – Grade 5 Mathematics – 2020-21

	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	59	55	55	29.09%	21.82%	32.73%	16.36%
Male	33	32	32	31.25%	31.25%	28.13%	9.38%
Female	26	23	23	26.09%	8.70%	39.13%	26.09%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	21	18	18	27.78%	0.00%	44.44%	27.78%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	32	32	31.25%	34.38%	25.00%	9.38%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	21	20	20	15.00%	5.00%	55.00%	25.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless							

2021-22 Supplemental Funding Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Supplemental Funds			
Site: Loma Vista	20/21 Carryover	798	
Resource = 0100	21/22 Allocation	27,132	
	Total	27,930	
Object #	Classification		
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i>	<i>Revised</i>
1101	Teacher, Contractual		
1103	Teacher, Hourly	12,722	
1106	Teacher, Sub		
1107	Stipend, Certificated	600	
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2203	Health Tech- PTL, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional		
2403	Clerk, Hourly	1,000	
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly		
SUBTOTAL		14,322	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	13,358	
4300	Other Supplies		
4400	Equip Not Capltzd(\$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	Software License	250	
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL			0
Total:		27,930	0
Principals Signature for Adjustment: 			
Date: 11/16/21			
School Site Council Approval: (Chairman) 			
Date: 11/16/21			
English Learner Advisory Committee Review 			
Date: 11/16/21			
Director, Special Projects Approval: 			
Date: 11/24/21			

2021-22 Site Funding Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Site Based Funds			
Site: Loma Vista		20/21 Carryover	2,135
Resource = 0000		21/22 Allocation	10,470
			0
		Total	12,605
Object #	Classification		
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i>	<i>Revise</i>
1101	Teacher, Contractual		
1103	Teacher, Hourly	996	
1106	Teacher, Sub	2,739	
1107	Stipend, Certificated	400	
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2203	Health Tech		
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional		
2403	Clerk, Hourly	803	
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly		
SUBTOTAL		4,938	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	5,582	
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual	2,085	
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		7,667	0
Total:		12,605	0
Principals Signature for Adjustment:  Date: 11/16/21 School Site Council Approval: (Chairman)  Date: 11/16/21 Director, Special Projects Approval:  Date: 11/30/21			

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

Loma Vista Elementary Parent Involvement Policy

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

Policy Guidelines

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

Professional Development Plan

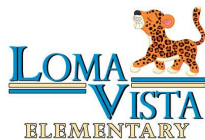
Loma Vista Elementary believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers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

During the 2021-22 school year, teachers at Loma Vista Elementary School will participate in the following staff development trainings:

- Social Emotional Learning (Second Step Curriculum)
- Professional Learning Communities
- ELD Strategies

2020-21 School Accountability Report Card

Published January 2022



LOMA VISTA ELEMENTARY SCHOOL
300 LYNN DRIVE, VENTURA, CA 93003
(805) 641-5443

MICHAEL W. WISE, PRINCIPAL
GRADES TK-5

PRINCIPAL'S MESSAGE

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

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

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

Our school serves a Deaf and Hard of Hearing (DHH) population and welcomes students from around the county into our exceptional simultaneous language program utilizing oral language and American Sign Language (ASL). The integration of both languages is apparent on our campus, in our classrooms, on our playgrounds, and at our school events and assemblies. Additionally, Loma Vista provides services for vision impaired students who are fully integrated into the classroom settings.

We are dedicated to ensuring that Loma Vista is a welcoming, stimulating environment where students are actively engaged in learning as well as developing positive values. The

excellent quality of our program is a reflection of our highly committed staff. Teachers meet regularly throughout the year to design, adapt, and assess instructional strategies, giving all students access to effective, standards-based curriculum. We have made a commitment to provide the best educational program possible for our students. Together we can challenge our students to reach their maximum potential.

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

HONORS

2012-California Distinguished School



District Vision Statement

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

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



District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

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

Loma Vista Elementary School

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

At the beginning of the 2020-21 school year, 349 students were enrolled, including 10.6% in special education, 6.6% qualifying for English Language Learner support, 1.7% homeless, and 33.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	43.3%	Kindergarten	74
Male	56.7%	Grade 1	58
Non-Binary	0.0%	Grade 2	57
American Indian or Alaskan Native	0.0%	Grade 3	50
Asian	0.0%	Grade 4	49
Black or African American	0.6%	Grade 5	61
Filipino	0.6%		
Hispanic or Latino	28.9%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	4.3%		
White	65.6%		
English Learners	6.6%		
Foster Youth	0.0%		
Homeless	1.7%		
Migrant	0.0%		
Socioeconomically Disadvantaged	33.5%		
Students with Disabilities	10.6%		
Total Enrollment			349

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

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

Opportunities to Volunteer

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

Committees

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

School Activities

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

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

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

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's

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

Physical Fitness

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

California Physical Fitness Test Results 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. Loma Vista Elementary School's original facilities were built in 1953; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Loma Vista		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	49.09	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

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

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

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

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

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	59	55	93.22	6.78	49.09
Female	26	23	88.46	11.54	52.17
Male	33	32	96.97	3.03	46.88
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	21	19	90.48	9.52	31.58
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	33	31	93.94	6.06	58.06
English Learners	--	--	--	--	--
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	15	14	93.33	6.67	14.29
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	154	140	90.91	9.08	61.43	154	138	89.61	10.39	56.52
Female	70	62	88.57	11.43	61.29	70	61	87.14	12.86	42.62
Male	84	78	92.86	7.14	61.54	84	77	91.67	8.33	67.53
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	55	47	85.45	14.55	46.81	55	47	85.45	14.55	42.55
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	91	85	93.41	6.59	67.06	91	83	91.21	8.79	66.27
English Learners	16	12	75	25	25	16	12	75	25	33.33
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	42	36	85.71	14.29	36.11	42	36	85.71	14.29	36.11
Students Receiving Migrant Education Services										
Students with Disabilities	22	19	86.36	13.64	10.53	22	19	86.36	13.64	15.79

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 this category is too small for statistical accuracy or to protect student privacy.

