

Ventura Unified School District

School Plan for

Student

Achievement



Portola Elementary School

56 72652 6097034

Contact Information:
Robert Ruiz, Principal
robert.ruiz@venturausd.org
6700 Eagle Street
Ventura, CA 93003
(805) 289-1734



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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robert.ruiz@venturausd.org

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

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Robert Ruiz	X				
Nicole Huynh		X			
Tawnya O'Neil		X			
Trisha Williamson		X			
Gloria Cervantez			X		
Roger Cattaneo				X	
Anthony Dominguez				X	
Pamela Martinez				X	
Michaela Saunders				X	
Maria San Esteban Schweizer				X	
Number of members in each category	1	3	1	5	

English Learner Advisory Committee Membership

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

Name of Members	Administrator	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Robert Ruiz	X				
Number of members in each category	1				

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

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

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

Recommendations and Assurances

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

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

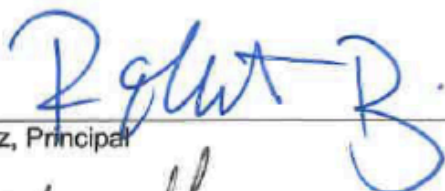
Signature of Authorized
Representative

English Learner Advisory Committee

N/A

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11/30/21.

Attested:


Robert Ruiz, Principal

11/30/21
Date


SSC Chairperson

11/30/21
Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, and 1 alternative high school.

During the 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

District Vision

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

District Mission

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

District Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

School Profile

During the 2020-21 school year, Portola School served 569 students in grades K-5. Student enrollment included 6.0% students with disabilities, 19.7% English learners, 63.8% socioeconomically disadvantaged, 3.3% homeless, and 0.4% foster youth. A comprehensive profile of Portola School can be found in the School Accountability Report Card located in the Resources section of this report.

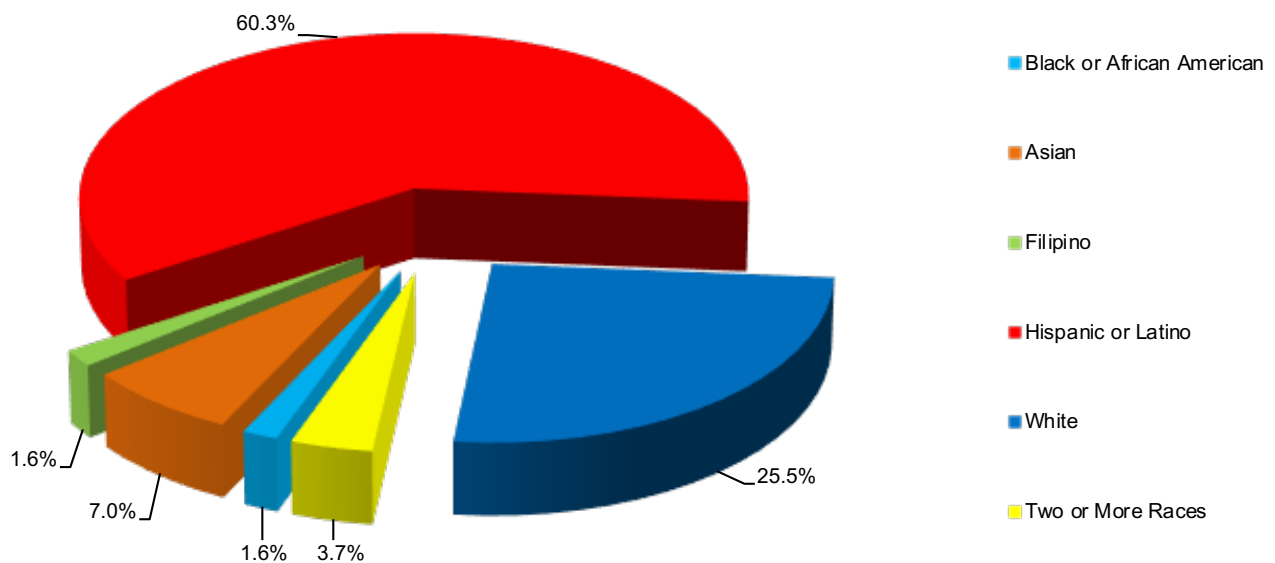
School Vision

"Portola Shines!" Each student will learn to access information, organize, analyze, and use that information to make decisions, and communicate explain and justify these decisions. We will consistently strive to create an environment that teaches students, through a daily curriculum, the skills necessary to resolve conflicts and maintain responsibility for their actions.

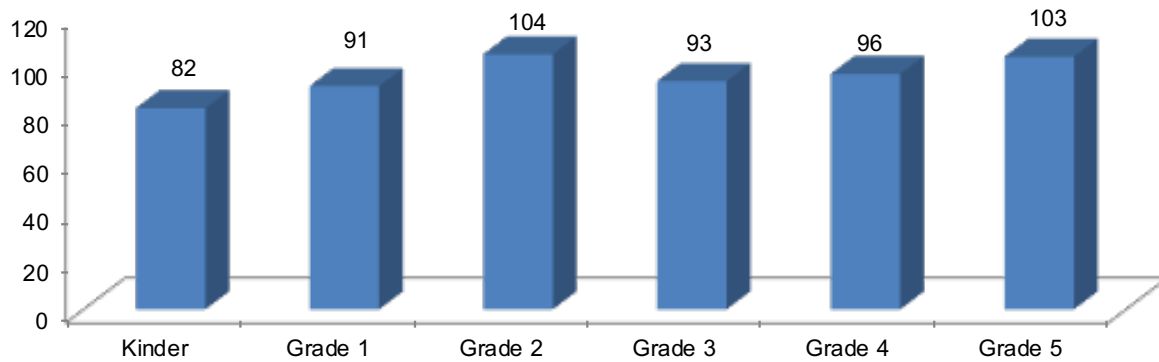
School Mission

The community of Portola Elementary School will not rest until all students are successful and reach their academic and social potential.

