

# Ventura Unified School District

# School Plan for

# Student

# Achievement



## Montalvo Elementary School

56 72652 6056147

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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:

Dr. Deborah Martinez, Principal  
Montalvo Elementary School  
2050 Grand Avenue  
Ventura, CA 93003  
(805) 289-1872  
[deborah.martinez@venturausd.org](mailto:deborah.martinez@venturausd.org)

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

**School Site Council Membership**

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Dr. Deborah Martinez	X				
Mrs. Katie Osborn		X			
Mrs. Alma Quezada		X			
Mrs. Jessica Vang		X			
Mrs. Maritza Mides			X		
Kristen Dobson				X	
Andrew Iacopelli				X	
Amber Lloyd				X	
Jackie Valencia				X	
Christina Whyte				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
Dr. Deborah Martinez	X				
Number of members in each category	1				

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

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

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


## Recommendations and Assurances

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

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

English Learner Advisory Committee

Signature of Authorized  
Representative

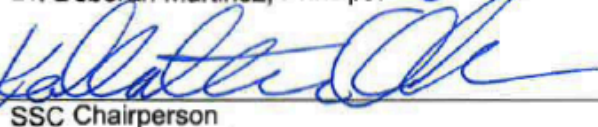
 11/15/22

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11/15/2022.

Attested:

  
Dr. Deborah Martinez, Principal

11/15/2022  
Date

  
SSC Chairperson

11/15/2022  
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**

During the 2021-22 school year, Montalvo Elementary School served 399 students in grades PreK-5. Student enrollment included 8.8% students with disabilities, 16.5% English learners, 60.9% socioeconomically disadvantaged, 0.5% migrant, 3.5% homeless, and 0.3% foster youth. The staff at Montalvo Elementary School maintains high academic standards, providing an educational program designed to meet the needs of each student in a warm and nurturing environment.

