

Ventura Unified School District

School Plan for

Student

Achievement



Montalvo Elementary School

56 72652 6056147

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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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claudia.caudill@venturausd.org

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

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Claudia Caudill	X				
Tami Laine		X			
Steven Perfect		X			
Alma Quezada		X			
Shauna Feingold			X		
Elena Jaloma				X	
Amber Lloyd				X	
Katie Osborn				X	
Jackie Valencia				X	
Veronica Villa				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Claudia Caudill	X				
Number of members in each category	1				

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

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

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

Recommendations and Assurances

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

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


English Learner Advisory Committee

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: 11.30.21

Attested:



Claudia Caudill, Principal



SSC Chairperson

11.30.21

Date

11/30/21

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, Montalvo Elementary School served 386 students in grades PreK-5. Student enrollment included 7.5% students with disabilities, 19.4% English learners, 60.6% socioeconomically disadvantaged, 1.3% migrant, 4.1% homeless, and 0.3% foster youth. The staff at Montalvo Elementary School maintains high academic standards, providing an educational program designed to meet the needs of each student in a warm and nurturing environment.

Montalvo Elementary School is one of seventeen elementary schools in the Ventura Unified School District. It is located on the southeastern corner of the City of Ventura and 70 miles north of Los Angeles. It is located in an unincorporated area of the city. Montalvo is surrounded by many single-family homes, new developments, low income apartment complexes and a mobile home park which houses a large number of Spanish speaking families. There is also a homeless shelter in the school's attendance area. A state-funded preschool is also on the Montalvo campus which serves approximately fifty, 3 and 4 year-old students.

The school is served by programs offering childcare and afterschool care. The Las Posas Childcare Center provides after school care on a fee basis. Montalvo sponsors the After School Education and Safety (ASES) program which serves 80 students in grades 3-5 Monday-Friday and supports the school's instructional program with tutoring and homework support.

Montalvo Elementary School offers two instructional pathways for student learning; a Structured English Immersion Program (SEI) and a Two-Way Immersion (TWI) Bilingual Program for students in grades kindergarten through grade 5.

Montalvo Elementary School was modernized in 2000 and hosts 20 classrooms. The school has a library with bilingual resources for students, staff and parents. A three-hour library technician serves preschool through grade 5 students. The school also has a fully implemented Accelerated Reader Program; a 32-station computer lab which serves as a resource for students, teachers and families. A computer lab assistant assists kindergarten through grade 5 students with technology-based projects.

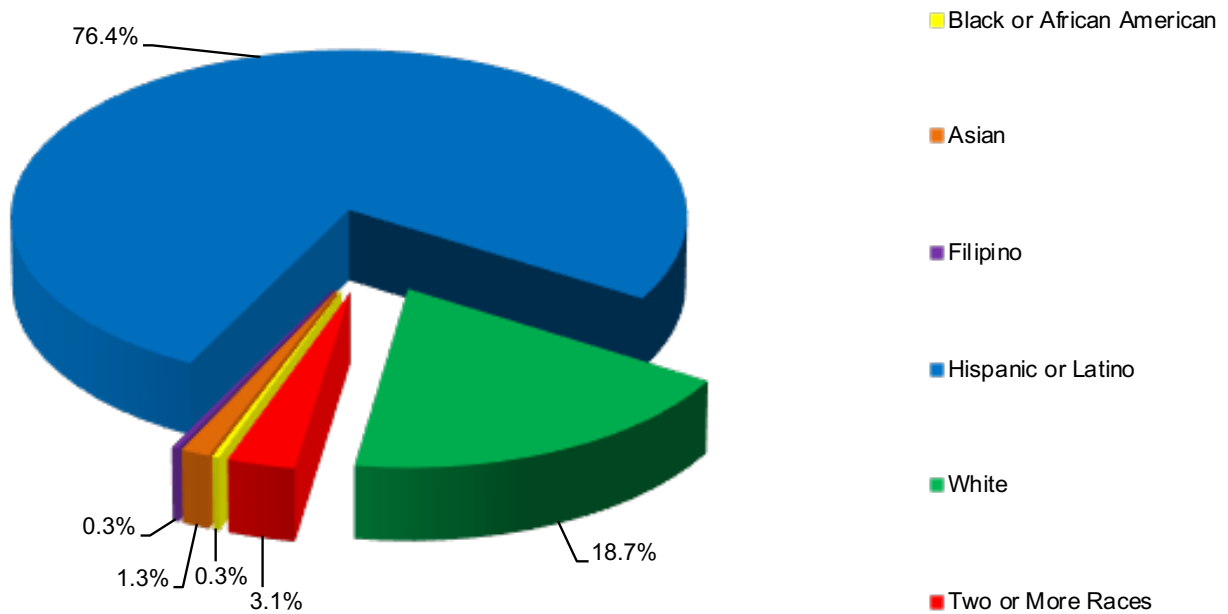
School Vision

Upon leaving Montalvo, we want our students to be positive contributors to our community. Therefore, it is essential that each student develop the skills and values that will help them become lifelong learners, responsible citizens and productive members of society.

