

Ventura Unified School District School Plan for Student Achievement



Poinsettia Elementary School

56 72652 6056188

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

Fiscal Year 2021-2022

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The School Plan for Student Achievement

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

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

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

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

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

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

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Elisabeth Denger-Harris	X				
Priscilla England		X			
Marcia Moran		X			
Ellen Harrison		X			
Kathleen Garcia			X		
Christie Evans				X	
Dora Herrera				X	
Monica Early				X	
Jennifer Haddow				X	
Kelly Marshall				X	
Number of members in each category	1	3	1	5	

Recommendations and Assurances

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

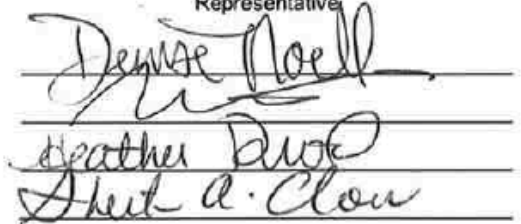
- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student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

Leadership Team

Parent Teacher Organization

School Staff

Intervention Team

Signature of Authorized
Representative

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

Attested:



Elisabeth Harris, Principal



SSC Chairperson

11/12/21

Date

11/12/2021

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, Poinsettia School served 377 students in grades TK-5. Student enrollment during the 2020-21 school year included 13.5% students with disabilities, 8.2% English learners, 30.5% socioeconomically disadvantaged, and 1.3% homeless youth. Poinsettia is located at the foothills of Ventura in a close-knit, family oriented, academically challenging environment.

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

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

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

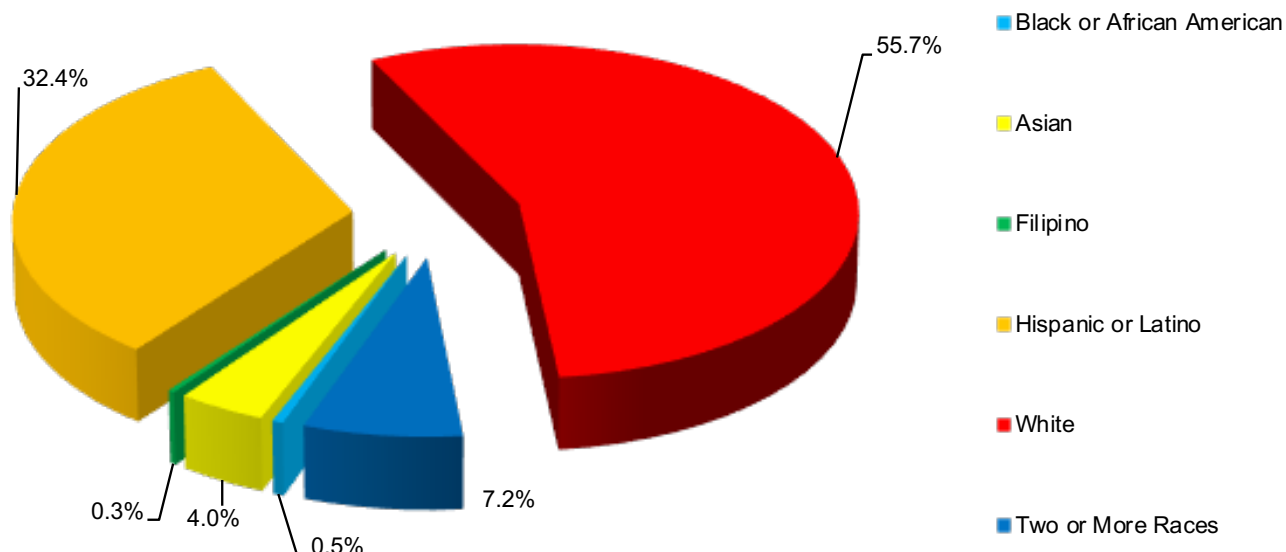
School Mission

The mission of Poinsettia Elementary is:

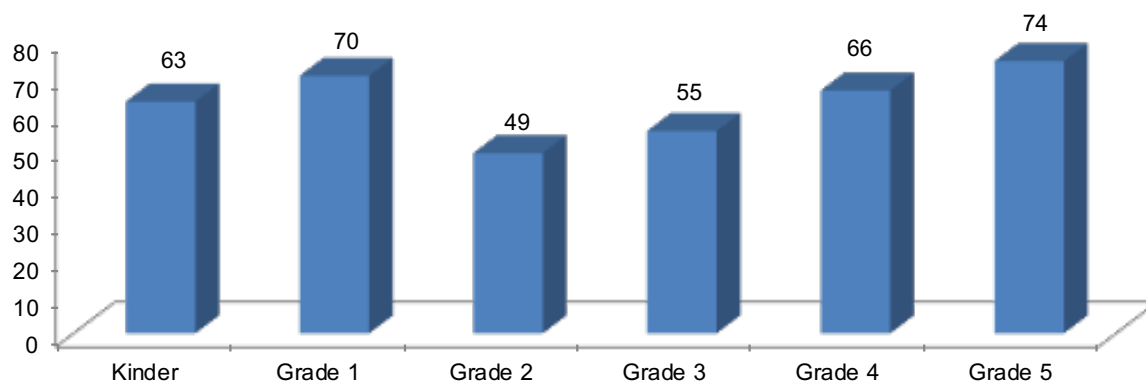
"At Poinsettia we ensure high levels of learning for all children through purposeful collaboration, creative problem solving, and collective responsibility.

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

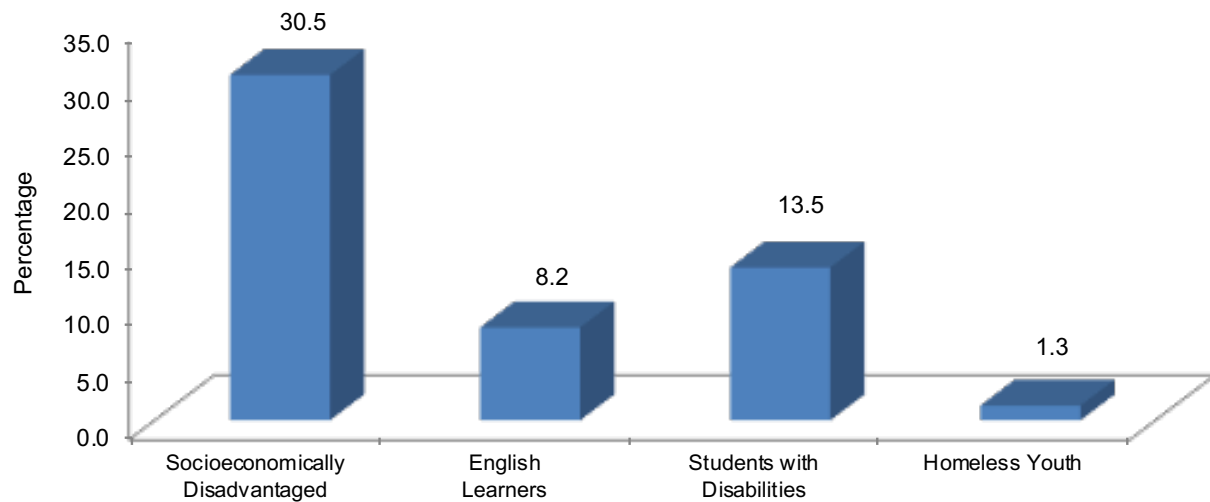
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

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

- ✓ Analysis of Student Performance Data:
 - CAASPP Reports
 - ELPAC Reports
 - District Adopted Embedded Assessments

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

Poinsettia Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Poinsettia Elementary School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students. School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Poinsettia Elementary School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. During advisory period, students are engaged in activities targeting bully prevention strategies through classroom discussions and special presentations.

