

Ventura Unified School District School Plan for Student Achievement



Portola Elementary School

56 72652 6097034

Contact Information:

Dr. Elena Garcia-Yoshitomi, Principal

elena.garciayoshitomi@venturausd.org

6700 Eagle Street

Ventura, CA 93003

(805) 289-1734

Ventura Unified
SCHOOL DISTRICT



Fiscal Year 2023-2024

This page intentionally left blank.

The School Plan for Student Achievement	1
School Site Council Membership	2
English Learner Advisory Committee Membership.....	3
Recommendations and Assurances	4
District information	5
District Profile	5
District Promise	5
District Pillars	5
District Vision	6
District Mission	6
District Governing Principles	6
School Information	7
School Profile	7
School Vision	7
School Mission	7
Student Enrollment by Ethnicity – 2022-23	7
Student Enrollment by Grade – 2022-23	8
Student Enrollment by Subgroup – 2022-23	8
Comprehensive Needs Assessment	9
Transition from Preschool to Kindergarten	9
Portola School Bully Prevention, Violence Prevention, and Substance Abuse Curricula	10
Community Resource Guide	11
School Plan for Student Achievement	12
Budget.....	22
2023-24 Centralized Support for Planned Improvements in Student Performance.....	23
VUSD - Program Support Goals	23
References.....	25
CAASPP – Grade 3 English Language Arts/Literacy – 2022-23	25
CAASPP – Grade 3 Mathematics – 2022-23	26
CAASPP – Grade 4 English Language Arts/Literacy – 2022-23	27
CAASPP – Grade 4 Mathematics – 2022-23	28
CAASPP – Grade 5 English Language Arts/Literacy – 2022-23	29
CAASPP – Grade 5 Mathematics – 2022-23	30
2023-24 Supplemental Funds Program Budget.....	31
2023-24 Site Based Funds Program Budget	32
2023-24 Title I Funds Program Budget	33
School-Parent/Home Compact	34
VUSD - Parent Involvement Policy	35
Parent Involvement Policy	37
Professional Development Plan	40

School Accountability Report Card	41
School Site Council Bylaws	49

The School Plan for Student Achievement

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

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

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

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

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

Dr. Elena Garcia-Yoshitomi, Principal
Portola Elementary School
6700 Eagle Street
Ventura, CA 93003
(805) 289-1734
elena.garciayoshitomi@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 2023-24 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Elena Garcia-Yoshitomi	X				
Amy Baxter		X			
Kristen Huntley		X			
Robert Barreto		X			
Tressa Cormier			X		
Laura Reyes				X	
Anthony Dominguez				X	
Alfonso Frausto				X	
Lucia Perez				X	
William Varela				X	
Number of members in each category	1	3	1	5	

English Learner Advisory Committee Membership

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

Name of Members	Administrator	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Elena Garcia-Yoshitomi	X				
Roberto Barreto		X			
Jennifer Brown		X			
Kathy Esber			X		
Reem Maida				X	
Redaa Abdullatif				X	
Number of members in each category	1	2	1	2	

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

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

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

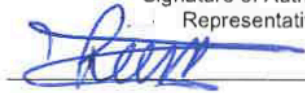
Recommendations and Assurances

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

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

English Learner Advisory Committee

Signature of Authorized
Representative

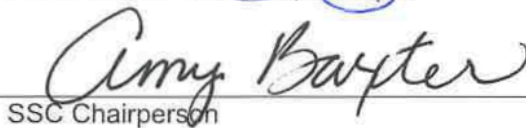


- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 9/18/2023

Attested:


Elena Garcia-Yoshitomi, Principal

10/18/23
Date


SSC Chairperson

10/18/23
Date

District information

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. Approximately 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 2022-23 school year, Ventura Unified School District served 14,980 students in grades TK-12 including 13% students with disabilities, 14.9% English learners, 54% socioeconomically disadvantaged, 0.2% migrant education, 2.8% homeless, and 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

School Profile

During the 2022-23 school year, Portola School served 531 students in grades K-5. Student enrollment included 9.6% students with disabilities, 17.9% English learners, 61.4% socioeconomically disadvantaged, 0.6% foster youth, and 2.4% homeless. A comprehensive profile of Portola School can be found in the School Accountability Report Card located in the Resources section of this report.