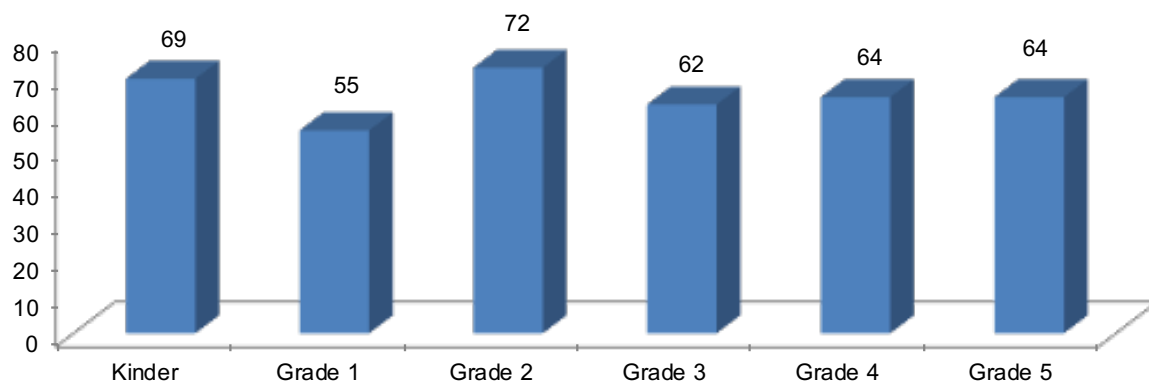
School Mission

At Montalvo Elementary School our mission is to ensure the full intellectual and character development of each child by making use of all available educational resources. This is accomplished in an environment that is warm, caring and academically stimulating.

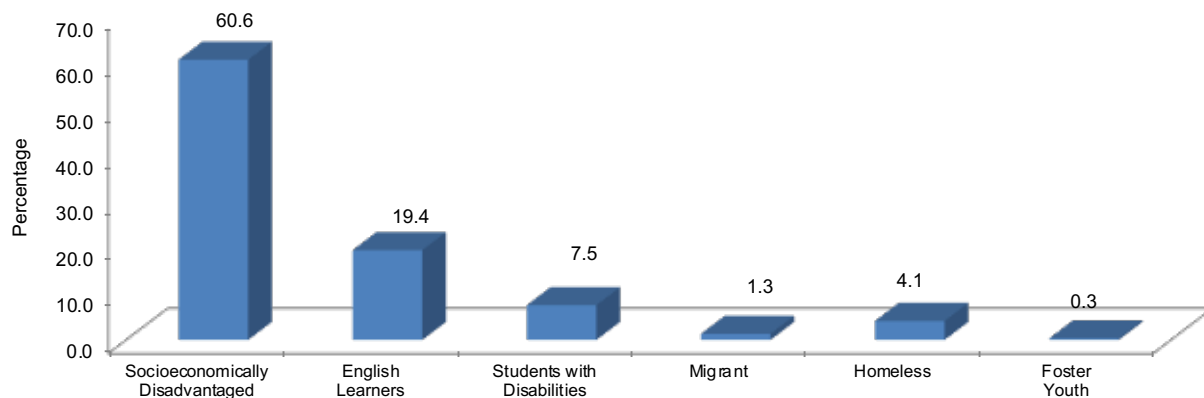
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

Montalvo 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 a School Site Council Meeting and at staff meetings, the principal and teaching staff considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - CAASPP Reports
 - Benchmark Data

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

Montalvo Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Montalvo 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. Montalvo Elementary School's staff follow Dr. Randy Sprick's Guidelines for Success and CHAMPs programs to support student instruction, professional development, and classroom management practices associated with bullying and harassment. Both programs focus on the foundation to foster a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. Students are engaged in activities targeting bullying prevention strategies through: The Pledge for Achievement, classroom behavioral expectations, *Bucket Filling* actions/activities, classroom discussions, positive behavior assemblies, and the use of related children's literature. Parents are included in bully prevention education and awareness activities through the school newsletter, communication with school staff, and information provided on the school district website. Montalvo 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** – program that is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital

Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology.

- **Beginning of the Year Behavior Expectation Assembly**
- **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 Montalvo 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
Montalvo Elementary School	56726526056147	November 30, 2021	

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)

Montalvo is a K-5 School-wide Title 1 school with a Jumpstart preschool. The purpose of this plan is to ensure that our funding aligns to the needs of the diverse Montalvo community, while adhering to the goals of our Local Control Accountability Plan (LCAP).

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

We have engaged our stakeholders regarding the needs of our school, and we will distribute funding to meet these needs. The Montalvo school plan focuses on ways to increase student achievement, increase student connectedness to school, and increase family involvement. These same goals and activities reflect the goals in our 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:
Montalvo Staff	November 10, 2021
Montalvo School Site Council	November 2, 16, 30, 2021
Montalvo PTA Board	November 4, 2021
Montalvo ELAC	November 3, 2021

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 – Montalvo students will increase academic achievement in Language Arts and Math.

Identified Need:

As students return from the COVID-19 Pandemic, we are noticing some learning and achievement opportunities that we will address this year with our resources. Using our new assessment system, we propose growth by grade level in both language arts and math as follows.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC 18-19 Language Arts in grades 3-5 that met or exceeded standards	47% of all students achieved “met” or “exceeded” standards.	Maintain levels from prior to school closures.
SBAC 18-19 Math in grades 3-5 that met or exceeded standards.	45% of all students achieved “met” or “exceeded” standards.	Maintain levels from prior to school closures.
District Benchmark Assessments for Language Arts (K-5) using average RiT scores:	K: 134 1 st : 151 2 nd : 171 3 rd : 182 4 th : 194 5 th : 194	K: 153 1 st : 171 2 nd : 186 3 rd : 197 4 th : 205 5 th : 211
District Benchmark Assessments for Math (K-5) using average RiT scores:	K: 135 1 st : 152 2 nd : 166 3 rd : 185 4 th : 193 5 th : 203	K: 157 1 st : 176 2 nd : 189 3 rd : 201 4 th : 211 5 th : 219

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Montalvo students will increase academic achievement in Language Arts and Math as demonstrated using District Benchmark Assessments and SBAC.