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

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

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

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

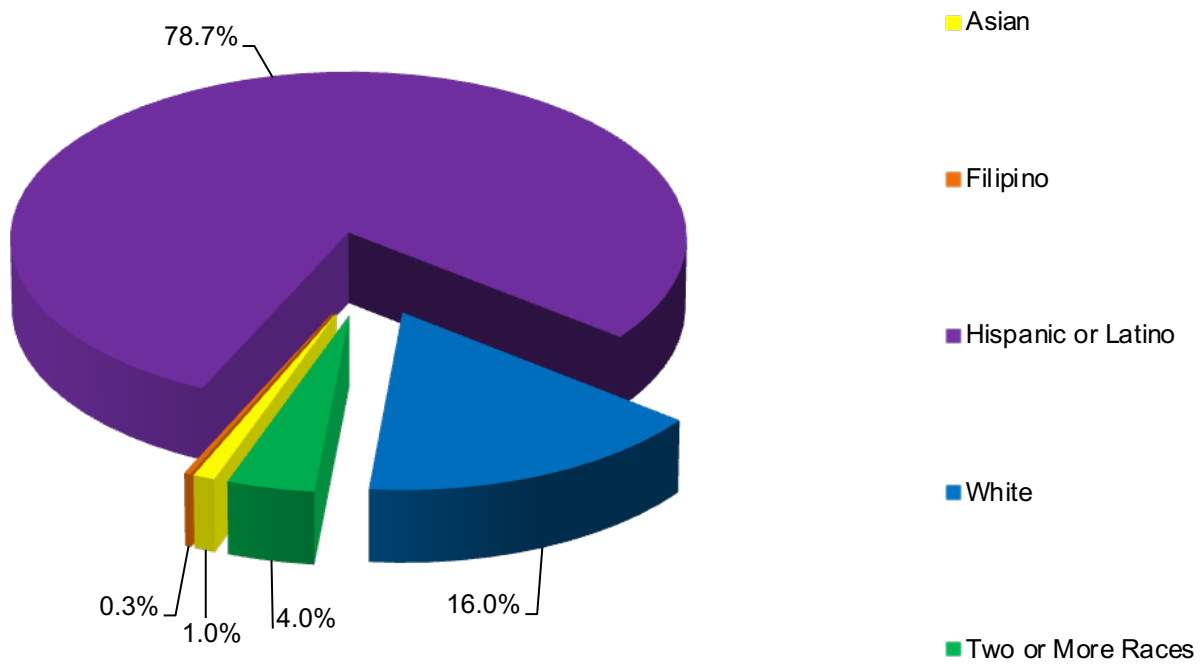
### **School Vision**

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

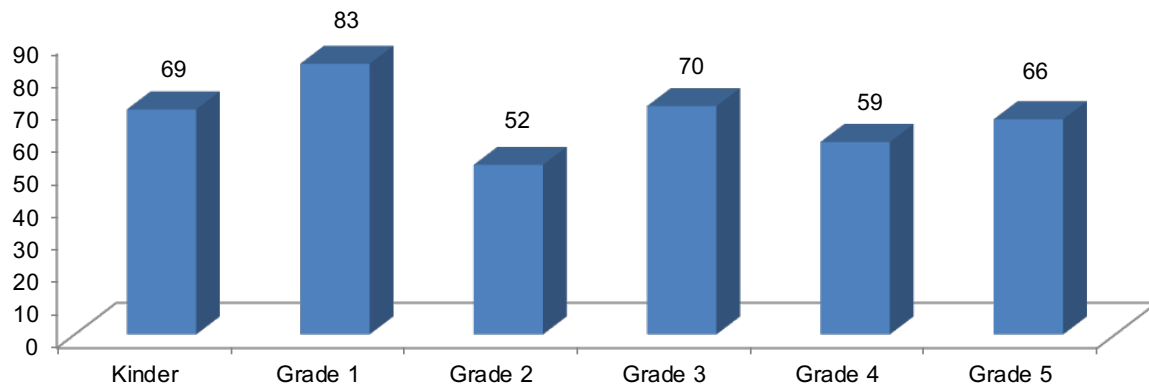
### **School Mission**

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

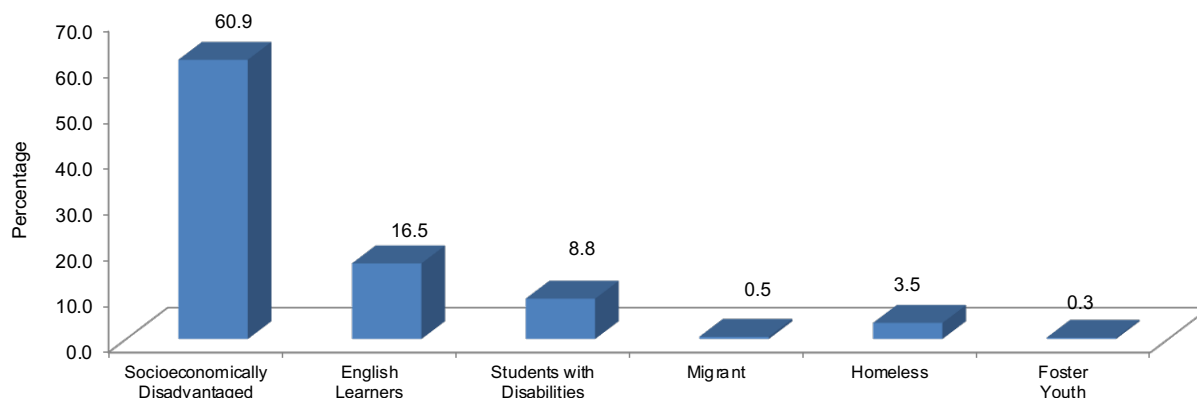
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



## Student Enrollment by Student Group – 2021-22



## Comprehensive Needs Assessment

Montalvo Elementary School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During a School Site Council Meeting and at staff meetings, the principal and teaching staff considered the results of the following to identify areas of strength and weakness:

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

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

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

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

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

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

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

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

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

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

School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Montalvo Elementary School’s staff follow Dr. Randy Sprick’s Guidelines for Success and CHAMPs programs to support student instruction, professional development, and classroom management practices associated with bullying and harassment. Both programs focus on the foundation to foster a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. Students are engaged in activities targeting bullying prevention strategies through: The Pledge for Achievement, classroom behavioral expectations, *Bucket Filling* actions/activities, classroom discussions, positive behavior assemblies, and the use of related children’s literature. Parents are included in bully prevention education and awareness activities through the school newsletter, communication with school staff, and information provided on the school district website. Montalvo Elementary School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Digital Citizenship** – program that is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology.
- **Beginning of the Year Behavior Expectation Assembly**
- **Positive Behavior Intervention & Supports (PBIS)**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children.

### 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
Montalvo Elementary School	56726526056147	11/15/2022	

## Purpose and Description

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

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

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

We have engaged our stakeholders regarding the needs of our school, and we will distribute funding to meet these needs. The Montalvo Arts Academy school plan focuses on ways to increase student achievement, increase student connectedness, and increase family involvement. These same goals and activities reflect the goals in our Ventura Unified District LCAP document.