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

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

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
Poinsettia Elementary School	56726526056188	11-9-2021	

Purpose and Description

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

Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School staff	October 20, 2021
School Site Council	October 12 and November 9, 2021
Parent Teacher Organization	Oct 19, 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 – Increase student achievement for all students while decreasing performance gaps.

Identified Need:

- In ELA needs exists to address the achievement gap for SPED and SED students. -2019 data suggests the gap for SED and SPED students narrowed for most grades. 2020 data shows increased performance in all areas, but that data is not reliable due to pandemic learning and high opt-outs
- Math need is pervasive with all groups falling below standard. A large achievement gap remains for Hispanic, SPED and SED students.
- Due to COVID pandemic, new data is unreliable
- Observational data indicates gap in ability in fine motor and executive function across grades

Annual Measurable Outcomes:

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Targeted underperforming groups: ELLs, SED students, SWD

Strategy/Activity

- Lengthen the school day for students at promise and showing signs of learning gaps by providing after school intervention for students behind in ELA and math and math club for those students who shows interest in math, but need a boost.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Teacher hourly after school intervention \$6,192	Supplemental funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Targeted underperforming groups: ELLs, SED students, Hispanic students and SWD

Strategy/Activity

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

- English Language Development grades K-5
- Reading grades K-5
- Math K-5
- Executive function skills K-5
- Fine motor skills K-1

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Reading/Math Intervention Teacher Teacher hourly during school intervention \$18,617	District LCAP funded FTE Supplemental funds
Photocopier \$1,431 Instructional supplies \$3,479	Site funds
Habits of Mind resources \$3,000	Supplemental funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, SED, homeless students and foster youth.

Strategy/Activity

Utilize Raz Kids for independent reading and at home extra practice in grades 1-2.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Raz Kids \$1,500	Supplemental funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Articulate and train on evidence-based best practices for students with Autism and implement those strategies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Hourly teacher pay for training \$250	Site funds
Sensory materials to support student needs \$500	Site funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, SED, SWD, homeless students and foster youth.

Strategy/Activity

Implement visual supports for math for students in the form of games and manipulatives

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Instructional supplies	Restricted Lottery funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to utilize and expand on outdoor learning space opportunities by creating grade-level aligned lesson bank and expanding spaces for increased learning usability.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Hourly pay for lesson development \$1,500	Site funds

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

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

ANALYSIS:

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

While our test scores showed improvement in all areas, our return to school formative data shows many students lacking learning to learn and executive function skills both in class and on the playground.

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 were able to implement the activities proposed aside from after school math club due to cohort restrictions. Some items we had expected to pay for out of site funds were paid from at the district level. This allowed our SSC to re-evaluate funds and create additional funding for our ongoing goals related to outdoor learning.

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.

Those changes were made late in the year via SSC but aligned to goals related to outdoor learning.

Goal 2:

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

Identified Need:

Survey data continues to indicate a need to improve traffic concerns with heightened concern around drop off/pick up and ingress/egress safety. It was additionally identified that a need exists for students to work on executive function related concerns such as self-regulation.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey	28% (our highest level of need) was assigned to drop off and pick up traffic	Fewer parent calls about the lower ramp and survey data indicating improving traffic patterns.
	10% indicate a need for community service opportunities	Student council will identify and create opportunities for community service.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Add a person to cover ramp duty after school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Ramp duty	District supervision funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Continue to run a thriving student council.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	Site funds

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

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

ANALYSIS:

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

Having the support of Mrs. Griffin to engage families during pandemic learning was key. This allowed teachers to focus on teaching and gave students who struggled to engage the needed support.

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

The activities were implemented as outlined.

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.