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

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

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

- Classrooms
- Restrooms
- Routine Maintenance

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

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

Facilities Inspections

The district's maintenance department inspects Loma Vista Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Loma Vista Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 4, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Site Safety Plan

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, a classified member supervises the front bus area and two teachers are strategically assigned to designated entrance areas to provide student supervision and one classified staff member is in the cafeteria to monitor breakfast activity. During recess, teachers and paraeducators supervise playground activity. Noon aides, the principal, and paraeducators monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers and paraeducators monitor student behavior to ensure a safe and orderly departure. The principal assists with supervision in the morning, during recess, and during dismissal.

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

CLASSROOM ENVIRONMENT

Chronic Absenteeism

The chart in this table identifies the chronic absenteeism rates by student group for Loma Vista 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."

Discipline & Climate for Learning

Loma Vista Elementary School's discipline policies are based upon a schoolwide discipline model and Guidelines for Success to create a positive behavior management program and promote responsibility, respect, and thoughtfulness. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. At the beginning of the school year, the principal leads grade level assemblies to reinforce the importance of being responsible, respectful,

Suspensions and Expulsions									
	Loma Vista			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	0.30%	0.00%	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%	0.08%	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.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: October 4, 2021	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			Building D Boys RR West - Excessive peeling paint at the ceiling
Cleanliness	✓			
Electrical	✓			Classroom 19 - Outlet in the north wall is missing the cover plate
Restrooms/Fountains	✓			Classroom KB - Toilet out of order
Safety	✓			
Structural	✓			Admin Exterior - Exterior screen missing at soffit; Cafeteria Exterior - Exterior screen missing at upper roof soffit
External	✓			YMCA Room - Broken window at the north elevation
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

Chronic Absenteeism by Student Group (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	369	358	24	6.7
Female	165	159	8	5
Male	204	199	16	8
American Indian or Alaska Native				
Asian				
Black or African American	2	2	1	50
Filipino	2	2	0	0
Hispanic or Latino	104	101	7	6.9
Native Hawaiian or Pacific Islander				
Two or More Races	18	18	1	5.6
White	243	235	15	6.4
English Learners	26	26	2	7.7
Foster Youth				
Homeless	7	7	1	14.3
Socioeconomically Disadvantaged	127	123	14	11.4
Students Receiving Migrant Education Services				
Students with Disabilities	48	46	6	13

and safe. Loma Vista Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

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

Suspensions & Expulsions by Student Group (2020-21)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

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		4	
1	22.0		2	
2	26.0		1	
3	26.0		3	
4	28.0		2	
5	28.0		2	
2019-20				
K	24.0	1	2	1
1	24.0		2	
2	39.0		1	1
3	25.0		2	
4	24.0		2	
5	29.0		2	
2020-21				
K	15.0	2	2	
1	20.0	1	1	
2	33.0		1	1
3	24.0		1	
4	27.0		1	
5	20.0	1	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 Loma Vista Elementary School had the opportunity to participate in districtwide staff development training focused on:

2019-20 Trainings:

- History-Social Science
- Multi-Tiered Systems of Support (MTSS)
- Next Generation Science Standards
- School Safety
- Social Emotional Learning (SEL)
- Special Education
- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Distance Learning Plans
- Elementary Resource
- English Learner Support and Review and ELPA
- 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 2020-21 school year, Loma Vista Elementary School's staff development activities concentrated on:

- Benchmark Assessments
- Mathematics
- Distance Learning / Hybrid Learning
- Response to Intervention
- School Connectedness
- Technology Training

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

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

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

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

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%

district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

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

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

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

Academic Counselors and Other Support Staff 2020-21		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.4
Psychologist	1	0.5
School Nurse	1	0.2
Speech Pathologist(s)	2	1.0
School Counselor	1	0.2

*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 Loma Vista 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.

The charts also report Loma Vista 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.

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.

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 Loma Vista Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

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/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

**Teacher and Administrative Salaries
2019-20**

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,862
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

**Expenditures Per Pupil and School Site Teachers Salaries
2019-20**

Expenditures Per Pupil	Dollars Spent Per Student				
	Loma Vista	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,454	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,449	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,004	6,041	99.4%	8,444	71.5%
Average Teacher Salary	64,593	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



2021-2022

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




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

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

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

The school site council shall be composed of 10 members. Classroom teachers will select classroom teacher representatives, classified staff will select classified representative and parents will select parent representatives. Parent membership openings for the following school year will be posted via Parent Square.

- ✚ The school principal (chairperson)

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

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

Section B: Term of Office

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

Section C: Voting Rights

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

Section D: Termination of Membership

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

Section E: Transfer of Membership

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

Section F: Vacancy





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

Article III Officers



Section A: Officers

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

The chairperson shall:

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

The vice-chairperson shall:

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

The secretary shall:



Keep minutes of all regular and special meetings of the school site council.



Transmit true and correct copies of the minutes of such meetings to members of the school site council and to the principal as custodian of the records of the school site council.



Provide all notices in accordance with these bylaws.

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

Section B: Election and Terms of Office

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

Section C: Removal of Officers

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

Section D: Vacancy

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

Article IV Committees

Section A: Subcommittees

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

Section B: Other Standing and Special Committees

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

Section C: Membership

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

Section D: Terms of Office

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

Section E:

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

Section F: Quorum

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

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

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

Section B: Place of Meetings

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

Section C: Notice of Meetings

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

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

Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the council shall be six (6) votes.