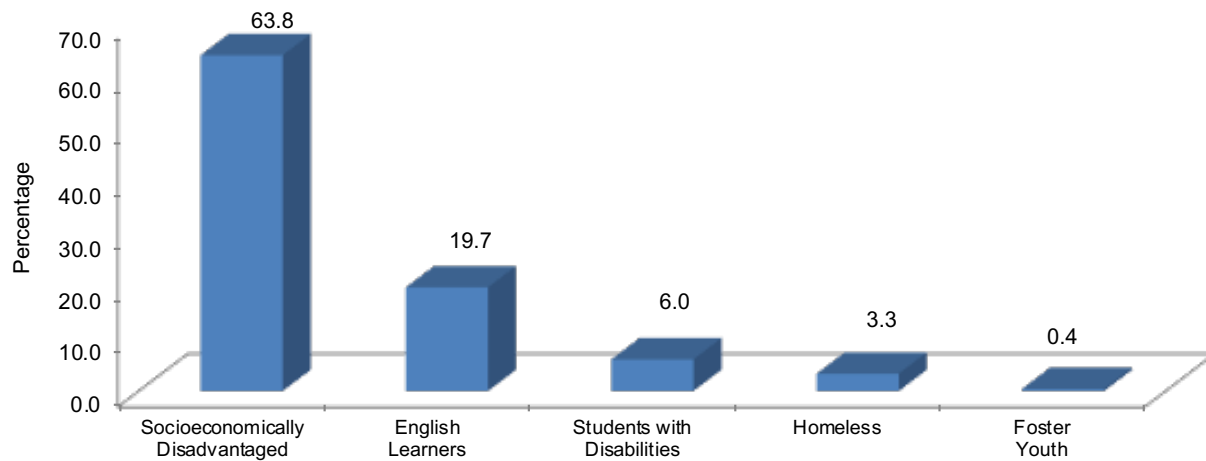
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Subgroup – 2020-21



Comprehensive Needs Assessment

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

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - CAASPP Reports
 - Diagnostic Testing
 - Foundational Skills Diagnostic Tests
 - District Assessments

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

Transition from Preschool to Kindergarten

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

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

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

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

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

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

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

- E.P. Foster Elementary
- Montalvo Elementary
- Portola Elementary
- Sheridan Way Elementary

- A.T.L.A.S.
- Will Rogers Elementary
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District's Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
 - Citrus Glen Elementary School
 - Elmhurst Elementary School
 - Junipero Serra Elementary School
 - Lemon Grove School
 - Lincoln Elementary School
 - Loma Vista Elementary School
 - Sheridan Way Elementary

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

Portola Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Portola 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. Portola Elementary School's staff support student instruction, professional development, and classroom management practices associated with bullying and harassment through the character traits program. Monthly character themes and student recognition of positive behavior and good citizen focus on building a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning.

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

- **The Great Body Shop**
- **CHAMPS**
- **Big Deals/Little Deals**
- **Digital Citizenship**
- **Mindfulness**
- **Character Traits** – monthly assemblies to recognize students
- **Perfect Attendance Awards** – monthly
- **Second Step Curriculum**

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
Portola Elementary School	56726526097034	11/30/21	

Purpose and Description

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

School Wide Title 1.

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.

At Portola, we offer a strong comprehensive educational experience for our students. The academic side of our program is focused on rigor, high standards for our teachers and students, strong collaboration amongst teachers, and common core instructional practices. In addition, we pride ourselves in offering an effective MTSS model. Students who are struggling to meet grade level standards are serviced by certificated intervention teachers, in small groups, in both: language arts and math. We complete the comprehensive education for our students with a school wide social emotional learning (SEL) program. Our SEL program is focused on teaching students the strategies to empower them to be self-aware, socially aware, responsible decision makers, self-managers and able to build healthy relationships.

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 Site Council	9/27/21, 10/12/21, 11/23/21, 11/30/21
Portola Staff	10/6/21, 11/3/21

Resource Inequities

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

Describe resource inequities here.

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

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

Identified Need:

We will continue to fund certificated intervention teachers to provide support for our struggling students during the day.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA & Math Grades 3 – 5	2021 ELA: 3 rd Gr. – 59% 4 th Gr. – 67% 5 th Gr. – 58% Math: 3 rd Gr. - 56% 4 th Gr. – 56% 5 th Gr. – 36%	Grades 3 and 5 to increase by 5% and 4th grade to be at least 70% All grades to increase by 5% in Math

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All 3rd – 5th grade students taking the CAASPP

Strategy/Activity

All student groups in grades 3rd and 5th in ELA increase by 5%, in 4th gr. all student group to achieve at least 70% proficiency. In Math, the all student groups in all grades to increase by 5%.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$30,316	Supplementary
\$30,316	Title 1
\$22,588	Supplementary Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged Students (SED)

Strategy/Activity

Decrease the gap between non-SED and SED students on CAASPP.