## Stakeholder Involvement

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

- Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Montalvo Staff	8/22/2022, 8/31/2022
Montalvo School Site Council	10/20/2022, 11/15/2022
Montalvo PTA Board	9/12/2022
Montalvo ELAC	9/12/2022

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

- Identified Need:

IN the 2022-23 school year we will continue to mitigate learning loss due to school interruptions caused by the covid-19 pandemic. Using our assessment systems, we propose growth by grade level in both language arts and math as measured by the California Assessment for Student Performance and Progress (CAASPP) and Measure of Academic Progress (MAP) normed assessment

- Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment for Student Performance and Progress (CAASPP) English Language Arts (ELA)	Spring 2022 assessment data is inconsistent due to Covid and quarantine protocols and excessive absences.	Maintain levels of CAASPP) from prior to school closures (2019) administration.
California Assessment for Student Performance and Progress (CAASPP) Mathematics	Spring 2022 assessment data is inconsistent due to Covid and quarantine protocols and excessive absences.	Maintain levels of CAASPP) from prior to school closures (2019) administration.
Measure of Academic Performance (MAP) in English Language Arts (ELA)	The 2022 spring administration of MAP is inconsistent due to lack of fidelity to the implementation process due to interrupted training due to technology interruptions. We will be setting a baseline in the 2023 spring administration.	The 2023 administration will be the baseline data to measure growth overtime.
Measure of Academic Performance (MAP) in English Language Arts (ELA)	The 2022 spring administration of MAP is inconsistent due to lack of fidelity to the implementation process due to interrupted training due to technology interruptions. We will be setting a baseline in the 2023 spring administration.	The 2023 administration will be the baseline data to measure growth overtime.

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

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

All Montalvo students will increase academic achievement in Language Arts and Math as demonstrated using District Benchmark Assessments such as MAP and the state normed assessment, (CAASPP).

**Strategy/Activity**

- We will continue the implementation of Professional Learning Communities, including data driven grade level collaborations (PLCs).
- We will deepen our collective understanding and implementation of our new assessment system (MAP) and maintain abreast of the California Assessment for Student Performance and Progress (CAASPP) assessment practice opportunities.
- We will offer paraprofessional support to most classrooms where Tier II & Tier III intervention supports are necessary for student achievement.
- We will create a system of Tier II literacy focused interventions services by a Reading Intervention Teacher.
- We will offer GATE enrichment class
- We will hire a Library/Media Tech to focus on promoting the love for reading, including the implementation of our Accelerated Reader reward system.
- We will purchase new diverse library books to enhance reading motivation

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Paraeducators approximately \$28,567	Title 1
Reading Intervention Teacher salary approximately \$20,000	Title I and Supplemental
GATE Teacher salary approximately \$2,000	Supplemental
Library/Media Tech salary approximately \$11, 000	Site Based/Supplemental
Library Books \$10,000	Supplemental

**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.

Goals were minimally met due to quarantine protocols, excessive absences, and new assessments implementation challenges.

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

In the 2021-22 SY staffing positions were not all able to be filled due to COVID-19 restrictions and staffing shortages.

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.

In the 2022 Covid-19 protocols were relaxed and we anticipate fully implement strategies for academic achievement and intervention.

**Goal 2:**

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

• Identified Need:

Montalvo expects to maintain engagement for all students in terms of attendance and positive behavior based on the 2021-2022 school year.

• Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Rate	Attendance rates were impacted due to quarantine guidelines and excessive absences.	Compare to 2019 attendance rate (approx 95%)
Maintain Low Suspension Rate	We are setting a baseline in the 2022-23 school year.	Compare to 2019 suspension data
Positive Behavior Support System Participation	Setting a baseline for counselor discipline referrals for the 2022-23 school year	Setting a baseline in the 2022-23 school year

**Strategy/Activity 1**

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

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

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

**Strategy/Activity**

- We will monitor and communicate attendance with stakeholders, including students.
- We will communicate the importance of attendance with all stakeholders, including students.
- We will call on all absences and tardies to establish support needed by families.
- The counseling services will implement both tier I whole classroom lessons and small group tier II intervention lessons on social emotional education. The counselor will also closely monitor chronic absenteeism data to provide support in an effort to decrease the absenteeism rate.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Positive Behavior Support Systems \$1,000	Site based
Assemblies \$7,000	PTA Funded
SPARKS P.E. Materials \$1,000	Site Based
Intervention opportunities \$7,000	Supplemental
PBIS Teacher Training opportunities \$2,000	Title I
Counselor \$27,380	Title I

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

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

All student will be connected to school through Social Emotional Learning (SEL) opportunities and interventions in small group support

**Strategy/Activity**

- We will deepen the implementation of our Positive Behavior Intervention Systems of Support referred to as Montalvo Lion ROARS.
- We will acknowledge students demonstrating responsibility, optimism, acceptance, respect and safety (ROARS) at trimester award ceremonies.
- We will reward students adhering to the ROARS acronym with ROAR bucks
- We will have three assemblies on Social Emotional Education (SEL) and Motivation.
- We will increase Tier I Counselor SEL lessons in the classroom
- We will implement our Second Step SEL classroom-based curriculum
- We will collaborate with the ELOP afterschool program to provide additional intervention opportunities to develop leadership skills
- We will establish a Lion Council focused on student leadership development
- The School Counselor will provide Tier I SEL lessons in all classrooms and small group Tier II SEL lessons for targeted students.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Positive Behavior Support and Incentives~ \$1,000	Site based
Lion Council Materials ~\$3,000	Site based
Afterschool Intervention ~\$7,000	Supplemental
Teacher Training ~\$10,000	Supplemental

**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.

Goals were minimally met due to quarantine protocols, excessive absences, and new assessments implementation challenges.

