

# Ventura Unified School District School Plan for Student Achievement



## EP Foster Elementary School

56 72652 6056063

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## Fiscal Year 2022-2023

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## **The School Plan for Student Achievement**

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

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

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

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

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

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

**School Site Council Membership**

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2022-23 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Pavel Escobedo Garcia	X				
Adriana Guerra		X			
Chelsea Fahl		X			
Pamela Hunter		X			
Dora Herrera			X		
Cruz Guerra				X	
Klayton Kidd				X	
Monica Martinez				X	
Maria Lopez Hernandez				X	
Vacant				X	
Number of members in each category	1	3	1	5	

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

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Pavel Escobedo Garcia	X				
Tanya Arriaga		X			
Norma Maldonado			X		
Sandra Luque				X	
Roselia Simon				X	
Celena Aguilar				X	
Maria Ambriz				X	
Number of members in each category	1	1	1	4	

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

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

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

## Recommendations and Assurances

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

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

English Learner Advisory Committee

Parent Teacher Association

Signature of Authorized  
Representative

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

Attested:

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



## District information

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### District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just over 15,000 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, 1 alternative high school, and 1 independent study school.

During the 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% homeless, and almost 0.4% 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 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

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### School Profile

E. P. Foster School is the oldest elementary school in the Ventura Unified School District. It features a comprehensive academic program for its over 350 students in grades pre-K to five.

During the 2021-22 school year, E. P. Foster School served 352 students in grades preK-5. Student enrollment included 11.4% students with disabilities, 42.3% English learners, 88.9% socioeconomically disadvantaged, 0.9% migrant, 7.4% homeless, and 0.6% foster youth.

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

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

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

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

### School Vision

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

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

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

Communicate student progress regularly to parents.

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

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

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

**STUDENTS**

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

Receive recognition for their efforts and achievement in multiple venues.