Strategy/Activity

- We will continue the implementation of Professional Learning Communities (PLCs)
- We will deepen our collective understanding and implementation of our new assessment system (MAP)
- We will offer paraprofessional push-in supports to all classes
- We will offer Tier 3 intervention in the Learning Center
- We will offer GATE enrichment class
- Intervention Teacher (five hours a day) to focus on language arts
- Library tech for reading incentives and engagement with literature

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Para-professional Salary: \$17,617.83	Title 1
Para-professional Salary: \$6,257.961	Title I and Supplemental
Para-professional Salary: \$22,402.30	Title 1 and Supplemental
GATE Teacher Salary: \$2,264	Site Based
Release time (2 days) for teachers \$4,250	Supplemental
Student Study Team release for teachers \$750	Supplemental
Library Tech: \$11,200	Supplemental

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.

Montalvo's 2020-2021 SPSA was implemented with fidelity and there were challenges given the pandemic-related school closures and pivots. We had some staff and students virtual and some on campus, which made it challenging to monitor. We sought to maintain levels of performance prior to the pandemic, and established steps to do so. However, with the scattered nature of our staff it was a challenge to do our typical action items. For example, we did not do PLCs because the data was not comparable among staff and absenteeism was problematic for work completion. We discussed how this would be easier the following year with all students and staff on campus learning in the same manner. We did not take release time or do many Student Study Team meetings. We plan to reinstate these activities for this year.

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

We implemented this goal as possible given school closures. Paras supported students virtually and in person as possible. GATE was done in a hybrid manner with some students Zooming in. We did not take release days since some staff were not on campus.

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.

Now that all staff and students are on campus, implementation will be more closely monitored and adjusted. We have calendared our SST meetings, PLCs and GATE. We also have more, accurate, student data to use as a guide. We also have a new assessment system that will provide implications for data. This use of data will help us achieve our goals.

Goal 2:

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

Identified Need:

Montalvo expects to maintain engagement for all students in terms of attendance and behavior based on the 2020-2021 school year.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Rate	94.81%	Maintain
Maintain Low Suspension Rate	.9%	Maintain
Positive Behavior Support System Participation	TBD	TBD

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will maintain their levels of attendance and engagement in school..

Strategy/Activity

- We will monitor and communicate attendance with stakeholders, including students.
- We will communicate the importance of attendance with all stakeholders, including students.
- We will call on all absences and tardies to establish supports needed by families.
- We will have engaging assemblies to connect students to school.
- We will deepen the implementation of our Positive Behavior Support System (Every Montalvo Lion ROARS)
- Teachers will have grants to facilitate innovative and engaging practices
- We will offer a drama program to interested students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Positive Behavior Support and Incentives \$5,000	Site based
Recognition for Attendance \$250	Site based
Assemblies \$7,000	Supplemental
SPARKS P.E. Materials \$10,000	Supplemental
Classroom grants \$7,650	Supplemental
Drama \$4,000	Supplemental and Title 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups will be connected to school by learning social competence.

Strategy/Activity

- We will reward students adhering to the ROARS acronym with ROAR bucks and a weekly Student Store.
- We will acknowledge students demonstrating responsibility, optimism, acceptance, respect and safety at trimester award ceremonies.
- We will have a diverse student study team that convenes monthly to discuss specific student academic and social/emotional challenges.
- We will have engaging and inspiring assemblies every trimester
- We will partner with the City of Ventura for a drama program.
- We will enhance our P.E. equipment shed

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Positive Behavior Support and Incentives \$5,000	Site based
Recognition for Attendance \$250	Site based
Assemblies \$7,000	Supplemental
SPARKS P.E. Materials \$10,000	Supplemental
Classroom grants \$7,650	Supplemental
SST Team \$750	Supplemental

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.

Montalvo's 2020-2021 SPSA was implemented with fidelity and there were challenges given the pandemic-related school closures and pivots. We had some staff and students virtual and some on campus, which made it challenging to monitor. We sought to maintain levels of performance prior to the pandemic, and established steps to do so. However, with the scattered nature of our staff it was a challenge to do our typical action items. We experienced irregular attendance and engagement due to the scatteredness of our staff and students, in combination with the pandemic itself.

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 implemented this goal as possible given school closures. Given that about $\frac{2}{3}$ of our students were learning virtually it was a challenge to implement a positive behavior support plan or emphasize attendance.

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.

This year, now that all are on campus, we are taking more deliberate measures to engage students and get them back on track. We have noticed that students returning post-pandemic lack experiences and language so we are implementing action items that support that growth. Those items can be found in the strategy/activity section for this goal in the SPSA.

Goal 3:

Family Involvement - Maintain parent and community involvement.

Identified Need:

Montalvo staff will strive to maintain parent and family involvement in all student groups on campus.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation and attendance at school events	TBD-sign in sheets	Maintain
Students Attendance data	94%	Maintain

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Montalvo staff will strive to maintain parent and family involvement in all student groups on campus.