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

In the 2021-22 SY staffing positions were not all able to be filled due to COVID-19 restrictions and staffing shortages.

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.

In the 2022 Covid-19 protocols were relaxed and we anticipate fully implement strategies for academic achievement and intervention.

**Goal 3:**

**Family Involvement** - Maintain and increase parent and community involvement.

- Identified Need:

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

- Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation and attendance at school events	Volunteer sign in sheets	Increase/Maintain
Students Attendance data	Attendance rates were impacted due to quarantine guidelines and excessive absences.	Increase/Maintain

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

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

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

**Strategy/Activity**

- We will advertise and invite families to events on campus, through multiple modalities; Parent Square, phone call, social media platforms, school webpage, PTA notifications, student flyers, etc.
- We will advertise and encourage Montalvo family participation in district parents events; parent education workshops, school information fairs,
- We will log volunteer hours in office sign in book
- Family communications will be sent in English and Spanish.
- Monthly Coffee & Conversation with the Principal
- Increased and articulated volunteer opportunities
- Partnership with VACE to provide college and career opportunities to parents

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
None	None

**Annual Review:****SPSA Year Reviewed: 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.

Goals were minimally met due to Covid protocols and lack of access to campus for visitors

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

Covid protocols resulted in a closed campus for visitors, resulting in some parent engagement activities to be canceled.

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.

In the 2022-23 SY covid protocols are relaxed-we anticipate to be able to fully implement the engagement plan

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

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

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I 2022-23 Pre-Allocation	\$55,947.00
Title I 2022-23 Allocation	\$10,040.00

Subtotal of additional federal funds included for this school: **\$65,987.00**

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	\$1,658.00
Site-Based Funds 2022-23 Allocation	\$21,945.00
Supplemental Funds 2021-22 Carryover	\$8,242.00
Supplemental Funds 2022-23 Allocation	\$58,230.00

Subtotal of state or local funds included for this school: **\$90,075.00**

Total of federal, state, and/or local funds for this school: **\$156,062.00**

## 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
	Grade 3						
All Students Tested	68	66	66	24.24%	27.27%	16.67%	31.82%
Male	25	25	25	20.00%	32.00%	16.00%	32.00%
Female	43	41	41	26.83%	24.39%	17.07%	31.71%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	54	54	54	16.67%	33.33%	16.67%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	11	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	40	40	40	15.00%	25.00%	22.50%	37.50%
English Learners	10	10	10	*	*	*	*
Students with Disabilities	8	7	7	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

## 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	68	66	66	25.76%	34.85%	18.18%	21.21%
Male	25	25	25	36.00%	32.00%	12.00%	20.00%
Female	43	41	41	19.51%	36.59%	21.95%	21.95%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	54	54	54	16.67%	33.33%	16.67%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	11	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	40	40	40	20.00%	25.00%	25.00%	30.00%
English Learners	10	10	10	*	*	*	*
Students with Disabilities	8	7	7	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

## 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	59	55	55	7.27%	18.18%	29.09%	45.45%
Male	19	17	17	0.00%	11.76%	23.53%	64.71%
Female	40	38	38	10.53%	21.05%	31.58%	36.84%
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	48	46	46	8.70%	17.39%	21.74%	52.17%
Hawaiian or Pacific Islander							
White (not Hispanic)	9	7	7	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	35	34	34	5.88%	11.76%	23.53%	58.82%
English Learners	11	11	11	0.00%	9.09%	9.09%	81.82%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

## 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	59	55	55	3.64%	25.45%	36.36%	34.55%
Male	19	17	17	5.88%	23.43%	29.41%	41.18%
Female	40	38	38	2.63%	26.32%	39.47%	31.58%
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	48	46	46	8.70%	17.39%	21.74%	52.17%
Hawaiian or Pacific Islander							
White (not Hispanic)	9	7	7	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	35	34	34	2.94%	14.71%	38.24%	44.12%
English Learners	11	11	11	0.00%	9.09%	18.18%	72.73%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

## 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	58	58	58	10.34%	29.31%	24.14%	36.21%
Male	30	30	30	10.00%	23.33%	23.33%	43.33%
Female	28	28	28	10.71%	35.71%	25.00%	28.57%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	45	45	45	4.44%	28.89%	24.44%	42.22%
Hawaiian or Pacific Islander							
White (not Hispanic)	9	9	9	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	38	38	38	21.05%	26.32%	44.74%	
English Learners	7	7	7	*	*	*	*
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