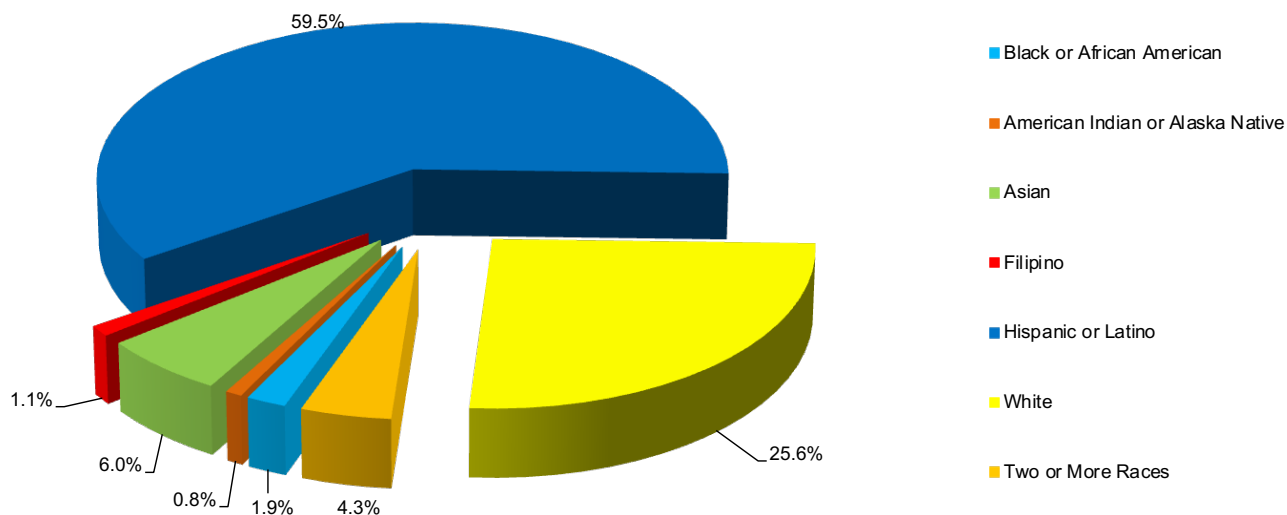
School Vision

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

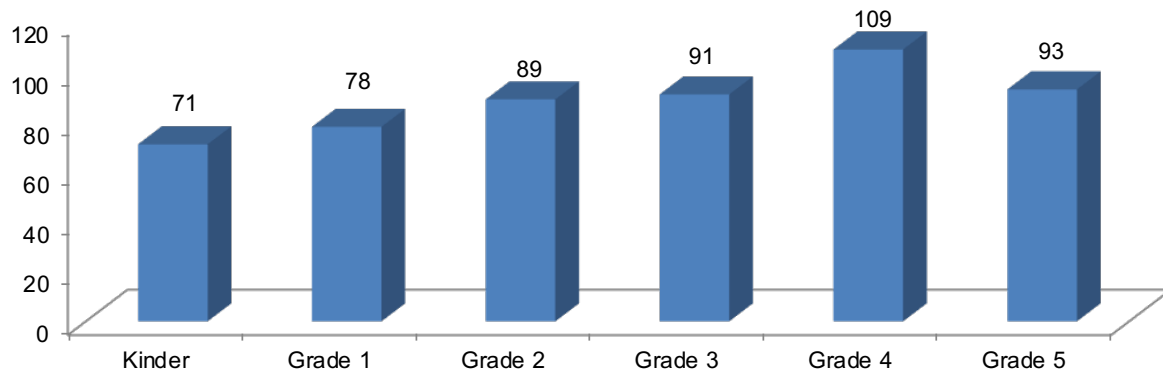
School Mission

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

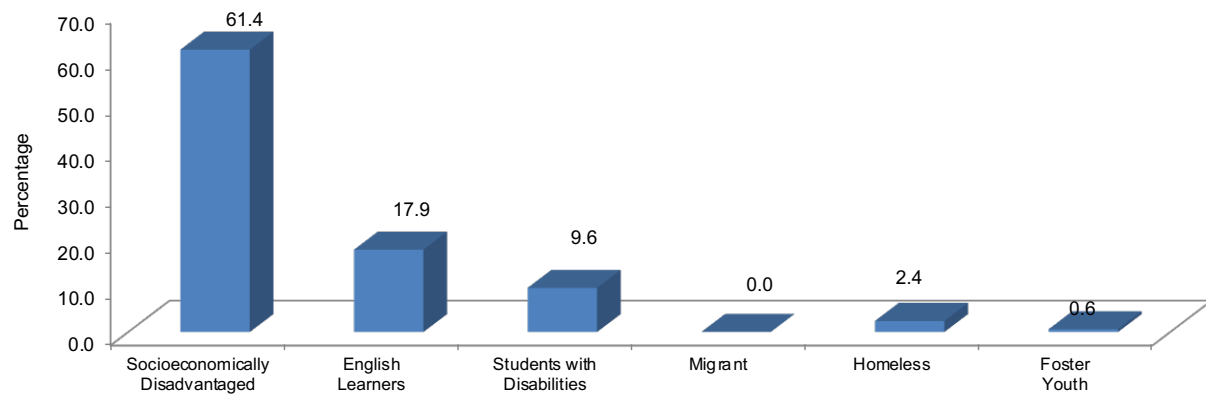
Student Enrollment by Ethnicity – 2022-23



Student Enrollment by Grade – 2022-23



Student Enrollment by Subgroup – 2022-23



Comprehensive Needs Assessment

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

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

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

Transition from Preschool to Kindergarten

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

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

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

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

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

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

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

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

- A.T.L.A.S.
- Will Rogers Elementary
- Pacific High
- **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

Portola 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.

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

School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Portola Elementary School's staff support student instruction, professional development, and classroom management practices associated with bullying and harassment through the character traits program. Monthly character themes and student recognition of positive behavior and good citizen focus on building a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning.

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

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

Community Resource Guide

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

- 24 Hour Hotline Numbers
- After School Childcare & Activities
- Alcohol, Tobacco, Other Drugs
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Educational Resources
- Family Support
- Health Notifications
- Healthcare
- Homeless Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention Information
- Low or No-Cost Health Insurance for Children
- Student Assistance/Support
- Teen Services
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Portola Elementary School	56726526097034	September 18, 2023	

Purpose and Description

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

School Wide Title 1.

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Portola Staff	September 6, 2023
School Site Council	September 18, 2023

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)**

Not Applicable.

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

Increase Student Achievement – Increase student achievement for all students while decreasing performance gaps with Multilingual Learners and Socioeconomically Disadvantaged students.

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA & Math Grades 3 – 5	2023 ELA – met/exceeded 3rd Gr. – 45% 4th Gr. – 64% 5th Gr. – 52%	Grades 3 and 5 to increase by 5% in math and ELA
ELPAC (1-5)	2023 Math – met/exceeded 3rd Gr. – 50% 4th Gr. – 69% 5th Gr. – 39% 2023 ELPAC - 4 or above Kinder. - 0% 1st Gr. - 17% 2nd Gr. – 17% 3rd Gr. – 6% 4th Gr. - 31%	20% of all multilingual learners in grades 1-5 in 2023-2024 school year will reclassify and receive an overall score of 4 on the ELPAC.