Strategy/Activity

- We will advertise and invite families to events on campus, through multiple modalities; Parent Square, phone call, Facebook page, PTA notifications, student flyers, website, etc.
- We will advertise and encourage Montalvo family participation in district parents events; parent education workshops, school information fairs,
- Our office clerk will assist with communication of event information, advertising, Flyers and logging of volunteer hours in office sign in book, ensure translations are completed to communicate with all families, plan for Saturday School events
- Principal's Coffee monthly
- Increased and articulated volunteer opportunities
- Partnership with VACE to provide college and career opportunities to parents

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

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.

Montalvo's 2020-2021 SPSA was implemented with fidelity and there were challenges given the pandemic-related school closures and pivots. We had some staff and students virtual and some on campus, which made it challenging to monitor. We sought to maintain levels of performance prior to the pandemic, and established steps to do so. However, with the scattered nature of our staff it was a challenge to do our typical action items. Campus was closed last year to all parents, so this made parent engagement a struggle.

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 implement some virtual means of engagement. We did a weekly parent meeting on Wednesday evenings that provided updates, opportunities to ask questions, and face time with school personnel.

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.

This year we would like to implement this more with a new volunteer system. We sent out a volunteer survey and would like to tap into community talent and availability. We are working with Multi-lingual Multicultural TOSAs to breathe life into our ELAC (English Learner Advisory Committee), as well as reinstating our PTA presence on campus.

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

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

Federal Programs	Allocation (\$)
Title I 2020-21 Carryover	\$0.00
Title I 2021-22 Allocation	\$38,560.00
Title I 2021-22 Parent Involvement	Inc.

Subtotal of additional federal funds included for this school: **\$38,560.00**

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	\$2,180.00
Site-Based Funds 2021-22 Allocation	\$11,580.00
Supplemental Funds 2020-21 Carryover	\$0.00
Supplemental Funds 2021-22 Allocation	\$54,948.00

Subtotal of state or local funds included for this school: **\$68,708.00**

Total of federal, state, and/or local funds for this school: **\$107,268.00**

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	59	50	49	14.29%	18.37%	28.57%	38.78%
Male	20	16	15	0.00%	20.00%	33.33%	46.67%
Female	39	34	34	20.59%	17.65%	26.47%	35.29%
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	45	37	36	11.11%	13.89%	33.33%	41.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	25.00%	25.00%	16.67%	33.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	36	35	34	5.88%	17.65%	26.47%	50.00%
English Learners	14	13	13	0.00%	15.38%	23.08%	61.54%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	59	51	50	16.00%	28.00%	24.00%	32.00%
Male	20	17	16	12.50%	25.00%	31.25%	31.25%
Female	39	34	34	17.65%	29.41%	20.59%	32.35%
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	45	38	37	8.11%	27.03%	27.03%	37.84%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	41.67%	25.00%	16.67%	16.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	36	36	35	11.43%	20.00%	28.57%	40.00%
English Learners	14	13	13	7.69%	15.38%	23.08%	53.85%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	64	60	60	20.00%	16.67%	23.33%	40.00%
Male	32	29	29	10.34%	17.24%	20.69%	51.72%
Female	32	31	31	29.03%	16.13%	25.81%	29.03%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	49	45	45	11.11%	17.78%	24.44%	46.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	11	11	11	45.45%	9.09%	27.27%	18.18%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	42	39	39	15.38%	15.38%	25.64%	43.59%
English Learners	9	8	8	*	*	*	*
Students with Disabilities	12	12	12	16.67%	8.33%	8.33%	66.67%
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	64	58	58	10.34%	10.34%	46.55%	32.76%
Male	32	27	27	11.11%	7.41%	40.74%	40.74%
Female	32	31	31	9.68%	12.90%	51.61%	25.81%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	49	43	43	6.98%	6.98%	46.51%	39.53%
Hawaiian or Pacific Islander							
White (not Hispanic)	11	11	11	18.18%	18.18%	45.45%	18.18%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	42	38	38	5.26%	10.53%	44.74%	39.47%
English Learners	9	8	8	*	*	*	*
Students with Disabilities	12	11	11	9.09%	0.00%	18.18%	72.73%
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	64	60	60	16.67%	25.00%	13.33%	45.00%
Male	37	34	34	8.82%	17.65%	14.71%	58.82%
Female	27	26	26	26.92%	34.62%	11.54%	26.92%
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	53	49	49	12.24%	22.45%	14.29%	51.02%
Hawaiian or Pacific Islander							
White (not Hispanic)	11	11	11	36.36%	36.36%	9.09%	18.18%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	41	40	40	2.50%	30.00%	10.00%	57.50%
English Learners	16	15	15	0.00%	13.33%	6.67%	80.00%
Students with Disabilities	10	9	9	*	*	*	*
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	64	60	60	15.00%	8.33%	26.67%	50.00%
Male	37	34	34	11.76%	5.88%	23.53%	58.82%
Female	27	26	26	19.23%	11.54%	30.77%	38.46%
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	53	49	49	6.12%	10.20%	26.53%	57.14%
Hawaiian or Pacific Islander							
White (not Hispanic)	11	11	11	54.55%	0.00%	27.27%	18.18%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	41	40	40	0.00%	7.50%	27.50%	65.00%
English Learners	16	15	15	0.00%	0.00%	20.00%	80.00%
Students with Disabilities	10	9	9	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