## 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	58	58	58	10.34%	10.34%	24.14%	55.17%
Male	30	30	30	10.00%	13.33%	26.67%	50.00%
Female	28	28	28	10.71%	7.14%	21.43%	60.71%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	45	45	45	4.44%	28.89%	24.44%	42.22%
Hawaiian or Pacific Islander							
White (not Hispanic)	9	9	9	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	38	38	38	2.63%	10.53%	21.05%	65.79%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

## 2022-23 Supplemental Funds Program Budget

**2022-23 BUDGET**

School Site:

Montalvo Elementary

Program:

Supplemental

2021-22 Carryover	\$	8,242.00
2022-23 Allocation	\$	58,230.00
Total Available Funding:	\$	66,472.00

Expenditures:		Budget
1000s - Certificated Salaries		
	Teachers, Extra hours - intervention	\$ 14,450.00
	Teachers, Sub (PD - 17 days)	\$ 3,825.00
	Afterschool intervention - 100 hours	\$ 4,070.00
	GATE - 50 hours	\$ 2,035.00
2000s - Classified Salaries		
	Paraed, Extra hours - 60 hours	\$ 1,356.00
	Clerical, Extra hours	\$ -
	Librarian 4 hrs/d x 120 days	\$ 10,258.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ 5,646.00
	35.63% for Classified	\$ 4,138.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ 10,000.00
	Materials and Supplies	\$ 5,254.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel - Language & Literacy train	\$ 5,440.00
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 66,472.00

Budget Balance	\$	-
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MK 12/8

Principals Signature:	<i>Dolores Martinez</i>
Date:	11/15/2022
School Site Council Approval: (Chair)	<i>[Signature]</i>
Date:	11/15/22
English Learner Advisory Committee Review:	<i>[Signature]</i>
Date:	12/13/2022
Director, Special Projects Approval:	<i>[Signature]</i>

1/3/23



## 2022-23 Site Based Funds Program Budget

## 2022-23 BUDGET

School Site:

Montalvo Elementary

Program:

Site Based Fund

2021-22 Carryover	\$	1,658.00
2022-23 Allocation	\$	21,945.00
Total Available Funding:	\$	23,603.00

Expenditures:		Budget
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ -
	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	35.63% for Classified	\$ -
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 10,000.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 2,903.00
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ 10,000.00
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
	Communications	\$ 700.00
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 23,603.00

Budget Balance		\$ -
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Principals Signature:	<i>Debrah Martinez</i>
Date:	11/15/2022
School Site Council Approval: (Chair)	<i>[Signature]</i>
Date:	11/15/22
Director, Special Projects Approval:	<i>[Signature]</i>
Date:	1/3/23

## 2022-23 Title I Program Budget

## 2022-23 BUDGET

School Site:

Montalvo Elementary

Program:

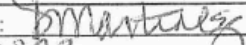


Title I

2022-23 Pre Allocation	\$	55,947.00
2022-23 Additional Allocation	\$	10,040.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>65,987.00</b>

		Budget
<b>Pre-Allocated Expenditures</b>		
1000s - Certificated Salaries		
	Elementary Counseling 0.4FTE	\$ 22,231.00
		\$ -
		\$ -
2000s - Classified Salaries		
	Paraed 0.55 FTE	\$ 21,057.00
		\$ -
3000s - Employee Benefits		
	Certificated	\$ 5,149.00
	Classified	\$ 7,510.00
<b>Total</b>		<b>\$ 55,947.00</b>

		Budget
<b>Additional Expenditures:</b>		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ 1,850.00
	Teachers, Sub	
	Other	\$ -
2000s - Classified Salaries		
	Paraed - Chavira, Gloria 30% of Pos. 1892	\$ 4,293.00
	Paraed, Extra hours	
	Other	
3000s - Employee Benefits		
	23.16% for Certificated	\$ 428.00
	35.63% for Classified	\$ 1,530.00
4000s - Books and Supplies		
	Books Other Than Textbooks	
	Materials and Supplies	\$ 47.00
	Equipment not Capitalized	
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 1,892.00
	Rentals and Repairs	
	Operating Lease	
	Graphics	
	Contracted Services	
	Internet Publications/Software	
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 10,040.00</b>

<b>Budget Balance</b>		<b>\$ -</b>
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Principals Signature:	
Date:	1/23/2023
School Site Council Approval: (Chair)	
Date:	1/23/2023
Director, Special Projects Approval:	
Date:	1/24/23

## School-Parent/Home Compact

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

I realize that my education is important. I know I am the one responsible for my own success.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

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

I pledge to uphold the above agreements.

**Print name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**THE TEACHER PLEDGE**

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

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

I pledge to uphold the above agreements.