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

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

All 3rd-5th grade students taking the CAASPP with an emphasis on Multilingual Learners (MLs) and Socioeconomically Disadvantaged Students (SED)

Strategy/Activity

All students in grades 3-5 will advance by 5% points in ELA and Math.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$33,078.00 (Counselor)	Title I Funds
\$17,1044.00 (Paraeducator)	Title I Funds
\$77,838.00 (Intervention Teachers)	Title I Funds
\$11,359.00 (Paraeducator- Fall/Winter)	Title I funds
\$6,230.00 (Paraeducator-Spring)	Title 1 funds

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

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

Socioeconomically Disadvantaged Students (SED) and Multilingual learners (MLs)

Strategy/Activity

Decrease the gap between non-SED and SED students on CAASPP.
Our multilingual students in each grade level will increase by 3% percentage points.
Extra books and supplemental resources for students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$21,000 (Books and supplemental resources)	Site-Based Funds and Donation Funds

Annual Review:**SPSA Year Reviewed: 2022-23**

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.

Portola Elementary School had three part time intervention teachers that worked with students who demonstrated learning needs in the areas of language arts and foundational skills. One intervention teacher provides foundational support for first grade students. Another intervention teacher provides foundational support for second and third grade students.

Intervention teacher provides reading fluency and comprehension support to third, fourth, and fifth grade students. This intervention teacher also teaches designated ELD to first through fifth grade students. Portola Elementary School has a substantial multilingual population. Languages include but are not limited to Spanish, Arabic, Vietnamese, Thai, and Russian. Last year's third grade class had a substantial newcomer population. Seven third grade students scored minimal to somewhat developed on the ELPAC. All students in grades 3-5 were expected to increase CAASPP scores by 5%. 90% of ML students in fifth grade did not meet or exceed standards on the CAASPP for ELA and 100% did not meet or exceed expectations for math. This school year we will focus on ML students so that they will increase their scores by five percentage points. Intervention teachers will continue to meet students in kindergarten, first, second grade. An intervention teacher will work with newcomer students, LEXIA ELD will also be piloted for newcomer students. Teachers will practice language objectives and integrated ELD in all content areas. The staff will conduct a book study to target EML students. A teacher's assistant in kindergarten provides support to multilingual students.

We also offered after school tutoring in spring of 2023. Our first and second grade teachers built student capacity with foundational skills focusing on reading fluency and comprehension. Our third and fourth grade focused on CAASPP test prep – primarily with math. Pre and Posttests include the ORF for first and second grade and the math expressions curriculum for third and fourth.

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

We will continue to have the same staffing as last year with the addition of a full time intervention teacher provided by Ventura Unified School District. The teacher provides more support for students in math and language arts in kindergarten, third, fourth, and fifth grade. Transitional Kindergarten was recently added to Portola in 2023-2024. An additional para was assigned to the classroom for support with small groups.

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.

Here is the 2021-2022 actual outcome for ELA and math. The instructional goal was for students in grades 3-5 to increase by 5% and 4th grade to be at 70% proficiency. All grades were expected to grow 5% in math. The gap between SED and non SED students was expected to decrease to less than 15%.

:

2022 ELA – met/exceed grade level expectations

3rd Gr. - 48%

4th Gr. - 64%

5th Gr. - 50%

2022 Math - met/exceeded grade level expectations

3rd Gr. - 50%

4th Gr. - 66%

5th Gr. - 26%

3rd/4th/5th ELA not SED 62%

3rd/4th/5th ELA SED 39%

2023 ELA – met/exceeded grade level expectations

3rd Gr – 45%

4th Gr – 64%

5th Gr – 52%

2023 Math – met/exceeded grade level expectations

3rd Gr – 50%

4th Gr – 69%

5th Gr – 39%

3rd/4th/5th ELA not SED 62%

3rd/4th/5th ELA SED 50%

50% SED Students Met/Exceeded Grade Level Expectations in 2022-2023. There was 11% Growth from 2021-2022 to 2022-2023. 62% of students that were not classified at SED met/exceeded grade level expectations. This remained the same from the 21-22 school year. Last year there was a 23% performance difference between SED and not SED students. For the 22-23 school year there was a 10% difference since SED students improved in ELA.

2023 SED Data ELA (Met/Exceeded Standards)

3rd Gr. - 36%

4th Gr. – 61%

5th Gr. – 56%

2023 SED Data Math (Met/Exceeded Standards)

3rd Gr. – 37%

4th Gr. – 75%

5th Gr. – 32%

3rd Grade showed 4% growth of SED students meeting or exceeding standards in math. 4th Grade showed 14% growth with SED students meeting or exceeding standards in math. In 5th grade there was 20% growth of all SED students meeting or exceeding standards in math. This shows that the performance gap has been decreasing from SED students to not SED students.

Third grade decreased by 3% in ELA and maintained in Math. 4th Grade maintained in ELA and grew 3% in math. 5th grade grew 2% in ELA and 13% in math.

21-22 Data for Multilingual Students

3rd/4th/5th ML Students ELA 63% met/exceeded standards

3rd/4th/5th ML Students Math 33% met/exceed standards

22-23 Data for Multilingual Students

3rd/4th/5th ML Students ELA 42% met/exceeded standards

3rd/4th/5th ML Students Math 33% met/exceeded standards

Our ML Students decreased in ELA and maintained in math. Portola will work on our language arts framework to meet the needs of our ML students to decrease the performance gap. The goal to increase by 5% for all ML students on the CAASPP will remain the same.

Fall 2022 ELPAC - 4 or above

Kinder. - 0%

1st Gr. - 0%

2nd Gr. - 20%

3rd Gr. - 22%

4th Gr. - 24%

5th Gr. - 43%

Spring 2023 ELPAC - 4 or above

Kinder. - 0%

1st Gr. - 17%

2nd Gr. - 17%

3rd Gr. - 6%

4th Gr. - 31%

Our goal is to have 20% of all our multilingual students reclassify to English proficient for the 2023-2024 school year.