2021-22 Supplemental Funds Program Budget

VUSD BUDGET: 2021/2022		
PROGRAM: Supplemental		
Site: Montalvo	Carryover	0
	Allocation	54,948
		0
Resource = 0100	Total	54,948
Object #	Classification	
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts
Must reflect amounts on Staffing Charts		Current Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	0
1106	Teacher, Sub	
1107	Stipend, Certificated	
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	8,216
2103	Paraed, Hourly	
2201	Library Tech, Positional	11,200
2201	Comp Lab Para, Positional	
2203	Health Tech- PTL, Hourly	
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	
2403	Clerk, Hourly	
Complete Time Sheet Authorization Form		
2903	Other Classified, Hourly	
SUBTOTAL		19,416 0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	35,532
4300	Other Supplies	
4400	Equip Not Captizd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		35,532 0
Total:		54,948 0
Principals Signature for Adjustment: <i>[Signature]</i> Date: 11/16/21 School Site Council Approval: (Chairman) <i>[Signature]</i> Date: English Learner Advisory Committee Review: Date: Director, Special Projects Approval: <i>[Signature]</i> Date: 11/29/21		

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2021-22 Site Based Funds Program Budget

VUSD BUDGET: 2021/2022		
PROGRAM: Site Based		
Site: Montalvo	Carryover	2,180
	Allocation	11,580
		0
		0
Resource = 0000, Option = 0000		Total 13,760
Object #	Classification	
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts
Must reflect amounts on Staffing Charts		Current Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	2,845
1106	Teacher, Sub	825
1107	Stipend, Certificated	
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	
2103	Paraed, Hourly	
2201	Library Tech	
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	
2403	Clerk, Hourly	
Complete Time Sheet Authorization Form		
2903	Other Classified, Hourly	
SUBTOTAL		3,670 0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	8,547
4300	Other Supplies	
4400	Equip Not Capitalized (\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	1,543
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5806	Internet Publications	
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		10,090 0
Total:		13,760 0
Principals Signature for Adjustment: <i>[Signature]</i>		
Date: 11/16/21		
School Site Council Approval: (Chairman) <i>[Signature]</i>		
Date: <i>[Signature]</i>		
Director, Special Projects Approval: <i>[Signature]</i>		
Date: 11/30/21		

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2021-22 Title I Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Title I			
Site: Montalvo	Resource = 3010	Carryover	0
		Preliminary Allocation	38,560
		Parent Involvement	
		Total	38,560
Object #	Classification	Must reflect amounts on Staffing Charts	
Personnel Costs and Benefits		Current	Revised
Must reflect amounts on Staffing Charts			
1101	Teacher, Contractual		
1103	Teacher, Hourly	0	
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1203	Counselor, Hourly		
1301	Director		
2101	Paraed, Positional	38,062	
2103	Paraed, Hourly		
2106	Sub Paraed		
2201	Library Tech		
2201	Parent Teacher Liaison		
2203	Translating, Hourly		
2203	Child Care, Hourly Parent Invol		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		38,062	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	498	
4300	Other Supplies		
4300	Parent Involvement		
4400	Equip Not Capitalized (\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		498	0
Total:		38,560	0
Principals Signature for Adjustment: <i>[Signature]</i>			
Date: 11.16.21			
School Site Council Approval: (Chairman) <i>[Signature]</i>			
Date:			
Director, Special Projects Approval: <i>[Signature]</i>			
Date: 11/30/21			

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School-Parent/Home Compact

Montalvo Arts Academy
FAMILY-SCHOOL COMPACT 2021-2022**THE STUDENT PLEDGE**

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will have a positive attitude about my learning and the learning of others.
- I will use my self-control at all times in person and online.
- I will respect the diversity of all people.
- I will treat others the way I would like to be treated.
- I will be the best that I can be at school and at home.
- I will attend school regularly and be on time daily.

I pledge to uphold the above agreements.

Print name _____

Signature _____

THE TEACHER PLEDGE

I understand the importance of a good school experience to every student and my role as teacher and model. Therefore, I agree to carry out the following responsibilities:

- I will teach grade level skills and concepts following the district/state standards.
- I will instruct your child in the necessary concepts before regular homework is assigned.
- I will strive to be aware of the individual academic and social-emotional needs of your child.
- I will promote good citizenship and positive behavior.
- I will provide an enriched and supportive learning environment for all students.
- I will regularly communicate with you regarding your child's progress, and how you as a parent can support him/her.
- I will strive to continue to develop my pedagogy in technology, curriculum development, and collaboration.

I pledge to uphold the above agreements.

Print name _____

Signature _____

THE PARENT PLEDGE

I realize that my child's school years are very important, and I understand that my participation in my own child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my child to study and encourage completion of homework.
- I will make sure my child gets an adequate night's sleep and proper nutrition.
- I will make sure my child attends school regularly and on time, and will not make appointments during school time.
- I will encourage my child to pursue his/her interests, while balancing his/her responsibilities.
- I will stay involved and informed in my child's school activities and progress.
- I will communicate with the school staff to meet the academic and social-emotional needs of my child.
- I will respect my child and encourage him/her to respect others.
- I will encourage my child to engage in positive behavior and digital citizenship.

I pledge to uphold the above agreements.