In ELA grades 3-5 15% or less. In Math 3rd and 4th grade 10% or less, 5th grade 15% or less

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$30,316	Supplementary
\$30,316	Title 1
\$22,588	Supplementary Intervention

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.

Due to COVID restrictions when we returned to a hybrid program, we were not able to implement our goal of hiring a PE teacher to improve playground culture and allow teachers to work extra with students who need support. Additionally, our CAASPP data was not typical due to not taking the exam in 2020 followed by the learning loss experienced during COVID. Our data from the 2021 CAASPP will provide a baseline for following years, but it was not reflective of true performance by our students under "normal circumstances. Our teachers were not able to offer after school intervention due to COVID restrictions.

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

There were not any differences in how funds were budgeted and the intentions to meet our goal. Our intervention teachers did a magnificent job servicing students during online learning and later when we transitioned into a hybrid model.

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.

None at this time. We look forward to the opportunity to fully implement our plans to meet this goal and not be disrupted by further COVID shutdowns or restrictions.

Goal 2:

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

Identified Need:

We normally like to focus on increased attendance and make a goal of 97% or above to optimize student connections to school. However, with COVID guidelines and protocols in place which mandate certain students to quarantine at times, it is impossible to create any attendance goals at this time. We will focus on creating and returning to as many in person activities/experiences as possible for students' emotional well being.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student and Staff Feedback		

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

Continue Big Buddies program, Big Deals/Little Deals presentations, Portola Ninja Warrior Event, Family Picnic Days, Mindfulness Lessons, Peer Mediation Program, Cross Country Team, Newspaper Club, Victory program, Monthly Family Dinner nights, GATE classes, Battle of the Books program and lunchtime Intramurals program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,500	Donations

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.

We were not able to rely on attendance data due to COVID shutdowns and restrictions. Suspension data was not valid due to the limited time students had on campus. Unfortunately, most student activities were restricted or not allowed at all.

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

There were not any differences in how funds were budgeted and the intentions to meet our goal. Due to COVID this goal could not be addressed.

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.

None at this time. We look forward to the opportunity to fully implement our plans to meet this goal and not be disrupted by further COVID shutdowns or restrictions.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Our focus will be to communicate more effectively to increase parent involvement in all areas.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance	TBD	N/A

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

Continue following programs: Adventure Portola, Family Picnic Days, Monthly Family Dinner Nights, Literacy Nights, Art/Science Night, Parent Mindfulness Nights, Volunteer Brunch, Fitness-A-Thon and PFFO Monthly Meetings. This year we will add a Family Game Night and "There is Always Something I can do" parent workshops.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	PFFO

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.

Last year we were only allowed to hold parent/community events via Zoom due to COVID restrictions. As a result, many events were not executed.

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

Our budget was directly aligned with our intentions for this goal.

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 changes expected for this year. Our hope is to execute as many in person activities as possible.

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

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

Federal Programs	Allocation (\$)
Title I 2020-21 Carryover	\$3,367.00
Title I 2021-22 Allocation	\$70,920.00
Title I 2021-22 Parent Involvement	Incl.

Subtotal of additional federal funds included for this school: **\$74,287.00**

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2020-21 Carryover	\$2,121.00
Site-Based Funds 2021-22 Allocation	\$17,070.00
Supplemental Funds 2020-21 Carryover	\$2,666.00
Supplemental Funds 2021-22 Allocation	\$89,832.00

Subtotal of state or local funds included for this school: **\$111,689.00**

Total of federal, state, and/or local funds for this school: **\$185,976.00**

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	89	78	78	30.77%	28.21%	17.95%	23.08%
Male	46	40	40	27.50%	32.50%	15.00%	25.00%
Female	43	38	38	34.21%	23.68%	21.05%	21.05%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	6	6	6	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	59	51	51	23.53%	27.45%	21.57%	27.45%
Hawaiian or Pacific Islander							
White (not Hispanic)	20	17	17	41.18%	29.41%	17.65%	11.76%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	57	52	52	23.08%	30.77%	19.23%	26.92%
English Learners	22	21	21	23.81%	19.05%	23.81%	33.33%
Students with Disabilities	4	*	*	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 3 Mathematics – 2020-21

	Mathematics						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	89	78	78	19.23%	37.18%	21.79%	21.79%
Male	46	40	40	20.00%	35.00%	17.50%	27.50%
Female	43	38	38	18.42%	39.47%	26.32%	15.79%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	6	6	6	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	59	51	51	11.76%	33.33%	23.53%	31.37%
Hawaiian or Pacific Islander							
White (not Hispanic)	20	17	17	29.41%	47.06%	23.53%	0.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	57	52	52	15.38%	38.46%	23.08%	23.08%
English Learners	22	21	21	14.29%	33.33%	19.05%	33.33%
Students with Disabilities	4	*	*	*	*	*	*
Migrant Education							
Homeless							