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

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

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

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

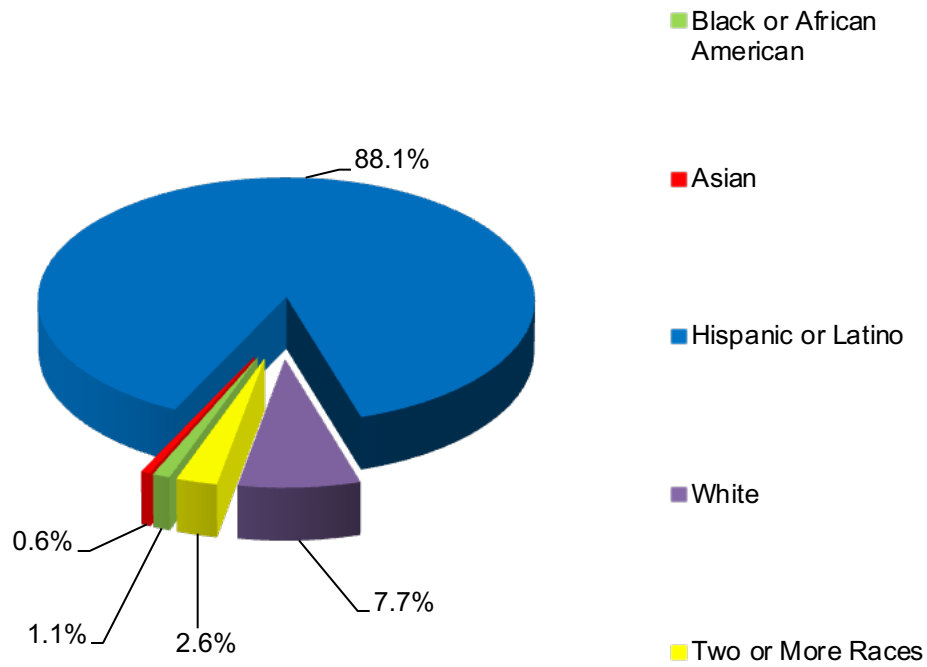
**PARENTS**

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

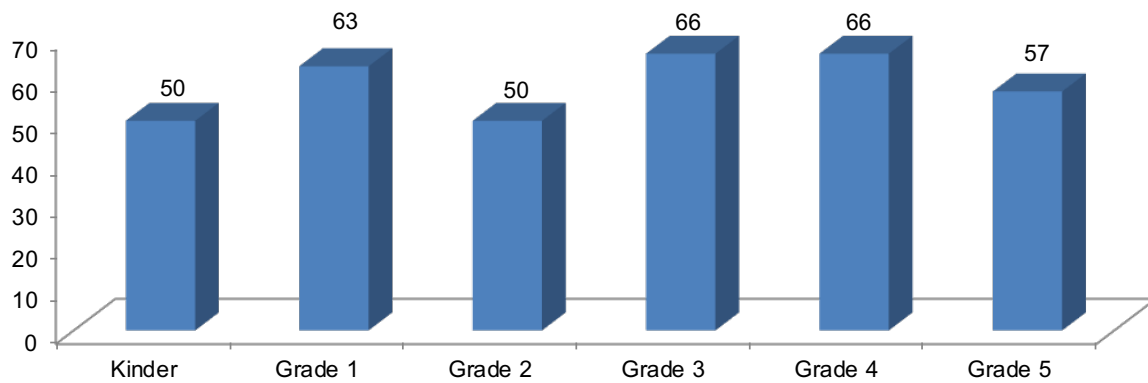
Participate in decision-making as members of parent-school organizations or committees and provide input/feedback in an on-going manner.

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

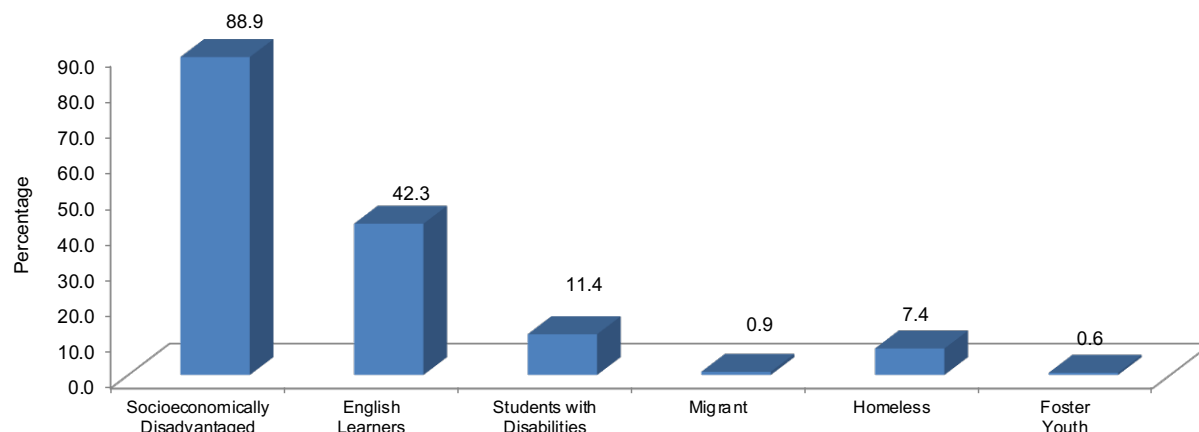
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



## Student Enrollment by Student Group – 2021-22



## Comprehensive Needs Assessment

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

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

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

## Transition from Preschool to Kindergarten

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

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

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

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

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

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

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

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

### Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Digital Citizenship** - An Internet safety program designed to provide teachers with lessons and resources that will comply with the Children's Internet Protection Act (CIPA). All schools are required to provide Internet Safety instruction for all grade levels each year.
- **Restorative Justice Practices**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children. The program will be implemented during the 2021-22 school year at EP Foster Elementary School.

### Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website [www.venturausd.org](http://www.venturausd.org). The guide provides local and community resource contact information for:

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



# School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
E.P. Foster Elementary School	56726526056063	11/15/22	

## Purpose and Description

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

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

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

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

## Stakeholder Involvement

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

- Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Certificated & Classified Staff Mtg.	8/19/22, 10/5/22, 11/2/22
PTA Mtg.	10/13/22
School Site Council Meeting	9/27/22, 10/18/22
ELAC Mtg.	10/11/22, 11/8/22

## Resource Inequities

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

N/A

## Goals, Strategies, Expenditures, and Annual Review

## Goal 1:

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

Identified Need:

Improve student reading levels and English Proficiency.

Annual Measurable Outcomes:

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

## Strategy/Activity 1

## Students to be Served by this Strategy/Activity

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

All Students, EL.