Print name _____

Signature _____

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

Montalvo Elementary - Parent Involvement Policy

2021-2022 Title I School-Level Parental Involvement Policy

Montalvo

Montalvo Elementary has developed a written Title I parental involvement policy with input from Title I parents in School Site Council. It has distributed the policy to parents of Title I students in the Parent Handbook. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Montalvo, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
This meeting takes place in October.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.**
Aside from Title I meetings, we offer Title I parents the opportunity to participate in School Site Council, English Learner Advisory Committee and PTA.
- The school provides parents of Title I students with timely information about Title I programs.
School Annual Report Card, School Site Council and ELAC
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
At Back to School Night, at conference times, and during school tours.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
Parents are always invited to contact the school regarding concerns or suggestions for the education of their children.
- Montalvo shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

Professional Development Plan

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

During the 2021-22 school year, teachers at Montalvo Elementary School will focus on the following trainings:

- Social Emotional Learning (SEL)
- Technology Training
- Second Step Curriculum
- VUSD & VCOE Trainings (as offered)

2020-21 School Accountability Report Card

Published January 2022



MONTALVO ELEMENTARY SCHOOL
2050 GRAND AVENUE, VENTURA, CA 93003
(805) 289-1872

CLAUDIA CAUDILL, PRINCIPAL
GRADES PREK-5

PRINCIPAL'S MESSAGE

On behalf of myself and the Montalvo staff, welcome to the 2021-2022 school year. Our award-winning Dual Language Education (DLE) program and innovative arts magnet, paired with ongoing professional development, give us the tools we need to provide an enriched and affirming learning environment for all children. At Montalvo, we focus on academic rigor and high expectations, preparedness for the 21st century, as well as student safety.

We seek to partner with families and the community to strengthen our programs. Your awareness, understanding, and curiosity of what Montalvo offers helps us to continuously improve. Being directly involved in your children's education is supremely important to their success, and is a way for them to see our partnership. Together, we can provide an outstanding educational experience for all.

Now that we are back on campus, we look forward to reconnecting with our students and families in new ways. We are determined and committed to giving our students an outstanding learning environment as they are "returnin' to learnin'!"

We wish you and your family a successful school year, and we look forward to seeing you on campus.

District Vision Statement

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

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,800 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.

Montalvo Elementary School

Montalvo Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2020-21 school year, 386 students were enrolled, including 7.5% in special education, 19.4% qualifying for English Language Learner support, 4.1% homeless, 0.3% foster youth, 1.3% migrant, and 60.6% qualifying for free or reduced price lunch. Montalvo Elementary is a recognized School of Choice and

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



dedicated to maintaining high academic standards while providing an educational program designed to meet the needs of each student in a warm and nurturing environment.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	52.8%	Kindergarten	69
Male	47.2%	Grade 1	55
Non-Binary	0.0%	Grade 2	72
American Indian or Alaskan Native	0.0%	Grade 3	62
Asian	1.3%	Grade 4	64
Black or African American	0.3%	Grade 5	64
Filipino	0.3%		
Hispanic or Latino	78.4%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.1%		
White	18.7%		
English Learners	19.4%		
Foster Youth	0.3%		
Homeless	4.1%		
Migrant	1.3%		
Socioeconomically Disadvantaged	60.6%		
Students with Disabilities	7.5%		
Total Enrollment			386

Serving the community's educational needs for over 110 years as a small neighborhood school, Montalvo Elementary currently offers a traditional elementary program, a dual language program, and a preschool program. Montalvo Elementary is one of three dual language programs offered in the Ventura Unified School District. Montalvo Elementary offers a 90-10 Dual Language Education (DLE) program providing instruction to students in both English and Spanish.

The Jumpstart preschool program is open to income-qualifying families seeking creative playtime and educational activities for their children ages 3-5. After school day-care is provided on Montalvo Elementary's campus by Los Posas Children's Center; fee-based services are available for students in grades K-5; the center is open from 2:15 p.m. to 6:30 p.m. five days a week.

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 following components of this SARC address some of the priorities identified in the District's LCAP:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

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

- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- 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 alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

- 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 education sequences or programs of study.

- 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 education sequences or programs of study.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education

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, monthly school newsletters, flyers, the school marquee, the school website, mobile bulletin board, and a wall-mounted display case located outside the principal's office. Contact the school office or the PTA President at (805) 289-1872 for more information on how to become involved in your child's learning environment.

We know that you have had your students at your side for the past year and a half, and we want to partner with you to ease the transition back to school. There are multiple opportunities for parents to be engaged and we will share those opportunities as they arise, and as they are appropriate.

Opportunities to Volunteer

- Classroom Helper
- Library Helper
- Cafeteria Helper
- Playground Supervision
- Chaperone Field Trips
- Fundraisers
- Classroom Prep From Home

Committees

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

School Activities

- Back to School Night
- Title I Meeting
- Multicultural Celebrations
- Kindergarten Orientation
- Read Across America Day
- Family Art Nights
- Community Events
- PTA Dining Out
- Awards Assemblies
- Talent Show
- Dual Language Education (DLE) Parent Informational-Visitation Meetings
- Family Math Night
- Reading Night

STUDENT ACHIEVEMENT

Physical Fitness

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

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.