Goal 2:

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

Identified Need:

Portola Elementary School has to re-establish procedures in order to continue to provide interventions and monitor studenting attendance. Portola will continue its student programming that has received positive feedback from students and teachers through a principal survey and the California Healthy Kids Survey.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Principal Survey on Parent/Student Programming to parents and staff	5 parents responded to the parent programming survey	10% of all parents will respond to principal survey of parent programming
California Healthy Kids Survey (5th Grade Students)	49% of the Portola fifth graders that participated in this survey reported being called a bad name or have been the target of a mean joke.	25% of all students will say no one has called them a bad name or been the target of a mean joke.
Chronic Absenteeism	23% of all fifth graders from this survey also reported that they are not treated fairly when they break a school rule.	5% all fifth graders will say they were not treated fairly
	22.3% Chronic Absenteeism for 2022-2023	Decrease chronic absenteeism by 10%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

All teachers will do weekly lessons with Second Step

Multi-tiered levels of support for attendance, behavior based on student need with the school counselor.

Site administration will provide behavior assemblies throughout the year.

Site administration will provide attendance interventions/monitoring based on family need

Positive behavior intervention services with extra campus supervision personnel

Library outreach and supporting student literacy

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Repeated Expenditure; See Goal #1 Activity #1 -	Title I
\$24,000 (Office Assistant)	Supplemental Funds
\$10,500.00 (ESSA)	
\$16,232 (Yard Duty)	
\$7,717.09 (Clerical)	

Annual Review:**SPSA Year Reviewed: 2022-23**

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.

2022-2023's strategy was to continue Big Buddies program across different grade levels, Big Deals/Little Deals programming with teachers and support staff, Portola Ninja Warrior Event, Family Picnic Days, Dynamic Mindfulness Lessons, Peer Mediation Program, Cross Country Team, Newspaper Club, Monthly Family Dinner nights, GATE classes, Battle of the Books program and lunchtime Intramurals program.

Ten staff members reported the following data on a survey sent by the principal. Staff was asked for their opinion about the effectiveness of last year's programming. They were given a 1-5 scale to record their feedback. 1 was considered ineffective and 5 was considered effective.

Most programming was then considered to be effective and will continue for the 2022-2023 school year.

Portola Elementary School experienced a high level of success with engaging families with these events. There were high levels of attendance and volunteerism for Family Picnic Days, Portola Ninja Warrior, and Monthly Family Dinner Nights.

While parent involvement saw a resurgence from previous years, student attendance in school remains a concern. The following procedures were reinstated for the 2022-2023 school year:

The office assistant will monitor attendance throughout the day and report truant tardies to the principal. Families receive phone calls from the office assistant if their absence has not been reported to the school. Teachers communicated attendance concerns to office assistant and principal. Principal conducted attendance conferences as needed with parents and collaborated with Ventura Unified School District to assist families with poor attendance.

The principal hosted 144 Student Attendance Review Meetings and 7 Student Attendance Review Board Meetings. If chronic absenteeism remains a concern, more students and their families will have to be referred to SARB for district-based interventions.

Campus Support Assistants monitor students and provide PBIS supports through restorative justice and WOW tickets.

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

The school counselor and teachers facilitated classroom lessons surrounding interpersonal conflict and self-regulation. Dynamic mindfulness was also classroom based and teachers taught Second Step lessons weekly. The school counselor, psychologist, and principal led tier 2 and tier 3 intervention supports in consultation with behavior specialists from the Ventura County Office of Education (VCOE). Student enrichment programs including GATE, Peer Mediation, Cross Country, Newspaper Club continued. Lunchtime intramurals and Battle of the Books were postponed to the 23-24 school year. VCOE behavior specialists also provided brief training with campus support assistants on redirecting and correcting student behavior. Our school librarian led the newspaper club and school wide literacy events for Read Across America, Winter Wonderland, and Open House. The office assistant provided all clerical support for monitoring student attendance interventions.

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.

Last year's goal was to create a secure and safe environment for all staff and students. As previously mentioned in the above section, attendance was challenging to monitor and family engagement opportunities were compromised due to COVID restrictions. Students had to be quarantined for extended periods of time and families could not organize events on campus or meet with teachers on campus to discuss student learning and/or build community.

Teachers reported substantial success surrounding student programming for the 2021-2022. The California Healthy Kids Survey was administered to 5th grade students with parent permission for the 2021-2022 school year. Questions in this survey included safety, school connectedness, and motivation to learn. Student feedback from this survey was analyzed and reviewed. 97% of the students said they felt close to someone at school. 94% said they felt safe at school. 49% of the Portola fifth graders that participated in this survey reported being called a bad name or have been the target of a mean joke. 23% of all fifth graders from this survey also reported that they are not treated fairly when they break a school rule. The survey will be administered again 2023-2024 and analyzed 2024-2025.

These two questions from the California Healthy Kids Survey will serve as baseline data for the 2024-2025 SPSA. The goal is to decrease the number of students saying mean jokes and bad names. The next question of focus will be making sure students feel that they are being treated fairly when they break a rule. School staff will continue Mindfulness Programming. Our teachers will implement the social emotional curriculum Second Step and provide explicit instruction about social awareness and empathy through physical education.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Our focus will be to communicate more effectively to increase parent involvement in all areas.
Maintain current parent programming and provide more communication support to Multilingual families

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance	300 parents at Back to School Night	5 parents will attend all English Language Advisory Council Meetings 10 parents will attend Monthly Coffee Chats with the Principal. 75% of all students' families will attend Open House

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

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

All Students with an emphasis on Multilingual students

Strategy/Activity

Continue following programs: Adventure Portola, Family Picnic Days, Monthly Family Dinner Nights, Literacy Nights, Art/Science Night, Parent Mindfulness Nights, Volunteer Breakfast, Ninja Warrior and PFFO Monthly Meetings.