## Strategy/Activity

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

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

With respect to our EL goal, a bilingual paraeducator works with newcomer and emerging EL students, and designated ELD time is part of the schedule 4 days per week in most grades. Academic intervention small groups offered after-school. After-school program expanded to serve up to 160 students in grades 1st-5th grades.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,927 Teacher Hourly	Title I
\$79,944.46 Paraeducators	Title I
\$21,976.13 Library Tech	Site-Based (\$7,471.86) Supplemental (\$14,504.27)
\$5,000 Accelerated Reader	Title 1

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

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

**ANALYSIS:**

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

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

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

N/A

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

N/A

**Goal 2:**

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

## Identified Need:

Students and adults continue to adapt to the new normal and on-going impacts of the COVID-19 pandemic, there is an increased need to make our students feel safe and connected to the school environment.

## Annual Measurable Outcomes:

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

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

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

- Monitoring student's daily attendance. Students who are not attending will receive intervention from teacher, counselor, principal to remove barriers that might exist for school attendance.
- Home visits by principal, counselor, and family liaison to assist with student and family connections and to identify and remove potential barriers.
- Small group counseling with school counselor.
- Increase engagement by providing STEM activities and lessons throughout the year.
- Monitor attendance daily by calling home for students who have not reported their absence.
- Principal and or counselor parent conferences with at risk students and parents who are on attendance contracts to refer/ provide outside resources.
- Saturday School Academy make-up opportunities with engaging activities offered during the Saturday Academy to increase attendance at the event.
- Extra Clerical staff to make phone calls and mail home all Saturday School flyers and make follow up phone calls to boost attendance at Saturday School.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$36,932 Parent Teacher Liaison	Supplemental
\$131,847 Counselor / Counseling Behavior Support	Title I
\$4,612.78 Health Technician	Site-Based

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

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

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

**ANALYSIS:**

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

Attendance was difficult this year due to the COVID-19 pandemic, constant changes to the guidelines requiring students to remain home. Shortage of teachers for Saturday School also provided limitations.

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

N/A

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

N/A

**Goal 3:****Family Involvement** - Increase parent and community involvement.

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at School activities	To be determined in 2022-23	Family participation in school activities

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

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

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

**ANALYSIS:**

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

Families participated in some events and committees. Participation was higher when events were able to be held in person.

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

N/A

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

N/A

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

The School Site Council intends for E.P. Foster Elementary School to participate in the following programs:

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I 2022-23 Pre-Allocation	\$211,791.46
Title I 2022-23 Allocation	\$50,880.00

Subtotal of additional federal funds included for this school: **\$262,671.46**

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

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Site-Based Funds 2021-22 Carryover	\$430.00
Site-Based Funds 2022-23 Allocation	\$19,360.00
Supplemental Funds 2021-22 Carryover	\$11,696.00
Supplemental Funds 2022-23 Allocation	\$73,640.00

Subtotal of state or local funds included for this school: **\$105,126.00**

Total of federal, state, and/or local funds for this school: **\$367,797.46**

## 2022-23 Centralized Support for Planned Improvements in Student Performance

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### VUSD - Program Support Goals

The Educational Services 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.

#### Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare Multilingual Learners at all grade levels for college and career success. Department staff supports Multilingual Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for Multilingual 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.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

#### Curriculum & Instruction

The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, 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-5) 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 – 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students Tested	64	61	61	4.92%	22.95%	19.67%	52.46%
Male	40	40	40	5.00%	22.50%	20.00%	52.50%
Female	24	21	21	4.76%	23.81%	19.05%	52.38%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	56	53	53	3.77%	18.87%	22.64%	54.72%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	5	5	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	58	55	55	1.82%	21.82%	20.00%	56.36%
English Learners	24	21	21	4.76%	9.52%	9.52%	76.19%
Students with Disabilities	9	8	8	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	4	4	4	*	*	*	*

## CAASPP – Grade 3 Mathematics – 2021-22

	Mathematics						
	2021-22						
	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	64	60	60	8.33%	18.33%	28.33%	45.00%
Male	40	40	40	7.50%	17.50%	30.00%	45.00%
Female	24	20	20	10.00%	20.00%	25.00%	45.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	56	52	52	7.69%	17.31%	30.77%	44.23%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	5	5	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	58	54	54	7.41%	12.96%	31.48%	48.15%
English Learners	24	21	21	0.00%	4.76%	38.10%	57.14%
Students with Disabilities	9	8	8	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	4	4	4	*	*	*	*

## CAASPP – Grade 4 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	65	60	60	8.33%	16.67%	16.67%	58.33%
Male	33	31	31	6.45%	12.90%	16.13%	64.52%
Female	32	29	29	10.34%	20.69%	17.24%	51.72%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	56	53	53	9.43%	16.98%	13.21%	60.38%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	58	54	54	9.26%	16.67%	14.81%	59.26%
English Learners	29	28	28	3.57%	14.29%	14.29%	67.86%
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	7	6	6	*	*	*	*