No longer needed with our focus on in-person learning.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

With so long at home and current COVID restrictions, many families feel disconnected from school, lack trust with the school and are themselves experiencing high amounts of trauma.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Anxiety Survey	60% parents report student worries about how things will work out	Students report agency over life and events, feeling of resilience and that parents articulate that via the survey question reporting fewer students worrying about this.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

Decrease barrier to attendance at school meetings by providing translation.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500 Translation	Supplemental Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Create opportunities for families to meaningfully engage on campus in ways that adhere to COVID safety protocols such as medium sized traditional events like dance performances, Art Night, outdoor volunteer opportunities, leading clubs and running fun recess activities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Event materials \$500	Site funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Engage the entire campus in reading together. We will implement the One school, one book program in March with family events and activities to go along with reading the book.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Book cost \$2500 (\$1,000 VEP grant), \$1500	Site funds
Activity costs \$1,000	Site funds
Incentives and recognition \$500	Site funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Working collaboratively with students, create a mural for the wall ball court that emphasizes positive play and cooperation

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,000 Contract to paint mural	\$1,000 Site Funds \$2000 PTO funds

Annual Review:

SPSA Year Reviewed: 2020-21

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

ANALYSIS:

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

With very few bilingual staff, this is an on-going need to serve our families who speak languages other than English

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 didn't use the entire amount budgeted, due to decreased family engagement

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

N/A

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

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

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

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

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

State or Local Programs	Allocation (\$)
Local Site Funds 2020-21 Carryover	\$100.00
Site-Based Funds 2021-22 Allocation	\$11,310.00
Supplemental Funds 2020-21 Carryover	\$877.00
Supplemental Funds 2021-22 Allocation	\$28,728.00

Subtotal of state or local funds included for this school: **\$41,015.00**

Total of federal, state, and/or local funds for this school: **\$41,015.00**

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	63	41	41	31.71%	41.46%	12.20%	14.63%
Male	40	25	25	32.00%	40.00%	16.00%	12.00%
Female	23	16	16	31.25%	43.75%	6.25%	18.75%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	12	7	7	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	39	26	26	34.62%	38.46%	15.38%	11.54%
Two or More Races	9	5	5	*	*	*	*
Socioeconomically Disadvantaged	11	4	4	*	*	*	*
English Learners	5	*	*	*	*	*	*
Students with Disabilities	10	*	*	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 3 Mathematics – 2020-21

	Mathematics						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	63	44	44	25.00%	38.64%	29.55%	6.82%
Male	40	26	26	23.08%	46.15%	23.08%	7.69%
Female	23	18	18	27.78%	27.78%	38.89%	5.56%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	12	7	7	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	39	29	29	27.59%	34.48%	27.59%	10.34%
Two or More Races	9	5	5	*	*	*	*
Socioeconomically Disadvantaged	11	4	4	*	*	*	*
English Learners	5	*	*	*	*	*	*
Students with Disabilities	10	*	*	*	*	*	*
Migrant Education							
Homeless							

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

	English Language Arts/Literacy						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students Tested	69	58	58	39.66%	25.86%	13.79%	20.69%
Male	42	37	37	40.54%	21.62%	16.22%	21.62%
Female	27	21	21	38.10%	33.33%	9.52%	19.05%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	4	4	4	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	25	20	20	45.00%	15.00%	15.00%	25.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	29	29	31.03%	37.93%	10.34%	20.69%
Two or More Races	7	5	5	*	*	*	*
Socioeconomically Disadvantaged	16	13	13	23.08%	7.69%	7.69%	61.54%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	10	7	7	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 4 Mathematics – 2020-21

	Mathematics						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	69	59	59	20.34%	33.90%	35.59%	10.17%
Male	42	37	37	21.62%	29.73%	32.43%	16.22%
Female	27	22	22	18.18%	40.91%	40.91%	0.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	4	4	4	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	25	21	21	14.29%	38.10%	33.33%	14.29%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	29	29	13.79%	37.93%	41.38%	6.90%
Two or More Races	7	5	5	*	*	*	*
Socioeconomically Disadvantaged	16	13	13	7.69%	23.08%	46.15%	23.08%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	10	7	7	*	*	*	*
Migrant Education							
Homeless							