**Print name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**THE PARENT PLEDGE**

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

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



- I will encourage my child to engage in positive behavior and digital citizenship.

I pledge to uphold the above agreements.

Print name \_\_\_\_\_

Signature \_\_\_\_\_

### VUSD Parent Involvement Policy

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

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

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

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

#### Title I Schools

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

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

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

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

## Montalvo Elementary - Parent Involvement Policy

2021-2022 Title I School-Level Parental Involvement Policy  
Montalvo

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

## Involvement of Parents in the Title I Program

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

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

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

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



### Professional Development Plan

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

During the 2022-23 school year, teachers at Montalvo Elementary School will focus on the following trainings:

- Social Emotional Learning Strategies
- Technology Training
- Professional Learning Communities (PLCs)
- VUSD & VCOE Trainings (as offered)

# 2021-22 School Accountability Report Card

Published January 2023



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

DR. DEBORAH MARTINEZ, PRINCIPAL  
GRADES PREK-5

## PRINCIPAL'S MESSAGE

Welcome to Montalvo Arts Academy, and thank you for taking the time to learn about our wonderful school. Our award-winning Dual Language Education (DLE) program and innovative arts magnet, coupled with a Positive Behavioral Interventions and Supports approach give us the tools we need to provide

an enriched and affirming learning environment for all students. At Montalvo, we focus on academic rigor and high expectations, preparedness for the 21st century, as well as student safety.

We seek to partner with families and the community to strengthen our programs. Your awareness, understanding, and curiosity of what Montalvo Arts Academy offers helps us enhance our practices. Being directly involved in your children's education is supremely important to their success, and is a way for them to see our partnership.

We are excited about building a culture of connectedness and collaborative partnership with our students and families in new ways. We are determined

and committed to giving our students an outstanding learning environment as we continue to foster their scholarly involvement while simultaneously cultivating their social emotional wellbeing.

We wish you and your family a successful school year, and we look forward to our collaboration.

### District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion

for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

### District Mission Statement

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

## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,800 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

### Montalvo Elementary School

Montalvo Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2021-22 school year, 399 students were enrolled, including 8.8% in special education, 16.5% qualifying for English Language Learner support, 3.5% homeless, 0.5% foster youth, 1.3% migrant, and 60.9% qualifying for free or reduced price lunch.

## Board of Education

SABRENA RODRIGUEZ  
DR. JERRY DANNENBERG  
AMY (YAMAMOTO) CALLAHAN  
JAMES FORSYTHE  
CALVIN PETERSON

## District Administration

DR. ANTONIO CASTRO  
SUPERINTENDENT

DR. GREG BAYLESS  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

AHSAN MIRZA  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100  
VENTURA, CALIFORNIA 93001  
(805) 641-5000  
[www.venturausd.org](http://www.venturausd.org)



Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	53.1%	Kindergarten	69
Male	46.9%	Grade 1	83
Non-Binary	0.0%	Grade 2	52
American Indian or Alaskan Native	0.0%	Grade 3	70
Asian	1.0%	Grade 4	59
Black or African American	0.0%	Grade 5	66
Filipino	0.3%		
Hispanic or Latino	78.7%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	4.0%		
White	16.0%		
English Learners	16.5%		
Foster Youth	0.3%		
Homeless	3.5%		
Migrant	0.5%		
Socioeconomically Disadvantaged	60.9%		
Students with Disabilities	8.8%		
			Total Enrollment 399

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

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

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

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

State Priority 1: Basic (Conditions of Learning)

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

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

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

State Priority 2: State Standards (Conditions of Learning)

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

State Priority 3: Parental Involvement (Engagement)

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

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

State Priority 4: Pupil Achievement (Pupil Outcomes)

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

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

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

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

State Priority 5: Pupil Engagement (Engagement)

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

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

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

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

State Priority 7: Course Access (Conditions of Learning)

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

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

- Pupil outcomes in the subject area of physical education

## PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, monthly school newsletters, flyers, the school marquee, the school website, mobile bulletin board, and a wall-mounted display case located outside the principal's office. Contact the school office or the PTA President at (805) 289-1872 for more information on how to become involved in your child's learning environment.

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

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	100.0%	100.0%	100.0%	100.0%	100.0%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

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.

California Assessment of Student Performance and Progress Test Results in Science					
All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Montalvo		VUSD		CA
	20-21	21-22	20-21	21-22	21-22
Science (Grades 5, 8, & 10)	21.67	31.03	30.74	32.31	28.72

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



those opportunities as they arise, and as they are appropriate.

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

#### Committees

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

#### School Activities

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

## STUDENT ACHIEVEMENT

### Physical Fitness

In the spring of each year, Montalvo Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (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.

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 [www.cde.ca.gov/ta/tg/pfi/](http://www.cde.ca.gov/ta/tg/pfi/).