Proposed Expenditures for this Strategy/Activity

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

Annual Review:**SPSA Year Reviewed: 2022-23**

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.

Family Picnic Days, Monthly Family Dinner Nights, Open House, Volunteer Brunch, Winter Festival, and Trunk or Treat and PFFO Monthly Meetings notices were sent to parents. Most events received an overall effectiveness of 60% on the principal survey. Ninja Warrior was 100% effective based on parent responses gathered. were events that attracted large numbers of parents.

November Family Picnic Day – 140 parents
Monthly Family Dinner Nights – average 20 parents
Volunteer Breakfast – 15 parents
Winter Festival – approximately 200 parents
Trunk or Treat – approximately 200 parents
Portola Open House – approximately 300 parents

Where we did not experience as much success was with our English Language Advisory Committee. The first three meetings reported no parent attendance. In February 2023 we were able to have 18 people present. This was because we offered dinner, interpretation in three languages, and rewarded students with a certificate and free popcorn for making progress on Lexia ELD. We continued the same practice for our April and May meetings and saw the same results. We will continue to use this strategy for the 23-24 school year. .

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

All family events were posted in ParentSquare Messaging, our school website, and paper flyers home.

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.

Portola Elementary School has a substantial Arabic speaking population (26 students) and Spanish speaking population (35 students). 99.3% of all parents on ParentSquare open and view messages from the principal. ParentSquare is automatically set to the family's home language as indicated on the home language survey sent to families during enrollment. Portola Elementary School will then announce all parent meetings through ParentSquare and the school website.

5 parents will attend all English Language Advisory Council Meetings
10 parents will attend Monthly Coffee Chats with the Principal.
75% of all students' families will attend Open House

Refreshments and interpretation in two languages will be provided at all ELAC meetings, principal meetings, Open House, Kindergarten and TK Orientation and Back to School Night. Site leadership will support PFFO in digital communication. Because we experienced success with student incentives and parent events, we will continue to provide student incentives throughout the year for family attendance and participation.

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

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

Federal Programs	Allocation (\$)
Title I 2022-23 Carryover	\$3,150.00
Title I 2023-24 Pre-Allocation	\$169,034.00
Title I 2023-24 Allocation	\$20,940.00

Subtotal of additional federal funds included for this school: **\$193,124.00**

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2022-23 Carryover	\$4,282.00
Site-Based Funds 2023-24 Allocation	\$18,585.00
Supplemental Funds 2022-23 Carryover	\$5,704.00
Supplemental Funds 2023-24 Allocation	\$66,275.00

Subtotal of state or local funds included for this school: **\$94,846.00**

Total of federal, state, and/or local funds for this school: **\$287,970.00**

2023-24 Centralized Support for Planned Improvements in Student Performance

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.

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 – 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	96	92	92	25.00%	20.65%	25.00%	29.35%
Male	48	46	46	23.91%	19.57%	21.74%	34.78%
Female	48	46	46	26.09%	21.74%	28.26%	23.91%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	7	7	7	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	57	54	54	27.78%	9.26%	27.78%	35.19%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	22	21	21	14.29%	47.62%	14.29%	23.81%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	66	64	64	15.63%	18.75%	31.25%	34.38%
English Learners	17	16	16	12.50%	6.25%	37.50%	43.75%
Students with Disabilities	12	10	10	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 3 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	96	93	93	25.81%	23.66%	30.11%	20.43%
Male	48	47	47	23.40%	25.53%	23.40%	27.66%
Female	48	46	46	28.26%	21.74%	36.96%	13.04%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	7	7	7	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	57	55	55	21.82%	20.00%	27.27%	30.91%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	22	21	21	33.33%	28.57%	28.57%	9.52%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	66	64	64	15.63%	25.00%	34.38%	25.00%
English Learners	17	17	17	0.00%	29.41%	35.29%	35.29%
Students with Disabilities	12	10	10	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 4 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	110	109	109	34.86%	29.36%	19.27%	16.51%
Male	67	66	66	34.85%	31.82%	18.18%	15.15%
Female	43	43	43	34.88%	25.58%	20.93%	18.60%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	4	4	4	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	68	68	68	29.41%	29.41%	25.00%	16.18%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	33	32	32	46.88%	28.13%	9.38%	15.63%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	68	68	68	17.65%	32.35%	25.00%	25.00%
English Learners	16	16	16	0.00%	50.00%	25.00%	25.00%
Students with Disabilities	9	8	8	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 4 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	110	109	109	37.61%	31.19%	20.18%	11.01%
Male	67	66	66	37.88%	31.82%	21.21%	9.09%
Female	43	43	43	37.21%	30.23%	18.60%	13.95%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	4	4	4	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	68	68	68	32.35%	33.82%	22.06%	11.76%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	33	32	32	46.88%	21.88%	21.88%	9.38%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	68	68	68	27.94%	27.94%	26.47%	17.65%
English Learners	16	16	16	6.25%	56.25%	18.75%	18.75%
Students with Disabilities	9	8	8	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 5 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	96	94	94	17.02%	34.04%	22.34%	26.60%
Male	49	47	47	12.77%	34.04%	27.66%	25.53%
Female	47	47	47	21.28%	34.04%	17.02%	27.66%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	8	8	8	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	64	62	62	14.52%	30.65%	27.42%	27.42%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	18	18	18	11.11%	44.44%	11.11%	33.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	62	60	60	15.00%	31.67%	21.67%	31.67%
English Learners	12	11	11	0.00%	9.09%	36.36%	54.55%
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 5 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	95	94	94	20.21%	19.15%	32.98%	27.66%
Male	48	47	47	17.02%	25.53%	29.79%	27.66%
Female	47	47	47	23.40%	12.77%	36.17%	27.66%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	8	8	8	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	64	63	63	14.29%	14.29%	39.68%	31.75%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	17	17	17	17.65%	35.29%	17.65%	29.41%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	61	60	60	18.33%	16.67%	36.67%	28.33%
English Learners	11	11	11	9.09%	0.00%	45.45%	45.45%
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education							
Homeless							