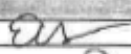

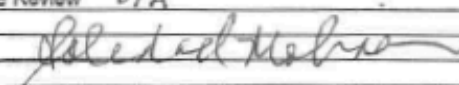
CAASPP – Grade 5 English Language Arts/Literacy – 2020-21

	English Language Arts/Literacy						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	73	53	53	30.19%	35.85%	16.98%	16.98%
Male	32	23	23	21.74%	34.78%	17.39%	26.09%
Female	41	30	30	36.67%	36.67%	16.67%	10.00%
African American	*	0	0	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	21	12	12	8.33%	33.33%	25.00%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	41	34	34	32.35%	41.18%	14.71%	11.76%
Two or More Races	8	6	6	*	*	*	*
Socioeconomically Disadvantaged	19	12	12	0.00%	16.67%	25.00%	58.33%
English Learners	6	5	5	*	*	*	*
Students with Disabilities	13	10	10	*	*	*	*
Migrant Education							
Homeless							

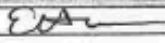


CAASPP – Grade 5 Mathematics – 2020-21

	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	73	55	55	29.09%	12.73%	34.55%	23.64%
Male	32	24	24	29.17%	12.50%	29.17%	29.17%
Female	41	31	31	29.03%	12.90%	38.71%	19.35%
African American	*	0	0	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	21	14	14	14.29%	0.00%	42.86%	42.86%
Hawaiian or Pacific Islander							
White (not Hispanic)	41	34	34	29.41%	20.59%	32.35%	17.65%
Two or More Races	8	6	6	*	*	*	*
Socioeconomically Disadvantaged	19	14	14	0.00%	0.00%	35.71%	64.29%
English Learners	6	5	5	*	*	*	*
Students with Disabilities	13	10	10	*	*	*	*
Migrant Education							
Homeless							

2021-22 Supplemental Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Supplemental Funds			
Site: Poinsettia	20/21 Carryover	877	
	21/22 Allocation	28,728	
Resource = 0100	Total	0	
		29,605	
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	24,769	
1106	Teacher, Sub	500	
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1203	Counselor, Hourly		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2203	Translations - Conferences	500	
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		25,769	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	3,836	
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		3,836	0
Total:		29,605	0
Principals Signature for Adjustment:  Date: 11/12/2021 School Site Council Approval: (Chairman)  Date: 11/12/2021 English Learner Advisory Committee Review V/A Date: Director, Special Projects Approval:  Date: 12/4/21			

2021-22 Local Site Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Local Site Funds			
Site:	Poinsettia	20/21 Carryover	100
		21/22 Allocation	11,310
			0
			0
Resource =	0000	Total	11,410
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	1,500	
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2203	Childcare for Parent Meetings		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		1,500	0
Discretionary Funds			
4200	Other Books	1,500	
4300	Instructional Supplies	3,479	
4300	Other Supplies	2,500	
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs	1,000	
5601	Contracts, annual	1,431	
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		9,910	0
Total:		11,410	0
Principals Signature for Adjustment: 			
Date: 11/12/2021			
School Site Council Approval: (Chairman) 			
Date: 11/12/2021			
Director, Special Projects Approval: 			
Date: 11/12/21			

VUSD – Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

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

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

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

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

Professional Development Plan

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

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

- Trauma Informed Practice
- Social Emotional Learning (SEL)
- MAP Assessments

School Accountability Report Card

2020-21 School Accountability Report Card

Published January 2022



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

ELISABETH HARRIS, PRINCIPAL
GRADES K-5

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

ELISABETH HARRIS, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

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

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

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

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

HONORS

A California Distinguished School



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

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District
Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional

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



**Ventura Unified
SCHOOL DISTRICT**

kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Poinsettia Elementary School

Poinsettia Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2020-21 school year, 377 students were enrolled, including 13.5% in special education, 8.2% qualifying for English Language Learner support, 1.3% homeless, and 30.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	44.0%	Kindergarten	63
Male	56.0%	Grade 1	70
Non-Binary	0.0%	Grade 2	49
American Indian or Alaskan Native	0.0%	Grade 3	55
Asian	4.0%	Grade 4	66
Black or African American	0.5%	Grade 5	74
Filipino	0.3%		
Hispanic or Latino	32.4%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	7.2%		
White	55.7%		
English Learners	8.2%		
Foster Youth	0.0%		
Homeless	1.3%		
Migrant	0.0%		
Socioeconomically Disadvantaged	30.5%	Total Enrollment	377
Students with Disabilities	13.5%		

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

- Degree to which teachers are appropriately assigned and fully credentialed in the

subject area and for the pupils they are teaching;

- School facilities are maintained in good repair

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, teacher newsletters, the school website, flyers, monthly PTO newsletters, and the PTO website. Contact the PTO President through the school office, your child's teacher, or the principal at (805) 289-7971 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Cafeteria Helper
- Field Trip Chaperone
- Fundraisers
- Garden Care
- Library Helper

- Playground Supervision
- PTO Committees

Committees

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

School Activities

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

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

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

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

Physical Fitness

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

California Physical Fitness Test Results			
2020-21			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	N/A	N/A	N/A

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

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Poinsettia Elementary School's original facilities were built in 1958; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Poinsettia Elementary School. The day custodian is responsible for:

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

California Assessment of Student Performance and Progress Test Results in Science					
All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Poinsettia		VUSD		CA
	19-20	20-21	19-20	20-21	19-20 20-21
Science (Grades 5, 8, & 10)	N/A	40.74	N/A	30.74	N/A 28.72

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

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

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven					
Percentage of Students Meeting or Exceeding the State Standards					
	Poinsettia		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	73	56	76.71	23.29	40.74
Female	41	31	75.61	24.39	45.16
Male	32	25	78.13	21.87	34.78
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	14	66.67	33.33	15.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	34	82.93	17.07	47.06
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	12	8	66.67	33.33	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	11	78.57	21.43	20

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	205	192	74.15	25.85	67.76	205	198	77.07	22.93	52.53
Female	91	87	73.63	26.37	73.13	91	71	78.02	21.98	50.7
Male	114	85	74.56	25.44	63.53	114	87	76.32	23.68	54.02
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	58	39	67.24	32.76	58.97	58	42	72.41	27.59	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	24	16	66.67	33.33	62.5	24	16	66.67	33.33	62.5
White	113	89	78.76	21.24	71.91	113	92	81.42	18.58	54.35
English Learners	14	10	71.43	28.57	--	14	10	71.43	28.57	--
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	29	16	55.17	44.83	31.25	29	17	58.62	41.38	23.53
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	34	21	61.76	38.24	28.57	34	21	61.76	38.24	19.05

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

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

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

- Classrooms
- Restrooms
- Routine Maintenance

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

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

Facilities Inspections

The district's maintenance department inspects Poinsettia Elementary School on an annual basis in accordance with Education Code §17592.72(c) (1). Poinsettia Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 14, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

Campus Supervision

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

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

School Site Safety Plan

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

It has been the intention of the School Site Council and Poinsettia staff to work to build a "see something, say something" culture. This phrase is sent out to the greater school community in messages and taught to students during emergency drills. Having this culture ensures that all member of the Poinsettia community including staff, students and families play an active part in maintaining school safety.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and

harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Poinsettia Elementary School's discipline policies are based upon a schoolwide positive behavior plan, Response to Intervention, and Expectations for School Success, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, teach the value of diversity, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. The principal leads positive activities to build school culture and as needed reinforces the importance of following school rules and making responsible, responsible choices in behavior. Poinsettia Elementary School has three universal agreements to show respect, make good decisions and solve problems. We pair this with in class "pride cards" to recognize these