### 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

#### 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	58	58	100	0	31.03
Female	28	28	100	0	35.71
Male	30	30	100	0	26.87
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100	0	20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	39	100	0	23.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

	Montalvo		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	40	N/A	47	N/A	47
Mathematics	N/A	38	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 assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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	195	179	96.76	3.24	39.66	195	179	96.76	3.24	37.99
Female	111	107	96.4	3.6	42.99	111	107	96.4	3.6	36.45
Male	74	72	97.3	2.7	34.72	74	72	97.3	2.7	40.28
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	147	145	98.64	1.36	37.24	147	145	98.64	1.36	33.1
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	29	26	89.66	10.34	46.15	29	26	89.66	10.34	61.54
English Learners	28	28	100	0	10.71	28	28	100	0	21.43
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	114	113	99.12	0.88	30.09	114	113	99.12	0.88	25.66
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	0	22	21	95.45	4.55	4.76

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'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/).

## SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Montalvo Elementary School's original facilities were built in 1937; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

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

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

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

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

- Classrooms
- Restrooms
- Routine Maintenance

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

### School Site Safety Plan

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

Campus culture promotes a secure learning environment. All persons are to be treated with

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

### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, campus safety assistants, and assigned teachers are strategically stationed at designated entrance areas, in the breakfast area, and on the playground. During recess, two teachers, and campus safety assistants monitor playground activity. The principal (or teacher-in-charge) and

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 22, 2022	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		Library - Excessive peeling paint at the window frames, unsecured bookshelf by the door; Classroom 3 - Excessive peeling paint at the south windows; Classroom 4 Computer Lab - Sink counter top is delaminating; Admin Building Exterior - Excessive peeling paint on the east side at room 3; Building A Girl's RR - Wall tiles are missing and falling from both sides of the door; Classroom 6 - Water damaged ceiling tiles at the south windows; Classroom 7 - Water damaged ceiling tiles at the northeast corner; Building C Girl's RR - Damaged floor tiles at the door; Classroom 24 - Countertop is water damaged
Cleanliness	✓			Classroom 10, 13 - Ants present in classroom at time of inspection; Building C Exterior - Excessive peeling paint on south side window shades; Building F Exterior - Excessive peeling paint on south fascia
Electrical	✓			Classroom 14 - Wire mold is falling from the ceiling in the southwest corner; Classroom 24 Exterior - Electrical LB is missing cover plate on the south side
Restrooms/Fountains	✓			Classroom 3 - Sink faucet is loose, chipped plaster above sink; Classroom 15 - Sink faucet is loose; Classroom 17 - Drinking fountain loose; Classroom K1- Boy's RR toilet is clogged
Safety	✓			Classroom 23 - Fire extinguisher is missing from the room
Structural		✓		Building A Exterior - South arcade posts at rooms 16 and 17 have dry rot at the bottom; Classroom 22 Exterior - Exterior ramp at the asphalt transition is loose; Classroom 24 - East floor structure is rotted and deteriorated under the white board; Classroom 24 Exterior - Holes in ramp surface, excessive rust on south side modular line roof beams; Playground - Paint peeling on playground structure, playground structure partially closed due to damage, holes in the fall surface of play equipment
External	✓			Building E Exterior - Contrasting stripe missing from stair nosing at all of the south stairs; Classroom K1 - Boy's RR door does not open or close freely, hinges are binding; K Playground - Holes in the play equipment fall surface
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

Percentage Description Rating:

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*



Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	405	400	120	30
Female	219	216	69	31.9
Male	186	184	51	27.7
American Indian or Alaska Native				
Asian	4	4	1	25
Black or African American				
Filipino	1	1	0	0
Hispanic or Latino	323	319	106	33.2
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	12	12	2	16.7
White	65	64	11	17.2
English Learners	67	67	18	26.9
Foster Youth	2	2	1	50
Homeless	14	14	5	35.7
Socioeconomically Disadvantaged	249	245	81	33.1
Students Receiving Migrant Education Services	2	2	1	50
Students with Disabilities	45	45	10	22.2

	Montalvo			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	1.30%	0.00%	0.74%	2.53%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.01%	0.00%	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.

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.74%	0.00%
Female	0.00%	0.00%
Male	1.61%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.93%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.20%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.22%	0.00%

campus safety assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and campus safety assistants monitor student behavior to ensure a safe and orderly departure.

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

### Facilities Inspections

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

## CLASSROOM ENVIRONMENT

### Climate for Learning

Montalvo Elementary School makes daily efforts to provide a safe, nurturing environment for students, staff, and families by offering all members of our school community opportunities to grow in the area of cultural proficiency. Our students are taught and inspired to achieve high levels of social emotional strength. We use our "Every Montalvo Lion ROARS" acronym (Responsibility, Optimism, Acceptance, Respect and Safety) to establish a common language and common expectations among staff and families. We start each week with a "ROAR-ing into the Week" school-wide Zoom and we acknowledge

our "Exemplifyin' Lions" and focus on our ROARS. We also reward students with ROAR bucks for exemplifying our ROARS, which they can spend in our ROAR store for prizes or privileges.