2023-24 Supplemental Funds Program Budget

2023-2024 BUDGET

School Site:


Portola Elementary

Program:

Supplemental

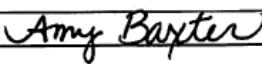
2022-23 Carryover	\$	5,704.00
2023-24 Allocation	\$	66,275.00
Total Available Funding:	\$	71,979.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
Teachers, Extra hours	\$	500.00
Teachers, Sub	\$	-
GATE Stipend	\$	500.00
2000s - Classified Salaries		
Custodian, Extra hours/overtime	\$	1,000.00
Clerical, Extra hours	\$	3,000.00
Campus Supervision - 1 yard duty 10hrs week	\$	7,616.00
ESSA - Koleen Sargent - 2 hours a day	\$	6,800.00
Office Assistant - Gloria Cervantez - 4 hours a day	\$	24,000.00
3000s - Employee Benefits		
23.16% for Certificated	\$	232.00
36.94% for Classified	\$	15,668.00
4000s - Books and Supplies		
Books Other Than Textbooks	\$	-
Materials and Supplies	\$	12,663.00
Equipment not Capitalized	\$	-
5000s - Services & Other Operating Expenses		
Conferences/Travel	\$	-
Rentals and Repairs	\$	-
Operating Lease	\$	-
Graphics	\$	-
Contracted Services	\$	-
Internet Publications/Software	\$	-
6000s - Capital Outlay		
Capital Equipment >\$5,000 ea.	\$	-
Total	\$	71,979.00
Budget Balance		
	\$	-

Principals Signature: 

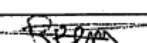
Date: 10/18/23

School Site Council Approval: (Chair)



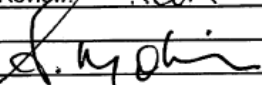
Date: 10/18/23

English Learner Advisory Committee Review:



Date: 10-18-23

Director, Special Projects Approval:



Date: 12/19/23


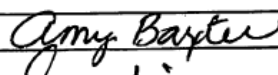
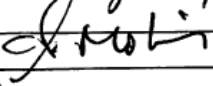
2023-24 Site Based Funds Program Budget

2023-2024 BUDGET

School Site: **Portola Elementary**
 Program: **Site Based Fund**

2022-23 Carryover	\$	4,282.00
2023-24 Allocation	\$	18,585.00
Total Available Funding:	\$	22,867.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ 2,000.00
	Campus Supervision	\$ 8,616.00
	ESSA - Koleen Sargent - 2 hours a day	\$ 3,700.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	36.94% for Classified	\$ 5,288.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 3,263.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
	Communications	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 22,867.00
Budget Balance		
		\$ -

Principals Signature:	
Date:	10/18/23
School Site Council Approval: (Chair)	
Date:	10/18/23
Director, Special Projects Approval:	
Date:	12/19/23

2023-24 Title I Funds Program Budget

2023-2024 BUDGET

School Site:

Portola Elementary

Program:

Title I

2023-24 Pre Allocation	\$	169,034.00
2022-23 Carryover	\$	3,150.00
2023-24 Additional Allocation	\$	20,940.00
Total Available Funding:	\$	193,124.00

		Budget
Pre-Allocated Expenditures		
1000s - Certificated Salaries		
	Intervention Teacher	\$ 77,838.00
	Counseling	\$ 33,078.00
2000s - Classified Salaries		
	Paranod	\$ 17,104.00
	Family Liaison	\$ -
	Other	\$ -
3000s - Employee Benefits		
	Certificated	\$ 35,137.00
	Classified	\$ 5,877.00
Total		\$ 169,034.00

		Budget
Additional Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Yacil Garcia 12 hours a week	\$ 11,359.00
	LTA Spring	\$ 6,233.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	36.94% for Classified	\$ 6,498.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ -
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 24,090.00
Budget Balance		\$ -

Principals Signature:

Date:

School Site Council Approval: (Chair)

Date:

Director, Special Projects Approval:

Date:

School-Parent/Home Compact

Portola Elementary School Compact

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

As a student I will:

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

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

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

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

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

Teacher signature

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

Signed on this _____ day of _____, 20__.

Approved by SSC on September 18, 2023

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

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

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

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

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

Parent Involvement Policy

**Portola Elementary School Family and Community Involvement Policy
2023-2024**

* * * * *

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

Policy Guidelines:

1. **Portola Elementary School** will involve parents, families, and the community in the joint development of its school family and community involvement plan.
 - ◆ Provide opportunity for input at the Title I Information Meetings
 - ◆ Provide opportunity for input at PFFO meetings, ELAC meetings, School Site Council and Coffee Chats with the Principal.
2. **Portola Elementary School** will involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - ◆ Same as above
 - ◆ Get the approval of the School site Council by the end of November 2023.
3. **Portola Elementary School** will inform parents of the school's participation in Title I, Part A programs, explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional family and community involvement meetings. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
 - ◆ Offering the meeting at Back to School Night
 - ◆ Making arrangements for parents that request additional information
4. **Portola Elementary School** will provide parents of participating children information in a timely manner, describe and explain of the school's curriculum, academic assessment, and the proficiency levels students are expected to meet by:
Providing a comprehensive presentation on the above subjects at the Title I Information Meeting
5. **Portola Elementary School** will provide opportunities for regular meetings for parents to formulate suggestions and to participate in decisions about the education of their children. The school will respond to suggestions as soon as practicably possible by:
Holding an advertised, monthly "Coffee with the Principal".
Post agenda for SSC, PFFO and ELAC
6. **Portola Elementary School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
Relying on the VUSD Department of Student Performance and Program Evaluation to send the information provided by CAASP.
7. **Portola Elementary School** will provide each parent timely notice when their child has been assigned who is not highly qualified.
 - ◆ Relying on the VUSD Department of Human Resources to send the information.
8. **Portola Elementary School** will provide assistance to parents of children served by the school, in understanding topics:
the state's academic content standards,
the state's student academic achievement standards,
the state and local academic assessments including alternate assessments,
the requirements of Part A,
how to monitor their child's progress, and

how to work with educators:

Provide handouts upon request at the annual Title I Informational meeting on the above topics

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

Portola Elementary discretionary policy components:

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

* * * * *

Adoption

This **Portola Elementary School** Family and Community Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the SSC agenda of September 19, 2023.