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

	English Language Arts/Literacy						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	91	69	66	33.33%	36.36%	19.70%	10.61%
Male	43	36	36	36.11%	36.11%	19.44%	8.33%
Female	48	33	30	30.00%	36.67%	20.00%	13.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	6	6	5	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	54	37	35	28.57%	37.14%	20.00%	14.29%
Hawaiian or Pacific Islander							
White (not Hispanic)	22	20	20	40.00%	35.00%	15.00%	10.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	51	38	36	30.56%	30.56%	25.00%	13.89%
English Learners	16	13	13	15.38%	30.77%	38.46%	15.38%
Students with Disabilities	8	*	*	*	*	*	*
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	91	69	68	23.53%	33.82%	30.88%	11.76%
Male	43	36	36	22.22%	44.44%	22.22%	11.11%
Female	48	33	32	25.00%	21.88%	40.63%	12.50%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	6	6	6	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	54	37	36	16.67%	36.11%	30.56%	16.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	22	20	20	20.00%	35.00%	35.00%	10.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	51	38	37	18.92%	32.43%	35.14%	13.51%
English Learners	16	13	13	7.69%	30.77%	46.15%	15.38%
Students with Disabilities	8	*	*	*	*	*	*
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	105	82	81	23.46%	35.80%	28.40%	12.35%
Male	43	37	36	16.67%	25.00%	33.33%	25.00%
Female	62	45	45	28.89%	44.44%	24.44%	2.22%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	9	6	6	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	61	47	46	19.57%	41.30%	21.74%	17.39%
Hawaiian or Pacific Islander							
White (not Hispanic)	24	19	19	31.58%	31.58%	36.84%	0.00%
Two or More Races	9	8	8	*	*	*	*
Socioeconomically Disadvantaged	71	56	55	12.73%	40.00%	34.55%	12.73%
English Learners	16	10	10	*	*	*	*
Students with Disabilities	5	*	*	*	*	*	*
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	105	82	81	20.99%	16.05%	35.80%	27.16%
Male	43	38	37	13.51%	21.62%	32.43%	32.43%
Female	62	44	44	27.27%	11.36%	38.64%	22.73%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	9	6	6	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	61	48	48	10.42%	16.67%	39.58%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	24	19	18	44.44%	16.67%	27.78%	11.11%
Two or More Races	9	7	7	*	*	*	*
Socioeconomically Disadvantaged	71	57	56	10.71%	17.86%	42.86%	28.57%
English Learners	16	10	10	*	*	*	*
Students with Disabilities	5	*	8	*	*	*	*
Migrant Education							
Homeless							

2021-22 Supplemental Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Supplemental Funds			
Site: Portola	Resource = 0100	Carryover	2,666
		Allocation	89,832
		Total	92,498
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revised
1101	Teacher, Contractual		
1103	Teacher, Hourly	29,953	
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	21,026	
2103	Paraed, Hourly		
2201	Parent Teacher Liaison		
2203	Health Tech- PTL, Hourly		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional	31,393	
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		82,372	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	10,126	
4300	Other Supplies		
4400	Equip Not Captizd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5806	Internet Publications/Software		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		10,126	0
Total:		92,498	0
Principals Signature for Adjustment: <i>Tom R.</i> Date: <i>9/29/21</i> School Site Council Approval: (Chairman) <i>A. M.</i> Date: <i>9/29/21</i> English Learner Advisory Committee Rep Date: Director, Special Projects Approval: Date:			

MK-12/1

2021-22 Site Based Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Site Based Funds			
Site: Portola		Carryover	2,121
		Allocation	17,070
			0
			0
Resource = 0000, Opt = 0000		Total	19,191
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		
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2203	Health Tech, Hourly		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional	15,333	
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2901	Other Classified		
2903	Other Classified, Hourly (Noon-Aides)		
SUBTOTAL		15,333	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	1,518	
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual	2,340	
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		3,658	0
Total:		19,191	0
Principals Signature for Adjustment: <i>[Signature]</i> Date: 9/28/21 School Site Council Approval: (Chairman) <i>[Signature]</i> Date: 9/28/21 Director, Special Projects Approval: <i>[Signature]</i> Date: 10/6/21			

mc 12/1

2021-22 Title I Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Title I			
Site:	Portola	Carryover	3,367
		Allocation	70,920
		Parent Involvement	
Resource = 3010		Total	74,287
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revised
1101	Teacher, Contractual		
1103	Teacher, Hourly	52,859	
1106	Teacher, Sub	1,000	
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	Health Tech		
2203	Translation Parent Involvement		
2203	Health Tech / Child Care		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
2404	Clerk, Overtime		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		53,859	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	20,158	
4300	Other Supplies		
4300	Parent Involvement		
4400	Equip Not Capitalized (\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5806	Internet Publications/Software	270	
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		20,428	0
Total:		74,287	0
Principal's Signature for Adjustment: <i>[Signature]</i>			
Date: 9/28/21			
School Site Council Approval: (Chairman) <i>[Signature]</i>			
Date: 9/28/21			
Director, Special Projects Approval: <i>[Signature]</i>			
Date: 12/6/21			

MK12/1

School-Parent/Home Compact

Portola Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. The following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, 4-5, or 20 minutes, K-3, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Dress appropriately for school.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff and family.

Student signature**As a parent/guardian or family member I will:**

- Talk to my child regularly about the value of education.
- Monitor TV viewing and make sure that my child reads every day.
- Provide a quiet place and time for my child to complete homework.
- Make sure that my child attends school every day, on time, and with homework completed.
- Make sure my child dresses appropriately for school.
- Monitor my child's progress in school.
- Make every effort to attend school events such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention and proper nutrition.
- Participate in school, home and community sponsored activities when possible.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students and families.