## CAASPP – Grade 4 Mathematics – 2021-22

	Mathematics						
	2021-22						
	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	65	57	57	3.51%	14.04%	36.84%	45.61%
Male	33	30	30	3.33%	16.67%	23.33%	56.67%
Female	32	27	27	3.70%	11.11%	51.85%	33.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	56	50	50	2.00%	16.00%	38.00%	44.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	58	52	52	1.92%	13.46%	36.54%	48.08%
English Learners	29	27	27	0.00%	11.11%	33.33%	55.56%
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	7	5	5	*	*	*	*

## CAASPP – Grade 5 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	60	56	56	12.50%	21.43%	19.64%	46.43%
Male	37	34	34	11.76%	20.59%	11.76%	55.88%
Female	23	22	22	13.64%	22.73%	31.82%	31.82%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	53	50	50	8.00%	24.00%	20.00%	48.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	5	5	*	*	*	*
Two or More Races	*	0	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	55	52	52	11.54%	21.15%	19.23%	48.08%
English Learners	23	23	23	0.00%	17.39%	13.04%	69.57%
Students with Disabilities	10	9	9	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	9	8	8	*	*	*	*

## CAASPP – Grade 5 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	60	56	56	8.93%	12.50%	32.14%	46.43%
Male	37	34	34	8.82%	14.71%	29.41%	47.06%
Female	23	22	22	9.09%	9.09%	36.36%	45.45%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	53	50	50	6.00%	8.00%	34.00%	52.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	5	5	*	*	*	*
Two or More Races	*	0	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	55	52	52	62.00%	9.62%	30.77%	50.00%
English Learners	23	23	23	0.00%	0.00%	30.43%	69.57%
Students with Disabilities	10	9	9	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	9	8	8	*	*	*	*

## 2022-23 Supplemental Funds Program Budget

**2022-23 BUDGET**

School Site:

EP Foster

Program:

Supplemental

2021-22 Carryover	\$	11,696.00
2022-23 Allocation	\$	73,640.00
Total Available Funding:	\$	85,336.00

		Budget
<b>Expenditures:</b>		
1000s - Certificated Salaries		
Teachers, Extra hours	\$	5,000.00
Teachers, Sub	\$	5,000.00
Other	\$	-
2000s - Classified Salaries		
Library Tech - Cynthia Smith	\$	10,694.00
Paraed, Extra hours	\$	-
Clerical, Extra hours	\$	3,000.00
Other	\$	-
3000s - Employee Benefits		
23.16% for Certificated	\$	2,316.00
35.63% for Classified	\$	5,626.00
4000s - Books and Supplies		
Books Other Than Textbooks	\$	5,000.00
Materials and Supplies	\$	10,000.00
Equipment not Capitalized	\$	25,000.00
5000s - Services & Other Operating Expenses		
Conferences/Travel	\$	6,000.00
Rentals and Repairs	\$	-
Operating Lease	\$	-
Graphics	\$	-
Contracted Services	\$	7,700.00
Internet Publications/Software	\$	-
6000s - Capital Outlay		
Capital Equipment >\$5,000 ea.	\$	-
<b>Total</b>	<b>\$</b>	<b>85,336.00</b>

<b>Budget Balance</b>	<b>\$</b>	<b>-</b>
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MK 1/3/23

Principals Signature:	
Date:	11/15/22
School Site Council Approval: (Chair)	
Date:	11/15/22
English Learner Advisory Committee Review:	
Date:	
Director, Special Projects Approval:	
Date:	1/3/23



## 2022-23 Site-Based Funds Program Budget

**2022-23 BUDGET**

School Site:

**EP Foster**


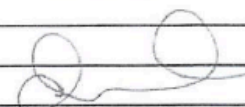

Program:

**Site Based Fund**

2021-22 Carryover	\$	430.00
2022-23 Allocation	\$	19,360.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>19,790.00</b>

		Budget
<b>Expenditures:</b>		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Health Tech - Natalia Campanella	\$ 3,401.00
	Library Tech - Cynthia Smith	\$ 5,509.00
	Paraed, Extra hours	\$ -
	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	35.63% for Classified	\$ 4,925.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 4,000.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 1,655.00
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ 300.00
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
	Communications	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 19,790.00</b>
<b>Budget Balance</b>		<b>\$ -</b>

mk 1/11/23

Principals Signature:	
Date:	11/15/22
School Site Council Approval: (Chair)	
Date:	11/15/22
Director, Special Projects Approval:	
Date:	1/11/23



## School-Parent/Home Compact

2022/2023

**VISION**

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

**MISSION/ COLLECTIVE COMMITMENTS****STAFF**

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

Communicate progress regularly with students and parents.