California Assessment of Student Performance and Progress (CAASPP)

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

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

California Assessment of Student Performance and Progress Test Results in Science All Students

Percentage of Students Meeting or Exceeding the State Standards

	Montalvo		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	21.67	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 test 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

	Montalvo		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	64	60	93.75	6.25	21.67
Female	27	26	96.3	3.7	30.77
Male	37	34	91.89	8.11	14.71
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	53	49	92.45	7.55	14.29
Native Hawaiian or Pacific Islander					
Two or More Races					
White	11	11	100	0	54.55
English Learners	16	15	93.75	6.25	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	28	27	96.43	3.57	3.7
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	187	170	90.91	9.09	37.28	187	169	90.37	9.63	28.57
Female	98	91	92.86	7.14	47.25	98	91	92.86	7.14	34.07
Male	89	79	88.76	11.24	25.64	89	78	87.64	12.36	22.08
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	147	131	89.12	10.88	30	147	130	88.44	11.56	20.93
Native Hawaiian or Pacific Islander										
Two or More Races										
White	34	34	100	0	58.82	34	34	100	0	52.94
English Learners	39	36	92.31	7.69	13.89	39	36	92.31	7.69	8.33
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	72	69	95.83	4.17	24.67	72	69	95.83	4.17	16.18
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	25	24	96	4	16.67	25	23	92	8	4.35

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.

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. Montalvo Elementary School's original facilities were built in 1937; 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. During the 2020-21 school year, the following campus improvements were completed:

- Repave asphalt
- New student desks and chairs for all classrooms

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

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

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

- Classrooms
- Restrooms
- Routine Maintenance

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

Campus Description	
Year Built	1937
Acreage	6.8
Bldg. Square Footage	34744
	Quantity
# of Permanent Classrooms	16
# of Portable Classrooms	3
# of Restrooms (student use)	3 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Montalvo Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated and reviewed with school staff in November 2021. A copy of the school safety plan is kept in the staff lounge for faculty members.

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, the principal, campus supervisors, and assigned teachers are strategically stationed at designated entrance areas, in the breakfast area, and on the playground. During recess, two teachers, and yard supervisors monitor playground activity. The principal (or teacher-in-charge) and campus supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and campus supervisors monitor student behavior to ensure a safe and orderly departure.

Montalvo Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Facilities Inspections

The district's maintenance department inspects Montalvo Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Montalvo Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 15, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: July 15, 2021	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		Classroom 4 - Door jamb needs painting; Library - Peeling paint at the window frames, unsecured bookshelf by the door; Classroom 2 - Exterior door on south side needs painting; Classroom 14 - Peeling paint (interior and exterior); Classroom 19 - Interior ceiling stains; Classroom 13 - Pencil sharpener cover missing; Classroom 11 - Cabinet doors need painting; Wing C Girls RR - Toilet paper on the ceiling, damaged floor tiles; Wing C Boys RR - Broken floor tiles
Cleanliness	✓			Classroom 3 - Rear exterior wall paint peeling; Classroom 14 - Peeling paint (interior and exterior); A Wing Girls RR - Door frame has dry rot, termites; Classroom 16 - Exterior posts need painting; Classroom 19 - Light fixture hanging down, old Williams posting, exterior of door and overhang need painting; Classroom 21 - Exterior needs painting; Wing C Boys RR - Ceiling needs to be painted, exterior wall needs painting
Electrical	✓			Classroom 5 - Electrical outlet is missing cover plate, outside north wall
Restrooms/Fountains	✓			Classroom 4 - Sink countertop is delaminating
Safety	✓			
Structural	✓			Classroom 16 - Corner post has dryrot
External		✓		Classroom 14 - Exterior area to the north of the room and on the slope need weeding; Classroom 17 - Garden and surrounding areas need weeding; Classroom 13 - Door frame and cabinets need painting; Playground - Paint peeling on playground structure
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

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	392	386	54	14
Female	205	203	24	11.8
Male	187	183	30	16.4
American Indian or Alaska Native	5	5	0	0
Asian				
Black or African American	1	1	1	100
Filipino	1	1	0	0
Hispanic or Latino	302	296	49	16.6
Native Hawaiian or Pacific Islander				
Two or More Races	12	12	0	0
White	71	71	4	5.6
English Learners	77	76	12	15.8
Foster Youth	2	1	0	0
Homeless	20	18	4	22.2
Socioeconomically Disadvantaged	244	238	42	17.6
Students Receiving Migrant Education Services	5	5	0	0
Students with Disabilities	44	40	9	22.5

Suspensions and Expulsions									
	Montalvo			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	0.70%	1.30%	0.00%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.10%	0.01%	0.09%	0.00%	0.00%

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

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

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%

CLASSROOM ENVIRONMENT

Climate for Learning

Montalvo Elementary School makes daily efforts to provide a safe, nurturing environment for students, staff, and families by offering all members of our school community opportunities to grow in the area of cultural proficiency. Our students are taught and inspired to achieve high levels of social emotional strength. We use our “Every Montalvo Lion ROARS” acronym (Responsibility, Optimism, Acceptance, Respect and Safety) to establish a common language and common expectations among staff and families. We start each week with a “ROAR-ing into the Week” school-wide Zoom and we acknowledge our “Exemplifyin’ Lions” and focus on our ROARS. We also reward students with ROAR bucks for exemplifying our ROARS, which they can spend in our ROAR store for prizes or privileges.

My Pledge for Achievement serves as a guide for behavioral expectations for both students and staff. Maintaining a positive attitude, demonstrating self-control, respecting diversity, treating others respectfully, and being the best that one can be, are behavioral goals for all.