Family member signature**As a teacher I will:**

- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other school staff and families for the benefit of students.
- Respect the school, staff, students and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20__.

Approved by SSC on November 23, 2021

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

Parent Involvement Policy

Portola Elementary School Family and Community Involvement Policy 2021-2022

* * * * *

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

Policy Guidelines:

1. **Portola Elementary School** will involve parents, families, and the community in the joint development of its school family and community involvement plan.
 - ◆ Provide opportunity for input at Title I Information Meetings, held at various times and dates for the convenience of families.
 - ◆ Provide opportunity for input at PFFO meetings.
2. **Portola Elementary School** will involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - ◆ Same as above
 - ◆ Get the approval of the School site Council by the end of November 2020.
3. **Portola Elementary School** will inform parents of the school's participation in Title I, Part A programs, explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional family and community involvement meetings The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
 - ◆ Providing childcare and snacks at the meeting
 - ◆ Offer incentives to parents who attend
 - ◆ Asking teachers to offer an incentive for students getting their parents to attend
4. **Portola Elementary School** will provide parents of participating children information in a timely manner, describe and explain of the school's curriculum, academic assessment, and the proficiency levels students are expected to meet by:
 - ◆ Providing handouts on the above subjects at the Title I Information Meetings
5. **Portola Elementary School** will provide opportunities for regular meetings for parents to formulate suggestions and to participate in decisions about the education of their children. The school will respond to suggestions as soon as practicably possible by:
 - ◆ Holding an advertised, monthly "Coffee with the Principal".
 - ◆ Post agenda for SSC, PFFO and ELAC
6. **Portola Elementary School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
 - ◆ Relying on the VUSD Department of Student Performance and Program Evaluation to send the information provided by CAASP.
7. **Portola Elementary School** will provide each parent timely notice when their child has been assigned who is not highly qualified.
 - ◆ Relying on the VUSD Department of Human Resources to send the information.
8. **Portola Elementary School** will provide assistance to parents of children served by the school, in understanding topics:
 - ◆ the state's academic content standards,
 - ◆ the state's student academic achievement standards,
 - ◆ the state and local academic assessments including alternate assessments,

- ♦ the requirements of Part A,
 - ♦ how to monitor their child's progress, and
 - ♦ how to work with educators:
 - ♦ Provide handouts at the annual Title I Informational meeting on the above topics
9. **Portola Elementary School** will provide materials and training to help parents work with their children to improve their children's academic achievement, by:
- ♦ Provide classes for parents to:
 - Learn about reading at home with their children in the early grades
 - Develop positive relationships and high expectations toward their children's futures
 - Provide opportunities for parents to enjoy learning with their children at evening educational nights at school
 - Learn strategies to help their children with homework
10. **Portola Elementary School** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- ♦ Be present on the playground and in the halls at the start and end of school hours.
 - ♦ Providing Information to teachers at staff meetings.
11. **Portola Elementary School** will coordinate and integrate family and community involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs by:
- ♦ Provide classroom space for Jumpstart preschool program on our campus.
 - ♦ Integrate Jumpstart into the school community
 - ♦ Work with private preschools during transition to kindergarten
12. **Portola Elementary School** will ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format in a language the parents can understand:
- ♦ Hire translators to translate written and verbal communications
 - ♦ Send Edulink phone messages in multiple languages
 - ♦ Send home newsletter and event announcements

Portola elementary discretionary policy components:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family and community involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize family and community involvement and participation in their children's education;
- adopting and implementing model approaches to improving family and community involvement;
- establishing a school parent advisory council to provide advice on all matters related to family and community involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family and community involvement activities.

* * * * *

Adoption

This **Portola Elementary School** Family and Community Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the SSC agenda of November 23, 2021.

This policy was adopted by the **VUSD** on _____ and will be in effect for the period of 2021-2022 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **the First Trimester Parent/Teacher Conferences**, November 17-23, 2021.

(Signature of Authorized Official)

Professional Development Plan

Portola 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 Portola Elementary School will focus on the following trainings:

- Multi-Tiered System of Supports (MTSS)
- Social Emotional Learning (SEL)
- MAP Assessments
- Technology Training

School Accountability Report Card

2020-21 School Accountability Report Card

Published January 2022



PORTOLA ELEMENTARY SCHOOL
 6700 EAGLE STREET, VENTURA, CA 93003
 (805) 289-1734

 ROBERT RUIZ, PRINCIPAL
 GRADES K-5

PRINCIPAL'S MESSAGE

"There is Always something I Can do!" This is our philosophy and way of life at Portola Elementary. "There is Always something I Can do" applies to all three sectors of our students lives: 1) Academic 2) Social 3) Emotional. Our mission is to empower children to be: good decision makers, effective problem solvers, emotionally intelligent and in healthy relationships. Through the day to day practice of the strategies we teach, our students know they have options to choose from when confronted with any circumstance.

We shape our students to be prepared for the challenges of the 21st century by providing education through Common Core instruction, technology, strong intervention systems of support, social/emotional and collaborative learning. We are an ethnically diverse school with approximately 19% English Learners from 13 different nationalities. All of our students have equal access to our academic and social/emotional programs. Our dedicated teachers analyze state, local, and classroom assessments and work collaboratively to meet the varied needs of our students, implementing research-based programs to accelerate and enrich the curriculum.