	Suspensions and Expulsions								
	Poinsettia			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	1.30%	0.70%	0.00%	2.70%	2.54%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.10%	0.01%	0.08%	0.00%	0.00%

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

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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: October 14, 2021	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			Classroom 21 - Deficiency noted
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			Building F Girls RR - Light fixture lenses is missing and needs to be replaced
Restrooms/Fountains	✓			
Safety	✓			Multipurpose Room - Fire extinguisher is out of service date
Structural	✓			Classroom 21 - Plywood eaves are rotted and deteriorated at the north side of the building; Classroom 23 - Exterior siding showing signs of rot on room 23
External	✓			Classroom 23 - Rain gutter showing excessive rust at room 23 exterior, excessive rust at north eave
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

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

Chronic Absenteeism by Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	409	400	35	8.8
Female	179	174	15	8.6
Male	230	226	20	8.8
American Indian or Alaska Native	15	15	0	0
Asian				
Black or African American	2	2	0	0
Filipino	1	1	0	0
Hispanic or Latino	133	130	16	12.3
Native Hawaiian or Pacific Islander				
Two or More Races	34	34	4	11.8
White	224	218	15	6.9
English Learners	34	33	4	12.1
Foster Youth				
Homeless	7	5	3	60
Socioeconomically Disadvantaged	124	121	21	17.4
Students Receiving Migrant Education Services				
Students with Disabilities	65	65	11	16.9

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%

agreements as well as trimester awards. We have a robust intervention team which meets regularly to brainstorm solutions to challenging behavior issues and when needed create individual behavior plans. Our strong student council and active parent organization and volunteering support make the climate of Poinsettia one of active, positive and responsive community for all.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Poinsettia 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				
2018-19				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	19.0	1	2	
1	21.0		3	
2	22.0		3	
3	22.0	1	3	
4	34.0			2
5	27.0		3	
2019-20				
K	24.0		3	
1	27.0		2	
2	21.0		3	
3	22.0		3	
4	27.0		2	1
5	32.0		2	
2020-21				
K	26.0		2	
1	25.0		2	
2	22.0		2	
3	16.0	3		
4	31.0	1	1	1
5	25.0	1		2

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

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

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

CURRICULUM & INSTRUCTION

Staff Development

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

During the 2019-20, 2020-21, and 2021-22 school years, the teachers at Poinsettia 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, Poinsettia Elementary School's staff development activities concentrated on:

- Developing Social Skills on the Playground
- Lion Heart Campaign
- Mathematics
- Multi-Tiered System of Supports (MTSS)
- New Curriculum
- School Yard Habitat (NGSS -

Environmental Science)
• Universal Design for Learning (UDL)

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

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

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

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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>History Social Science for California</i>	0%

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

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

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

Academic Counselors and Other Support Staff 2020-21		
	No. of Staff	FTE*
Academic Counselor	1	0.2
Adaptive PE Specialist	1	0.1
Computer Teacher	1	0.5
Health Technician	1	0.5
Elementary Support Assistant	1	0.4
Psychologist	1	0.8
School Nurse	1	0.2
Speech Therapist	2	1.4
Intervention Teacher	1	0.75

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

Teacher Preparation and Credentials

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

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

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

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

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

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

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

SARC DATA**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Poinsettia Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

Internet

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

Disclosure

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

DISTRICT EXPENDITURES

Salary & Budget Comparison

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

Expenditures Per Student

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

Teacher and Administrative Salaries 2019-20

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,852
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	Poinsettia	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,687	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,940	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,847	6,041	96.8%	8,444	71.5%
Average Teacher Salary	61,247	78,453	N/A	86,376	N/A

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

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

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