This policy was adopted by the **VUSD** on _____ and will be in effect for the period of 2023-2024 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **the First Trimester Parent/Teacher Conferences**, (date) November 15, 2023.

(Signature of Authorized Official)

Professional Development Plan

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

During the 2023-24 school year, teachers at Portola Elementary School will focus on the following trainings:

- Multilingualism
- Data Driven Instruction

School Accountability Report Card

2022-23 School Accountability
Report Card
Published January 2024

PORTOLA ELEMENTARY SCHOOL

6700 EAGLE STREET, VENTURA, CA 93003

(805) 289-1734

DR. ELENA GARCIA YOSHITOMI, PRINCIPAL

GRADES K-5

PRINCIPAL'S MESSAGE

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

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

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

District Vision Statement

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

District Mission Statement

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

Portola Purpose Statement

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

DISTRICT & SCHOOL DESCRIPTION
Ventura Unified School District

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than approximately 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, and 5 high schools.

Board of Education

DR. JERRY DANNENBERG

CALVIN PETERSON

JAMES FORSYTHE

ALICIA LAVERE

SABRENA RODRIGUEZ

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
**Ventura Unified
SCHOOL DISTRICT**


Portola Elementary School

Portola Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2022-23 school year, 531 students were enrolled, including 9.6% in special education, 17.9% qualifying for English Language Learner support, 2.4% homeless, 0.6% foster youth, and 61.4% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	51.6%	Kindergarten	71
Male	48.4%	Grade 1	78
Non-Binary	0.0%	Grade 2	89
American Indian or Alaskan Native	0.8%	Grade 3	91
Asian	6.0%	Grade 4	109
Black or African American	1.9%	Grade 5	93
Filipino	1.1%		
Hispanic or Latino	59.5%		
Native Hawaiian or Pacific Islander	0.8%		
Two or More Races	4.3%		
White	25.6%		
English Learners	17.9%		
Foster Youth	0.6%		
Homeless	2.4%		
Migrant	0.0%		
Socioeconomically Disadvantaged	61.4%		
Students with Disabilities	9.6%	Total Enrollment	531

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

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by becoming a volunteer in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, principal newsletters, weekly teacher newsletters, the school website, Remind Me App, the school marquee, and personal phone calls. Contact the principal or your child's teacher at (805) 289-1734 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Library Helper

Committees

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

School Activities

- Back to School Night
- Family Picnic Days
- Intramurals League
- Fitness-a-Thon
- Parent Information Night
- Literacy Nights

California Physical Fitness Test Results

2022-23

% 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%	95.0%	100.0%	95.0%	100.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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

	Portola		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	21.62	40.66	32.31	32.57	29.47	30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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 receive scores.

- Mindfulness Parent Nights
- Monthly Dinner Night
- Open House
- Enrichment Classes
- Family Dances
- PFFO Carnival
- English Learner Reclassification Ceremony
- After School Art Classes
- Cross Country Team
- GATE Enrichment Classes

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

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

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

Physical Fitness

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

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

2022-23					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	94	93	98.94	1.06	40.86
Female	47	47	100	0	38.3
Male	47	46	97.87	2.13	43.48
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	32.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100	0	52.94
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.87	2.13	34.78
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						
	Portola		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	54	54	47	47	47	46
Mathematics	48	53	35	36	33	34

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or 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 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)

2022-23										
	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	302	295	97.68	2.32	54.24	301	296	98.34	1.66	53.38
Female	136	136	98.55	1.45	54.41	136	136	98.55	1.45	50.74
Male	164	159	96.95	3.05	54.09	163	160	98.16	1.84	55.63
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	19	19	100	0	66.42	19	19	100	0	78.95
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	189	184	97.35	2.65	47.83	189	186	98.41	1.59	46.24
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	11	11	100	0	54.55	11	11	100	0	63.64
White	73	71	97.26	2.74	66.2	72	70	97.22	2.78	62.86
English Learners	45	43	95.56	4.44	27.91	44	44	100	0	36.36
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	149	145	97.32	2.68	44.83	149	146	97.99	2.01	44.52
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	33	30	90.91	9.09	23.33	32	29	90.63	9.37	24.14

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or 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 divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Portola Elementary School's original facilities were built in 1978; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Portola Elementary School. The day custodian is responsible for:

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

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

- Classrooms
- Restrooms
- Routine Maintenance

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

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

Facilities Inspections

The district's maintenance department inspects Portola Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Portola Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 15, 2023. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, staff are strategically assigned to designated entrance areas, and in the parking lot to supervise traffic flow. During recess, teachers supervise playground activity. Staff monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the teachers, principal, campus support assistants, and one supervisor in the parking lot monitor student behavior to ensure a safe and orderly departure. The principal makes student safety a high priority and therefore assists with supervision of students before school, during all recesses, and after school during dismissal.

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

School Site Safety Plan

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

plan was reviewed and updated in November 2023 and shared with school staff during faculty meetings in October 2023.