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

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

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

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

**STUDENTS**

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

Receive recognition for their efforts and achievement in multiple venues.

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

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

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

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

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

**PARENTS**

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

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

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

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



### VUSD - Parent Involvement Policy

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

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

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

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

#### Title I Schools

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

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

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

1. 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
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. 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
4. 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
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

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

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

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

#### Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

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

**E.P. Foster STEM Academy  
Parent Involvement Policy and Opportunities**

E.P. Foster STEM Academy recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. At E.P. Foster STEM Academy the staff and parents/guardians work together to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Below is a list of opportunities for the 2022-23 school year, but not limited to:

**PTA (Parent Teacher Association)**

All teachers are encouraged to join the E.P. Foster STEM Academy PTA. They usually have fundraisers throughout the year. They have monthly meetings where teachers are encouraged to participate and/or attend.

**SSC (School Site Council)**

This group is made up of elected members of the school community, including parents, teachers, and classified employees. Members usually serve a two year term. This is a decision-making group, approving budgets attached to the Single School Plan for Student Achievement.

**ELAC - English Learner Advisory Committee**

ELAC meets 6 times a year to learn about programs their children participate in and to give advice to the School Site Council on how to improve achievement in ELLs. Anyone is welcome to attend meetings. We provide childcare to families that attend.

**PIQE (Parent Institute for Quality Education)**

9-week program offered at no cost to parents to help them support their students. Classes are offered in English and in Spanish. Childcare provided.

**PAC (Parent Advisory Council)**

A parent represents our school on the council that advises the Superintendent and meets monthly.

**LCAP Rep (Local Control and Accountability Plan)**

A parent representative from each school shares input regarding spending plans for our LEA's LCAP.

**Special Education District Advisory Committee (SEDAC)**

SEDAC is a committee of parents representing each school in the district. Parents connect with other parents through the site administrator to help bring parent and student voices to the table as we work together for our students with Individualized Education Plans (IEPs).

### Professional Development Plan

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

During the 2022-23 school year, teachers at E.P. Foster Elementary School will participate in the following trainings:

- Educational Technology – Varied Topics, available throughout the year
  - Google Classroom
  - Canvas
  - SeeSaw
  - Mystery Science
  - Various
- Second Step Curriculum Training
- Data Analysis
- MAP Assessment Training



## School Accountability Report Card

<h1 style="text-align: center;">2021-22 School Accountability Report Card</h1> <p style="text-align: center;">Published January 2023</p>		
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p><b>E.P. FOSTER</b> SCIENCE, TECHNOLOGY, ENGINEERING &amp; MATH ACADEMY</p> </div> <div style="text-align: center;"> <p><b>E.P. FOSTER ELEMENTARY SCHOOL</b> 20 PLEASANT PLACE, VENTURA, CA 93001 (805) 641-5420</p> <p>PAVEL ESCOBEDO-GARCIA, PRINCIPAL GRADES K-5</p> </div> </div>		
<h2>PRINCIPAL'S MESSAGE</h2> <p>Welcome to the 2020-2021 school year. The purpose of this School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials, resources, facilities, and the staff of E.P. Foster Elementary School. Information about Ventura Unified School District is also provided.</p> <p>Parents and community play a very important role in our school. Understanding our school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.</p> <p>At E.P. Foster we have made a commitment to provide all students with the highest quality instruction possible. We are dedicated to educating students in a safe, nurturing, and stimulating learning environment, where students have the opportunity to pursue their interests in STEM as a pathway to current and future success in school and in the real world. Through the collaborative efforts of the entire school community--E.P. Foster staff, students, parents, and our community partners--student achievement is maximized. We are recognized as a CA Gold Ribbon School, Title I Academic Achievement Award School, VC STEM Golden Gear School, and have begun the journey towards a Lighthouse Certification as a Leader in Me school!</p> <h3>District Vision Statement</h3> <p>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.</p>	<h2>DISTRICT &amp; SCHOOL DESCRIPTION</h2> <h3>District Mission Statement</h3> <p>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.</p> <h3>Ventura Unified School District</h3> <p>Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.</p> <h3>E.P. Foster Elementary School</h3> <p>At the beginning of the 2021-22 school year, E.P. Foster Elementary School enrolled 352 students, including 11.4% in special education, 42.3% qualifying for English Language Learner support, 7.4% homeless, 0.6% foster youth, 0.9% migrant, and 88.9% qualifying for free or reduced price lunch.</p> <p>The principal and teaching staff work together to meet the needs of every student and to provide a safe and supportive learning environment.</p>	<h2>Board of Education</h2> <p>SABRENA RODRIGUEZ DR. JERRY DANNENBERG AMY (YAMAMOTO) CALLAHAN JAMES FORSYTHE CALVIN PETERSON</p> <h2>District Administration</h2> <p>DR. ANTONIO CASTRO SUPERINTENDENT</p> <p>DR. GREG BAYLESS ASSISTANT SUPERINTENDENT EDUCATIONAL SERVICES</p> <p>MS. GINA WOLOWICZ ASSISTANT SUPERINTENDENT HUMAN RESOURCES</p> <p>AHSAN MIRZA ASSISTANT SUPERINTENDENT BUSINESS SERVICES</p>
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p><b>VENTURA UNIFIED SCHOOL DISTRICT</b> 255 WEST STANLEY AVENUE, SUITE 100 VENTURA, CALIFORNIA 93001 (805) 641-5000 <a href="http://www.venturausd.org">www.venturausd.org</a></p> </div> <div style="text-align: center;">  <p><b>VenturaUnified</b> SCHOOL DISTRICT</p> </div> </div>		



Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	45.2%	Kindergarten	50
Male	54.8%	Grade 1	63
Non-Binary	0.0%	Grade 2	50
American Indian or Alaskan Native	0.0%	Grade 3	66
Asian	0.6%	Grade 4	66
Black or African American	1.1%	Grade 5	57
Filipino	0.0%		
Hispanic or Latino	88.1%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	2.6%		
White	7.7%		
English Learners	42.3%		
Foster Youth	0.6%		
Homeless	7.4%		
Migrant	0.9%		
Socioeconomically Disadvantaged	88.9%		
Students with Disabilities	11.4%	Total Enrollment	352

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

### School Vision Statement

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

### School Mission Statement

#### STAFF

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

Communicate progress regularly with students and parents.

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

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

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

#### STUDENTS

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

Receive recognition for their efforts and achievement in multiple venues.

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

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

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

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

#### PARENTS

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

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

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

- 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

## 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

## PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, the school website, flyers, monthly newsletters (Bear Essentials), personal notes, classroom letters, phone calls, and emails. Contact the principal, classroom teacher, or office staff at (805) 641-5420 for more information on how to become involved in your child's learning environment.

#### Opportunities to Volunteer

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

#### Committees

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

#### School Activities/Events

- Authors and Art Faire
- Back to School Night
- Family Picnics
- Family Reading Night
- Family STEM Night
- Field Trips

California Assessment of Student Performance and Progress Test Results in Science					
All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	E. P. Foster		VUSD		CA
	20-21	21-22	20-21	21-22	20-21 21-22
Science (Grades 5, 8, & 10)	22.22	17.24	30.74	32.31	28.72 29.47

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

- Family School Events
- Parent Conferences
- Title I Parent Meeting
- Trimester Award Assemblies
- Student Success Team Meetings
- Science Expo/Fair

## STUDENT ACHIEVEMENT

### California Assessment of Student Performance and Progress (CAASPP)

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

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

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

	2021-22				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	80	58	96.67	3.33	17.24
Female	23	22	95.65	4.35	13.64
Male	37	36	97.3	2.7	19.44
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American					
Filipino					
Hispanic or Latino	53	52	98.11	1.89	11.54
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100	0	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	55	53	96.36	3.64	13.21
Students Receiving Migrant Education Services					
Students with Disabilities	11	10	90.91	9.09	--

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

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

#### Percentage of Students Meeting or Exceeding the State Standards

	E. P. Foster		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	29	N/A	47	N/A	47
Mathematics	N/A	22	N/A	35	N/A	33

Note: 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 assessment. 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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA.