In 2005, Portola Elementary was named a National Blue Ribbon School, the highest honor that can be earned in the USA K-12 educational system. For three years in a row, Portola Elementary School earned the Title I Academic Achievement Award (2007, 2008, 2009). This high level of success in meeting our annual goals is due to the high expectations held by our dynamic staff, hard-working students, supportive families, and community partners. Teamwork, high energy, and clear focus are the hallmarks of this safe and high achieving 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.

Portola Purpose Statement

Portola is a community committed to building supportive relationships, collaboration, and high academic standards to create life-long learners and responsible members of society. We will continuously evolve to meet the needs of our diverse learners to prepare them for success in the 21st century.

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and

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

highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Portola Elementary School

Portola Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2020-21 school year, 569 students were enrolled, including 6% in special education, 19.7% qualifying for English Language Learner support, 3.3% homeless, 0.4% foster youth, and 63.8% 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	52.0%	Kindergarten	82
Male	48.0%	Grade 1	91
Non-Binary	0.0%	Grade 2	104
American Indian or Alaskan Native	0.0%	Grade 3	93
Asian	7.0%	Grade 4	96
Black or African American	1.6%	Grade 5	103
Filipino	1.6%		
Hispanic or Latino	60.3%		
Native Hawaiian or Pacific Islander	0.4%		
Two or More Races	3.7%		
White	25.5%		
English Learners	19.7%		
Foster Youth	0.4%		
Homeless	3.3%		
Migrant	0.0%		
Socioeconomically Disadvantaged	63.8%		
Students with Disabilities	6.0%	Total Enrollment	569

Portola Elementary supports the Jumpstart preschool program on campus. Enrollment is open to income-qualifying families seeking creative play time and educational activities for their children ages 3-5.

Students may participate in PEAK (Program Enrichment for After-school Kids) afterschool from 2:25 p.m. to 5:30 p.m. In a safe and supervised environment, activities include education enrichment, homework help, sports, games, arts and crafts, computers, and enrichment programs. A healthy nutritional snack is served. Priority enrollment is given for families meeting specific income criteria.

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 becoming a volunteer 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, principal newsletters, weekly teacher newsletters, the school website, Remind Me App, the school marquee, and personal phone calls. Contact the principal or your child's teacher at (805) 289-1734 for more information on how to become involved in your child's learning environment.

- Opportunities to Volunteer
- Classroom Helper
 - Library Helper

Committees

- School Site Council
- English Learner Advisory Council
- GATE Advisory Council
- Portola's Faculty Family Organization (PFFO)
- Superintendent's Parent Advisory Council

School Activities

- Back to School Night
- Family Picnic Days
- Intramurals League
- Fitness-a-Thon
- Parent Information Night
- Literacy Nights
- Mindfulness Parent Nights
- Monthly Dinner Night
- Open House
- Parenting Classes
- English as a Second Language Classes
- Enrichment Classes
- Family Dances
- PFFO Carnival
- English Learner Reclassification Ceremony
- After School Art Classes
- Martial Arts Classes
- Cross Country Team
- GATE Enrichment Classes

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

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

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

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. Portola Elementary School's original facilities were built in 1978; 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 Portola Elementary School. The day custodian is responsible for:

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Portola		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	30.95	N/A	30.74	N/A	28.72

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

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

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

Percentage of Students Meeting or Exceeding the State Standards

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

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

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

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

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	105	84	80	20	30.95
Female	62	46	74.19	25.81	36.96
Male	43	38	88.37	11.63	23.68
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	49	80.33	19.67	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	19	79.17	20.83	36.94
English Learners	16	10	62.5	37.5	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	41	77.36	22.64	19.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

2020-21

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	285	229	80.35	19.65	62.22	285	229	80.35	19.65	49.78
Female	153	116	75.82	24.18	66.37	153	115	75.16	24.84	47.37
Male	132	113	85.61	14.39	58.04	132	114	86.36	13.64	52.21
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	21	18	85.71	14.29	82.35	21	18	85.71	14.29	77.78
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	174	135	77.59	22.41	58.33	174	136	78.16	21.84	40.74
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	53.85	14	12	85.71	14.29	58.33
White	66	56	84.85	15.15	69.64	66	56	84.85	15.15	63.64
English Learners	54	44	81.48	18.52	38.64	54	44	81.48	18.52	34.09
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	131	101	77.1	22.9	53	131	102	77.86	22.14	44.55
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	17	4	23.53	76.47	--	17	4	23.53	76.47	--

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

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

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

Restrooms are checked 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	1978
Acreage	8.9
Bldg. Square Footage	46079
	Quantity
# of Permanent Classrooms	21
# of Portable Classrooms	0
# of Restrooms (student use)	9 sets
Cafeteria/Multipurpose Room	1
Library/Media Center	1
Outside Meal Area	1
Staff Lounge	1
Teacher Work Room	1
Computer Labs	2

Facilities Inspections

The district's maintenance department inspects Portola Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Portola 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, teachers are strategically assigned to designated entrance areas, the breakfast area and playground; administration and teachers are located in the parking lot to supervise traffic flow. During recess, teachers supervise playground activity. Six noon aides and playground supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the teachers, principal, playground supervisors, and one supervisor in the parking lot monitor student behavior to ensure a safe and orderly departure. The principal makes student safety a high priority and therefore assists with supervision of students before school, during all recesses, and after school during dismissal.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Portola 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 in October 2021, and updated and shared with school staff during faculty meetings in November 2021.