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

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Portola Elementary School's discipline policies are based upon a schoolwide discipline plan and the CHAMPS program, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: August 15, 2023	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			Classroom 1, 10, 22, 23, 24 - Water damaged ceiling tiles along the building modular line; Building H Exterior - Excessive rust and structural damage at the south roof beam at room 1, north arcade roof is rusted through at room 2; Building G Exterior - Excessive rust at the rain gutter on the east and west sides of the building, rooms 4, 5, 6, and electrical; Classroom 13 - Water damaged ceiling tiles at the east side of the room; Classroom 22 - Carpet is frayed and lifting by the floor electrical outlet and the east door; Classroom 26 - Wall surface is peeling next to the HVAC unit, VCT floor tile is lifting/bubbling by the north wall; Cafeteria Girls RR - Right toilet is out of order; Cafeteria Boys RR - Left urinal is out of order
Cleanliness	✓			Classroom 26 - Termite dropping present on the floor under the west wall whiteboards
Electrical	✓			Building C Boys RR - Light lens is missing
Restrooms/Fountains	✓			Building D Girls RR - The toilet in the ADA stall is loose and needs to be secured
Safety	✓			
Structural	✓			Admin Exterior - Excessive rust at the rain gutter on the west side by the teachers lounge; Building C Exterior - Broken skylight at center of building; Building D Exterior - West gutter rusted out at room 19; Building E Exterior - Excessive rust at south roof beam by room 27
External	✓			Front Yard/Parking Lot - Excessive rust at bottom rail of fencing in multiple locations
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

Chronic Absenteeism by Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	570	562	154	27.4
Female	289	284	82	28.9
Male	281	278	72	25.9
American Indian or Alaska Native	--	--	--	--
Asian	32	32	4	12.5
Black or African American	11	10	1	10
Filipino	--	--	--	--
Hispanic or Latino	340	338	107	31.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	25	6	24
White	148	145	31	21.4
English Learners	109	107	28	26.2
Foster Youth	--	--	--	--
Homeless	19	18	5	27.8
Socioeconomically Disadvantaged	359	354	111	31.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	69	21	30.4

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

Suspensions and Expulsions								
	Portola			VUSD			CA	
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22
Suspensions	0.00%	1.28%	1.05%	0.17%	2.74%	3.22%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%

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

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.05%	0.00%
Female	0.00%	0.00%
Male	2.14%	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	9.09%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.88%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.00%	0.00%
White	0.68%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.84%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.86%	0.00%

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

behavior in the classroom. Portola Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Students may earn WOW tickets for demonstrating responsible and respectful behavior. At the end of each week, students deposit their WOW tickets into a drawing for special incentives; two tickets are drawn each week.

Class Size

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

Average Class Size and Class Size Distribution			
2020-21			
Grade Level	Average Class Size	Number of Classes*	
		1-20	21-32
K	27.0	3	
1	22.0	4	
2	26.0	4	
3	23.0	4	
4	31.0	3	
5	34.0		3
2021-22			
K	26.0	3	
1	28.0	3	
2	23.0	4	
3	25.0	4	
4	29.0	3	
5	26.0	3	
2022-23			
K	24.0	3	
1	23.0	3	
2	25.0	3	
3	23.0	4	
4	27.0	4	
5	31.0	3	

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

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

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

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Portola Elementary School for the 2022-23 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 2021-22, 2022-23, and 2023-24 school years, the teachers at Portola Elementary School had the opportunity to participate in districtwide staff development training focused on:

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

2023-24 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- California Reading & Literature Project: RESULTS Training (K-3)
- Dual Language Education
- MAP Reports

- ELPAC Task Types
- Multilingual learner Liaisons Collaboration
- English Language Development (K-5)

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 2022-23 school year, Portola Elementary School's staff development activities concentrated on:

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

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

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

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

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

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.

On October 10, 2023, 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 #23-33 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

Counseling & Support Staff

Portola Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Portola Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

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

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

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

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.5	100	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	66	10.09	11953.1	4.28
Unknown	0	0	43.2	6.6	15831.9	5.67
Total Teaching Positions	20.5	100	654.7	100	279044.8	100

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.

Academic Counselors and Other Support Staff

2022-23		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.7
Psychologist	1	0.4
School Nurse	1	0.2
Speech Therapist	1	0.4
School Counselor	1	0.5

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

Teacher Preparation and Credentials

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

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

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: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2021-22 school year, Ventura Unified School District spent an average of \$15,181 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2021-22		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	128,391	146,440
High School	133,882	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

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

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	Portola	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,829	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,045	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,783	6,550	103.6%	7,607	86.1%
Average Teacher Salary	88,676	79,491	N/A	90,632	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 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco Use Prevention Education

SARC DATA

DataQuest

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2023.

School Site Council Bylaws

VENTURA UNIFIED SCHOOL DISTRICT

PORTOLA ELEMENTARY SCHOOL SCHOOL SITE COUNCIL

BY-LAWS

ARTICLE I - Name of Council

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

ARTICLE II - Role of Council

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

ARTICLE III – Membership

Section I - Members

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

Section 11 – Selection of Members 1. Parents and community representatives: At the beginning of each school year, all parents of K-5 students attending Portola School, shall be 1) notified of an opportunity to run for election and serve on the SSC; and 2) be notified of the date and time of the election. 2. School Personnel: All Portola faculty shall be 1) notified of an opportunity to run for election and serve on the SSC; and 2) notified of the date and time of the election. All Portola non-teaching staff shall be 1) notified of the opportunity to run for election and serve on the SSC; 2) notified of the date and time of the election,

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

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

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

ARTICLE VI - Meetings SSC

Section 1- Quorum A quorum shall consist of six (6) members or alternates. A quorum shall be present to conduct and any official business.

Section II - Conduct of Meetings All regular and special meetings of SSC shall be conducted using Robert's Rules of Order.

Section III – Regular Meetings The SSC shall meet at least 5 times each year. All meetings shall be open to the public.

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

Section V - Place of Meetings SSC shall hold its regular meetings and its special meetings at Portola School or other designated location.

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

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

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

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

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