Another school wide program, Bucket Fillers, recognizes students’ “random acts of kindness” observed throughout the campus. Teachers clearly identify and explain classroom behavioral expectations and they are often aligned with My Pledge for Achievement. Teachers also provide positive and negative consequences based on student behavior. Some teachers have begun implementing CHAMPS strategies from Dr. Randy Sprick. These include very explicit directions to the students regarding behavioral expectations for certain classroom activities such as independent time, instructional periods, or transitions from one activity to the other. When students struggle with behavior issues, teachers and support staff work together to provide additional strategies to support them. Every effort is made to assist our students in becoming responsible citizens and successful learners!

Chronic Absenteeism

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

Class Size

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

Average Class Size and Class Size Distribution				
Grade Level	Average Class Size	2018-19		
		1-20	21-32	33+
K	23.0		3	
1	21.0	1	2	
2	21.0		3	
3	25.0		3	
4	23.0	1	1	
5	25.0	1	3	
2019-20				
K	23.0		2	
1	22.0	1	2	
2	20.0	1	2	
3	23.0		3	
4	22.0		2	
5	25.0	1	1	
Other**	25.0	1	2	
2020-21				
K	25.0		2	
1	20.0	2		
2	24.0		3	
3	21.0	1	2	
4	21.0	1	2	
5	21.0	1	2	
Other**	32.0		1	

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

** "Other" category is for multi-grade level classes.
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 Montalvo 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 ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Sonday 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, Montalvo Elementary School's staff development activities concentrated on:

- Academic Language Development
- Dual Language Education (DLE) Strategies
- Professional Learning Communities (PLC's)
- Science Curriculum
- Social Emotional Learning (SEL)
- Universal Design for Learning (UDL)

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

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

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

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

Instructional Materials

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

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

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

In addition to core subject areas, districts are required to disclose in their 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

Montalvo 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 Montalvo Elementary School's students.

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

Teacher Preparation and Credentials

The charts below identify the number of teachers at Montalvo 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 Montalvo 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/pe/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 Montalvo 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.)

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:

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

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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
Dollars Spent Per Student					
Expenditures Per Pupil	Montalvo	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,346	N/A	N/A	N/A	N/A
Restricted (Supplemental)	770	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,576	6,041	108.9%	8,444	71.5%
Average Teacher Salary	64,234	78,453	N/A	86,376	N/A

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

- 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

**Montalvo School
School Site Council
Bylaws****Article I****Name of the Council**

The Ventura Unified School District has established the Montalvo School/Montalvo Arts Academy School Site Council, hereinafter referred to as the SSC.

Article II**Role of the Council**

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

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

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

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

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

The remaining half on the council shall be:

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

Section 2: Term of Office

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

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

Section 3: Selection/Election of Members

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

Annually, the School Site Council will establish an Election Committee composed of 3 people: a teacher, other school personnel, and parent to oversee the election of council members.

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

Section 4: Voting Rights

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

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

Section 5: Termination of Membership

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

Membership shall automatically terminate for any member who is absent from all regular meetings for a period of 3 consecutive meetings.

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

Section 6: Transfer of Membership

Membership on the Council may not be assigned or transferred.

Section 7: Resignation

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

Section 8: Vacancy

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

- An election of a new member by the appropriate representative group (either staff or parent).
- An appointment of a new member to fill the remainder of the term (selected by the remaining peer group members, not the Council as a whole)

- Seating of a previously elected alternative member to fill the remainder of the term of the vacant seat.

ARTICLE IV- OFFICERS**Section 1: Officers**

The officers of the Council shall include a chairperson (2nd term member), vice-chairperson (preferred 2nd term member), secretary, and any other officers the Council shall deem as desirable.

Section 2: Election of Officers and Terms of Office

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

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

Section 3: Removal of Officers

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

Section 4: Vacancy in an Officer Position

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

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

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

Section 5: Officer Duties

The chairperson shall:

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

The vice-chairperson shall:

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

The secretary shall:

- Keep minutes of all regular and special meetings of the Council
- Promptly transmit to each of the council members and district representative true and correct copies of the minutes of such meetings
- Serve as custodian of the School Site Council records
- Maintain a register of the SSC members' email addresses and phone numbers
- Perform all duties incident to the office of secretary
- Perform such duties that are assigned by the chairperson or the council

Article V- Meetings of the School Site Council**Section 1: Meetings**

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

Section 2: Place of Meetings

The Council shall hold its regular meetings at a facility provided by the school, unless the school principal determines that such a facility accessible to the public, including handicapped persons, is unavailable or does not meet health and/or safety codes. Alternative meeting sites shall be determined jointly by the school principal and Council chairperson.

Section 3: Notice of Meetings

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

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

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

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

- Inclusion in school communications (e.g., bulletins, newsletters, monthly school calendar)
- Posted (school Bulletin Board near office, cafeteria, and Kindergarten wing)

Section 4: Quorum

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

Section 5: Conduct of Meetings

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

Section 6: Meetings Open to the Public

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

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

Each meeting agenda will include a time for public comment and will include a 2 minute per topic time limit. The School Site Council will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the Council.

The minutes of the Council meeting are public records and are available on request.

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

Section 7: Communication with the Local Board Of Education

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

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

Section 8: Uniform Complaint Procedures

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

Article VI- Bylaw Amendments

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