My Pledge for Achievement serves as a guide for behavioral expectations for both students and staff. Maintaining a positive attitude, demonstrating self-control, respecting diversity, treating others respectfully, and being the best that one can be, are behavioral goals for all. Another school wide program, Bucket Fillers, recognizes students' "random acts of kindness" observed throughout the campus. Teachers clearly identify and explain classroom behavioral expectations and they are often aligned with My Pledge for Achievement. Teachers also provide positive and negative consequences based on student behavior. Some teachers have begun implementing CHAMPS strategies from Dr. Randy Sprick. These include very explicit directions to the students regarding behavioral expectations for certain classroom activities such as independent time, instructional periods, or transitions from one activity to the other. When students struggle with behavior issues, teachers and support staff work together to provide additional strategies to support them. Every effort is made to assist our students in becoming responsible citizens and successful learners!

### 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.

2019-20				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	23.0		2	
1	22.0	1	2	
2	20.0	1	2	
3	23.0		3	
4	22.0		2	
5	25.0	1	1	
Other**	25.0	1	2	
2020-21				
K	25.0		2	
1	20.0	2		
2	24.0		3	
3	21.0	1	2	
4	21.0	1	2	
5	21.0	1	2	
Other**	32.0		1	
2021-22				
K	23.0		3	
1	24.0		3	
2	27.0		2	
3	23.0		3	
4	20.0	2	1	
5	21.0	1	2	
Other**	24.0		1	

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

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

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

**Chronic Absenteeism**

The chart in this report identifies the chronic absenteeism rates by student group for Montalvo Elementary School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

**CURRICULUM & INSTRUCTION****Staff Development**

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

During the 2020-21, 2021-22, and 2022-23 school years, the teachers at Montalvo 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
  - Sonday Reading
  - Video Conferencing
  - Utilizing Behavioral Strategies from the Family Guide to Distance Learning
  - Zoom and Google Meet Videoconferencing

- 2021-22 Trainings:
- Bridges Math Intervention
  - Benchmark & Math Expressions
  - Implicit Bias
  - Number Corner Refresher (Kinder)
  - NGSS Curriculum Training
  - Canvas

- 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
- 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 2020-21 school year, Montalvo Elementary School's staff development activities concentrated on:

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

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

**Textbooks**

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

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

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

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>

Teacher Preparation and Placement / Authorization/Assignment	School Year 2020-21					
	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15	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	100	650.2	100	274759.1	100

Teacher Preparation and Placement / Authorization/Assignment	School Year 2021-22					
	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.

## PROFESSIONAL STAFF

### Counseling & Support Staff

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

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

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Counselor	1	0.6
Health Technician	1	0.5
Psychologist	1	0.3
School Nurse	1	0.2

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

### Teacher Preparation and Credentials

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

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

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	Montalvo	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	400	N/A	N/A	N/A	N/A
Restricted (Supplemental)	202	N/A	N/A	N/A	N/A
Unrestricted (Basic)	199	157	126.9%	6,593	2.4%
Average Teacher Salary	360	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 Montalvo Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

**California School Dashboard**

The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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****Montalvo School  
School Site Council  
Bylaws****Article I****Name of the Council**

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

**Article II****Role of the Council**

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

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

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





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

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

The remaining half on the council shall be:

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



#### Section 2: Term of Office

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

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

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

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

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

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

#### Section 4: Voting Rights

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

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

#### Section 5: Termination of Membership

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

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

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

#### Section 6: Transfer of Membership

Membership on the Council may not be assigned or transferred.

#### Section 7: Resignation

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





#### Section 8: Vacancy

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

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

#### ARTICLE IV- OFFICERS

##### Section 1: Officers

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

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

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

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

##### Section 3: Removal of Officers

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

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

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

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

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

##### Section 5: Officer Duties

The chairperson shall:

- Preside at all meetings of the Council
- Sign all letters, reports, and other communications of the Council
- Provide all notices in accordance with the provisions of these bylaws



- Perform all duties incident to the office of the chairperson.

The vice-chairperson shall:

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

The secretary shall:

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



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

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

**Section 2: Place of Meetings**

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

**Section 3: Notice of Meetings**

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

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

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

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

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

**Section 4: Quorum**

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

**Section 5: Conduct of Meetings**



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

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

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

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

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

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

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

#### Section 7: Communication with the Local Board of Education

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

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

#### Section 8: Uniform Complaint Procedures

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





**Article VI- Bylaw Amendments**

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