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

parents receive information annually regarding district policies concerning anti-bullying and harassment.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Portola Elementary School's discipline policies are based upon a schoolwide discipline plan and the CHAMPS program, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, 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. Portola Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Students may earn

Suspensions and Expulsions									
	Portola			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	1.00%	0.71%	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%	0.09%	0.00%	0.00%

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

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

Item Inspected		School Facility Good Repair Status			
		Repair Status			
		Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: October 14, 2021					
Systems		✓			
Interior Surfaces			✓		Classroom 4, Classroom 5, Classroom 6, Classroom 7, Classroom 8, Classroom 10, Classroom 11, Classroom 12, Classroom 13, Classroom 19, Classroom 20, Classroom 22, Classroom 23, Classroom 24 - Laminate coming off or missing at countertop backsplash; Classroom 21 - Laminate coming off or missing at countertop backsplash and computer desk leg locations; Classroom 25 - Floor base is missing at computer counter legs; Classroom 27 - Laminate coming off or missing at computer desk leg
Cleanliness		✓			
Electrical		✓			
Restrooms/Fountains		✓			Building D Girls RR - The toilet in the ADA stall is loose and needs to be secured
Safety		✓			Health Office - Fire extinguisher is missing
Structural		✓			Building G Exterior - Excessive rust at the rain gutter on the east side of the building; Building C Exterior - Excessive rust at the rain gutter on the west side of the building, broken skylight at center of building
External		✓			Classroom 24 - Bottom of north door is showing excessive rust and rot; Front Yard / Parking Lot - Excessive rust at bottom rail of fencing in multiple locations
Overall Summary of School Facility Good Repair Status					
		Exemplary	Good	Fair	Poor
Overall Summary			✓		

Percentage Description Rating:

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

Chronic Absenteeism by Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	576	575	90	15.7
Female	303	303	47	15.5
Male	273	272	43	15.8
American Indian or Alaska Native	40	40	4	10
Asian				
Black or African American	9	9	1	11.1
Filipino	9	9	0	0
Hispanic or Latino	349	349	66	18.9
Native Hawaiian or Pacific Islander	2	2	0	0
Two or More Races	22	22	4	18.2
White	145	144	15	10.4
English Learners	119	119	22	18.5
Foster Youth	3	3	0	0
Homeless	22	21	6	28.6
Socioeconomically Disadvantaged	375	374	76	20.3
Students Receiving Migrant Education Services				
Students with Disabilities	38	38	7	18.4

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%

Average Class Size and Class Size Distribution			
2018-19			
Grade Level	Average Class Size	Number of Classes*	
		1-20	21-32 33+
K	23.0	4	
1	24.0	4	
2	22.0	4	
3	25.0	4	
4	32.0	2	1
5	27.0	3	
2019-20			
Grade Level	Average Class Size	Number of Classes*	
		1-20	21-32 33+
K	27.0	3	1
1	24.0	4	
2	24.0	4	
3	23.0	4	
4	24.0		
5	32.0	2	
2020-21			
Grade Level	Average Class Size	Number of Classes*	
		1-20	21-32 33+
K	27.0	3	
1	22.0	4	
2	26.0	4	
3	23.0	4	
4	31.0	3	
5	34.0		3

*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.

WOW tickets for demonstrating responsible and respectful behavior. At the end of each week, students deposit their WOW tickets into a drawing for special incentives; two tickets are drawn each week.

Portola Elementary partners with a local martial arts/taekwondo center to promote good citizenship, life skills, and leadership. Throughout the year, the martial arts center visits the campus to lead assemblies, distribute posters, and rewards to support positive behavior. A component of the martial arts lessons integrates and reinforces Portola Elementary's monthly character trait themes.

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.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Portola 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."

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 Portola 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
- Souday 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, Portola Elementary School's staff development activities concentrated on:

- Collaboration
- Continued Integration of Technology in Lesson Planning
- Daily Five
- Distance Learning / Hybrid Learning
- District Benchmarks
- Dynamic Mindfulness
- Mindfulness
- Performance Based Assessments
- Project Based Learning (PBL)
- Restorative Circles
- Social Emotional Learning (SEL)

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

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%

materials are being used to support the implementation of the new History-Social Science state framework.

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

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

PROFESSIONAL STAFF

Counseling & Support Staff

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

Academic Counselors and Other Support Staff 2020-21		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.7
Psychologist	1	0.4
School Nurse	1	0.2
Speech Therapist	1	0.4
School Counselor	1	0.5

*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 Portola 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 Portola 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 Portola 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**

Expenditures Per Pupil	Dollars Spent Per Student				
	Portola	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,806	N/A	N/A	N/A	N/A
Restricted (Supplemental)	706	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,100	6,041	101.0%	8,444	71.5%
Average Teacher Salary	70,512	78,453	N/A	86,376	N/A

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

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

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

School Site Council Bylaws

**VENTURA UNIFIED SCHOOL DISTRICT
PORTOLA ELEMENTARY SCHOOL
SCHOOL SITE COUNCIL
BY-LAWS**

ARTICLE I – Name of Council

The name of this council shall be the PORTOLA SCHOOL SITE COUNCIL.