The "Percent Met and Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3 - Alternate) on the CAA's divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) 2021-22

	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	190	177	93.16	6.84	28.81	190	173	91.05	8.95	21.97
Female	79	72	91.14	8.86	31.94	79	69	87.34	12.66	20.29
Male	111	105	94.59	5.41	26.67	111	104	93.69	6.31	23.08
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	166	156	93.98	6.02	26.92	166	152	91.57	8.43	19.08
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	15	14	93.33	6.67	57.14	15	14	93.33	6.67	64.29
English Learners	76	72	94.74	5.26	16.67	76	71	93.42	6.58	5.63
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	173	162	93.64	6.36	27.16	173	158	91.33	8.67	18.35
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	25	22	88	12	13.64	25	22	88	12	4.55

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



California Physical Fitness Test Results				
2021-22				
% of Students Tested				
Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level				
Fifth				
<p><i>Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.</i></p> <p><i>Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.</i></p>				
<p><b>Physical Fitness</b></p> <p>In the spring of each year, EP Foster Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.</p> <p>The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website <a href="http://www.cde.ca.gov/ta/tg/pf/">www.cde.ca.gov/ta/tg/pf/</a>.</p>				
<ul style="list-style-type: none"> <li>• Redo ramps</li> <li>• Repaint front of campus</li> <li>• Asphalt repairs</li> </ul> <p>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.</p> <p>Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to E.P.</p>				
<p>Foster Elementary School. The day custodian is responsible for:</p> <ul style="list-style-type: none"> <li>• General Cleaning</li> <li>• Cafeteria Setup/Cleanup</li> <li>• Restrooms</li> </ul> <p>Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:</p> <ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Office Areas</li> <li>• Restrooms</li> <li>• Routine Maintenance</li> </ul> <p>The principal communicates with custodial staff daily concerning maintenance and school safety issues.</p>				
<p><b>Campus Supervision</b></p> <p>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, campus support assistants, teachers, and the principal are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, campus support assistants, the principal and the counselor supervise playground activity. The principal, counselor, and campus support assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, a teacher, and campus support assistants monitor student behavior to ensure a safe and orderly departure.</p>				
School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:				
September 20, 2022	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			Boy's RR - Floor drain by the sinks is missing its grate
Interior Surfaces		✓		Boy's Primary Grade RR, Building A Exterior - Excessive peeling paint on the south wall; Classroom 4 - Excessive peeling paint on the west wall by the door; Classroom 6 - Ceiling tile falling by the door; Classroom 9 - Water damaged ceiling tiles; Classroom 9 - Excessive peeling paint by the door; Classroom 15 - Broken/damaged ceiling tile by the east wall; Classroom 16 - Carpet seam damaged; Classroom 19, 20 - Ceiling tile surface finish is peeling in multiple locations; Classroom 24 - Wall surface peeling at the south wall by the door; Classroom 25 - Water damaged ceiling tiles by the sink
Cleanliness	✓			Building B Exterior - Excessive peeling paint on the south wall, excessive peeling paint on the west eaves/fascia
Electrical	✓			Classroom 19 - The latch is missing from the electrical panel door; Classroom 22 - Broken light switch cover plate
Restrooms/Fountains	✓			Classroom 8 - Drinking fountain does not function
Safety	✓			
Structural	✓			Classroom 22 Exterior - Building skirting on the west side of the building shows signs of rot, west foundation shows signs of rot; Classroom 23 Exterior - Excessive rust at the south roof beams of room 23A
External	✓			Grounds - Contrasting stripe missing from stair nosing throughout campus
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		
<p><u>Percentage Description Rating:</u></p> <p>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.</p>				

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	379	374	134	35.8
Female	172	170	54	31.8
Male	207	204	80	39.2
American Indian or Alaska Native				
Asian	2	2	0	0
Black or African American	4	4	4	100
Filipino				
Hispanic or Latino	335	330	114	34.5
Native Hawaiian or Pacific Islander				
Two or More Races	9	9	4	44.4
White	29	29	12	41.4
English Learners	163	159	45	28.3
Foster Youth	3	3	1	33.3
Homeless	35	35	18	51.4
Socioeconomically Disadvantaged	336	332	122	36.7
Students Receiving Migrant Education Services	3	3	2	66.7
Students with Disabilities	51	51	20	39.2

Suspensions and Expulsions								
	E. P. Foster			VUSD			CA	
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21
Suspensions	2.48%	0.00%	0.26%	2.53%	0.17%	2.74%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.07%

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.

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

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for E.P. Foster Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated and shared with school staff in Fall 2022.

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

### Facilities Inspections

The district's maintenance department inspects E.P. Foster Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). E.P. Foster Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 20, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

## CLASSROOM ENVIRONMENT

### Discipline & Climate for Learning

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

A schoolwide Safety Assembly at the beginning of the school year reinforces rules, expectations and responsibilities that students must follow to ensure a safe campus. Positive Behavior Support Plans are developed for students in need of individualized behavioral supports. Furthermore, school staff work to use Second Step social emotional learning curriculum in order to create a safe and positive school environment.