ARTICLE II – Role of Council

The role of the Council is to plan, implement and evaluate the School Improvement Program as consistent with the State Education Code.

ARTICLE III – Membership

Section I – Members

1. SSC – Five (5) parents and/or community members which may include up to two (2) community representatives to be elected by parents and/or community members with an effort to balance representation according to ethnic, geographic, and other factors can be made.
2. SSC – Five (5) members from school personnel including: the Principal of Portola School, three (3) teachers, and one (1) other non-teaching staff member.
3. Of the total members of SSC, there will be a party between school staff (at least 5) and parents/community representatives (at least 5).
4. Each council member shall be elected by the group he/she represents with the exception of the Principal.
5. All members shall enjoy full rights and obligations of membership.
6. It shall be the general duty of all SSC members to attend all meetings or to provide an alternate when it is impossible to attend in person. Such alternates shall have full voting privileges.

Section II – Selection of Members

1. Parents and community representatives: At the beginning of each school year, all parents of K-5 students attending Portola School, shall be 1) notified of an opportunity to run for election and serve on the SSC; and 2) be notified of the date and time of the election.
2. School Personnel: All Portola faculty shall be 1) notified of an opportunity to run for election and serve on the SSC; and 2) notified of the date and time of the election.
3. All Portola non-teaching staff shall be 1) notified of the opportunity to run for election and serve on the SSC; 2) notified of the date and time of the election.

Section III – Alternates

Alternates for School Site Council members will be determined on a basis of next highest votes received in the same peer group as the departing member. If there is no runner-up, the Principal can fill the position and confirmed by a majority vote of the SSC. The role of alternates shall be: 1) to fill vacancies on the School Site Council should they occur during the year: 2) substitute for a peer member in the event of absence. Alternates are encouraged to attend.

Section IV – Term of Office

All representatives on the SSC, except the principal shall serve for two (2) years, however, during the first year of the council's existence, five (5) members will be selected for one (1) year terms and four (4) members will be selected for two (2) year terms. Terms shall commence and expire in November.

Section V – Voting Rights

Each representative is entitled to one (1) vote. Proxy voting and absentee ballots shall not be permitted.

Section VI – Termination of Membership

Members who miss two (2) consecutive meetings and do not provide an alternate, will be subject to being relieved of their membership. This member shall receive written notification of termination from the Chairperson.

Resignation: Any member may resign by filing a written resignation to the SSC stating his/her reason for resignation.

Section VII – Transfer of Membership
Membership in the SSC is not transferable or assignable.

ARTICLE IV – Officers

Section I – Officers

The SSC officers shall be a Chairperson, Vice Chairperson, Secretary and other such officers as the council may deem desirable.

Section II – Duties

1. Chairperson: Call to order and manage the progress through the agenda of all SSC meetings and serve ex-officio on all standing or special committees. In addition, he/she shall perform all duties incident to the office of Chairperson, such as preparing the agenda and writing notifications of termination of membership. Other duties may be prescribed by the council from time to time.
2. Vice-Chairperson: Notify members of the SSC meetings (through phone calls and/or written notification), compose the written notifications to be sent home so any interested persons may attend, and substitute for the Chairperson during his/her absence. Other duties may be prescribed by the council.
3. Secretary: Keep minutes of all meetings and keep all correspondence to and from the council read by the Chairperson. Keeps a notebook documenting all actions of the SSC.

Section III – Elections and Terms Office

The officers of the SSC shall be elected, by a simple majority, annually in November by the new committee members, and shall serve for one year commencing the first meeting in November of each year.

Section IV – Removal

Any Officer may be removed by a two-thirds vote of all members whenever, in the judgement of the council, the best interest of the council would be served. Said member would retain membership.

Section V – Vacancy

A vacancy in any office may be filled by a majority vote of the members for the unexpired portion of the term.

ARTICLE V - Committees

The SSC may establish and abolish committees by a majority vote of the council. No committee may exercise the authority of the Portola School Site Council.

ARTICLE VI – Meetings SSC

Section I – Quorum

A quorum shall consist of six (6) members or alternates. A quorum shall be present to conduct and any official business.

Section II – Conduct of Meetings

All regular and special meetings of SSC shall be conducted using Robert's Rules of Order.

Section III – Regular Meetings

The SSC shall meet at least 5 times each year. All meetings shall be open to the public.

Section IV – Special Meetings

Special meetings may be called by the chairperson or by a majority vote of the members by notifying all members. All members shall be notified.

Section V – Place of Meetings

SSC shall hold its regular meetings and its special meetings at Portola School or other designated location.

Section VI – Agenda Items

All meetings will be publicized by written notice to the Portola School Community at least 72 hours before the scheduled meetings.

Section VII – Decision of SSC

All decisions of SSC shall be made with an affirmative decision of a majority of the members in attendance, provided a quorum exists.

Section VIII – Agenda Items

The Chairperson shall be responsible for setting each agenda, based on items tabled or areas of concern or interest expressed at any previous meetings.

ARTICLE VIII – Amendments

These By-laws may be amended by the following procedure: two-thirds (2/3) affirmative decision of the members in attendance at the SSC meeting, providing a quorum is present.

(The foregoing By-Laws were adopted by the SSC on February 25, 1986 in Ventura, California.)