### Chronic Absenteeism

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

### Class Size

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

Average Class Size and Class Size Distribution				
2019-20				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0		2	
1	27.0		2	
2	25.0		3	
3	21.0	1	2	
4	27.0		2	
5	30.0		2	
2020-21				
K	21.0		3	
1	28.0		2	
2	23.0		3	
3	24.0		3	
4	30.0		2	
5	30.0		2	
2021-22				
K	25.0		2	
1	21.0		3	
2	25.0		2	
3	22.0		3	
4	22.0		1	
5	29.0		2	

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

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

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



## CURRICULUM & INSTRUCTION

### Staff Development

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

During the 2020-21, 2021-22, and 2022-23 school years, the teachers at E.P. Foster Elementary School had the opportunity to participate in districtwide staff development training focused on:

#### 2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Distance Learning Plans
- Elementary Resource
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Soliday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

#### 2021-22 Trainings:

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

#### 2022-23 Trainings:

- Active Assailant
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Digital Platforms (Let's Take a Tech Trip)
- Ellevation Training
- ELPAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training

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%

- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

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 2021-22 school year, E.P. Foster Elementary School's staff development activities concentrated on:

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

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

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

coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

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

### Instructional Materials

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

Ventura Unified School District is currently piloting History-Social Science curriculum in the 2022-23 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On October 11, 2022, 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 #22-40 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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	
Misassignments	0	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	0	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	0	
Total Out-of-Field Teachers	0	

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	100	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	65.1	10.03	12115.8	4.41
Unknown	0	0	29.7	4.57	18854.3	6.86
Total Teaching Positions	15.5	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
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.

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

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

## PROFESSIONAL STAFF

### Counseling & Support Staff

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

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

Academic Counselors and Other Support Staff		
2021-22		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Health Technician	1	0.8
Psychologist	1	0.3
School Nurse	1	0.2
Library Technician	1	0.4
Speech/Language/Hearing Specialist	1	0.4
Home Liaison	1	0.6

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

### Teacher Preparation and Credentials

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

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

Note: The 2021-22 teacher information will be updated once CDE releases the information for this school year.



## 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: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	E. P. Foster	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	730	N/A	N/A	N/A	N/A
Restricted (Supplemental)	377	N/A	N/A	N/A	N/A
Unrestricted (Basic)	362	157	225.0%	6,593	2.4%
Average Teacher Salary	351	77,987	N/A	88,358	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 2020-21 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
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

## SARC DATA

### DataQuest

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

### California School Dashboard

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

### Internet

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

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2022.

**School Site Council Bylaws****E.P. Foster School  
School Site Council  
Bylaws****Article I  
Name of the Council**

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

**Article II  
Role of the Council**

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

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



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

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

- classroom teachers
- other school staff member
- Principal

The remaining half on the council shall be:

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

**Section 2: Term of Office**

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

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

**Section 3: Selection/Election of Members**

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

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

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

**Section 4: Voting Rights**

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

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

**Section 5: Termination of Membership**

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

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

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

#### **Section 6: Transfer of Membership**

Membership on the Council may not be assigned or transferred.

#### **Section 7: Resignation**

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

#### **Section 8: Vacancy**

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

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

### **ARTICLE IV- OFFICERS**

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

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

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

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

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

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

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

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

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

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

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

**Section 5: Officer Duties**

The chairperson shall:

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

The vice-chairperson shall:

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

The secretary shall:

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

**Article V- Committees****Section1: Standing and Special Committees**

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

The purpose of these committees is to:

- Gather and analyze data
- Examine materials, staffing, or funding possibilities

- Propose to the Council strategies for improving the instructional practices.

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

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

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

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

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

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

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

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

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

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

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

#### **Section 3: Notice of Meetings**

Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time, and location of the meeting, and contain and agenda describing each item of business to be discussed or acted upon. Any change in the established date, time, or location of the meeting needs to be especially noted in the agenda. The Council shall not take any action on any item of business unless that item appears on the posted agenda or

unless the council or committee members present, by unanimous vote, to find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

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

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

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

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

#### **Section 4: Quorum**

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

#### **Section 5: Conduct of Meetings**

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

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

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

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

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

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

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

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

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

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

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

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

#### **Article VII- Bylaw Amendments**

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