

# Ventura Unified School District

# School Plan for

# Student

# Achievement



## Pierpont Elementary School

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## Fiscal Year 2024-2025

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

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

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

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

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

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

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The district's Governing Board approved this revision of the school plan on June 25, 2024.

## 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:

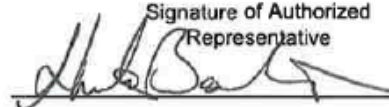
Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Todd Tyner	X				
Sheila Bartsch		X			
Ginger Novstrup		X			
Bambi Steinhoff		X			
Cheri Colborn			X		
Ricky Staub				X	
Vaishali Gordhan				X	
Joe Barnard				X	
Ryan Thompson				X	
Ryan Dritz				X	
Number of members in each category	1	3	1	5	

**Recommendations and Assurances**

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

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

Teacher in Charge

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: MAY 14, 2024

Attested:

  
\_\_\_\_\_  
Todd Tyner, Principal

5-14-2024  
\_\_\_\_\_  
Date

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

05-14-24  
\_\_\_\_\_  
Date

## District information

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### District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. 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 2023-24 school year, Ventura Unified School District served 14,672 students in grades TK-12 including 14.3% students with disabilities, 14.6% English learners, 56.2% socioeconomically disadvantaged, 0.3% migrant education, 3.8% homeless, and 0.2% identified as foster youth.

### District Promise

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

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

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

### District Pillars

We are committed to providing:

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

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

**For the future of every student.**

### **District Vision**

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

### **District Mission**

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

### **District Governing Principles**

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



## School Information

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### School Profile

During the 2023-24 school year, Pierpont Elementary School served 293 students in grades K-5. Student enrollment included 7.2% students with disabilities, 1.7% English learners, 32.8% socioeconomically disadvantaged, 0.3% foster youth, and 2% homeless youth.

### Learning Climate

Pierpont parents play an active role in their children's education. PTA enjoys strong participation and funds a wide range of enrichment programs that support and enhance student learning. The many volunteer hours recorded each month typify the strong home-school partnership at Pierpont. Classroom volunteers, music, field trips, afterschool science club, cross country team, fine arts, library, senior readers, salad bar, noon activities and school gardens are some of the programs Pierpont parents and community actively support. Classroom teachers, noon supervisors, and the principal are available to assist students in making respectful and appropriate behavior choices. Schoolwide discipline policies are taught and enforced consistently by all staff.

### School Vision

Pierpont Elementary School provides a safe and secure learning environment with high expectations for all students. Multiple opportunities are offered for every student to master grade level standards and demonstrate age appropriate skills. Positive child centered classroom environments actively engage students, encourage student responsibility, and promote student success. We are dedicated to providing a safe and caring environment where every child has the opportunity to be a successful learner. The Pierpont staff works with parents to meet individual student needs and together we strive to facilitate the development of each student to his/her fullest potential. Our motto, "Imagine; Then Make a Difference" represents the dedication of school staff and parents to ensure every child feels valued and comfortable. It is our expectation every child promoted from Pierpont Elementary School leaves with a strong foundation of positive personal, social, and academic skills necessary for success in school and in life.

### School Mission

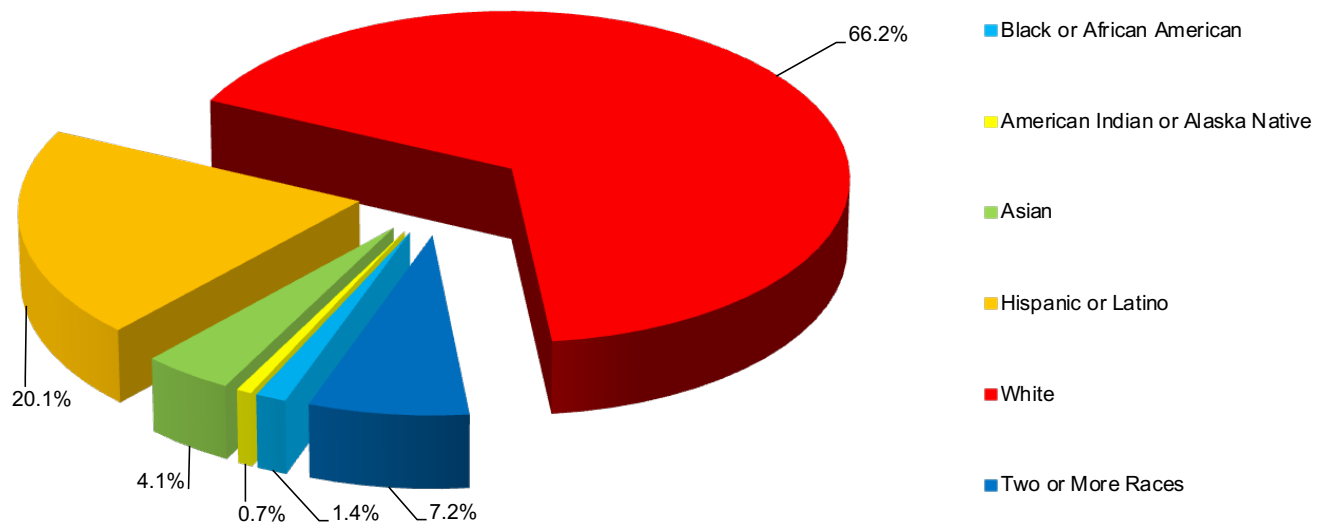
Maintain a safe, caring, child-centered school environment focused upon providing stimulating and challenging learning experiences for students conducive to the intellectual development, academic achievement, and personal growth necessary for each student to reach their potential to become successful, responsible and interactive members of society. Create and maintain a mutually supportive and interactive partnership of learners and leaders of all ages who model a life long love of learning.

### Student outcomes:

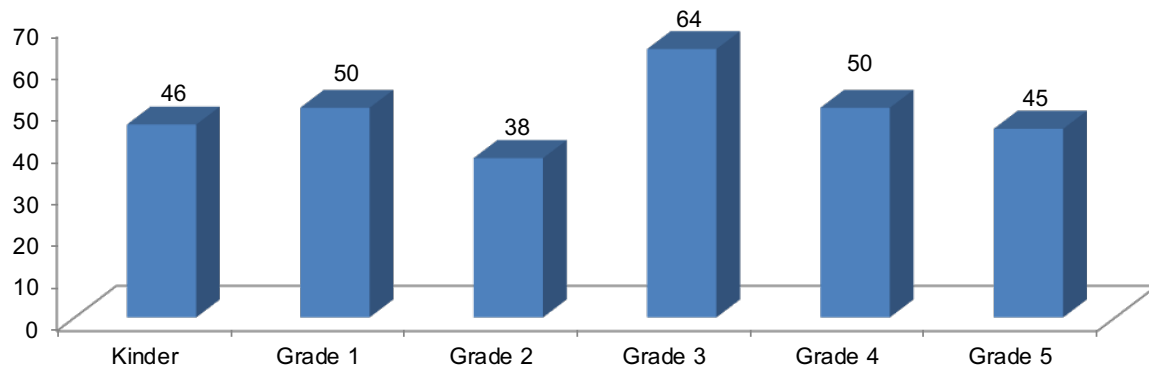
By the time a child leaves Pierpont School he/she will:

- Communicate effectively using written, verbal, and technological communication skills as life long learners.
- Read successfully with understanding, fluency, and enthusiasm.
- Problem Solve using mathematical concepts, skills, and problem solving strategies with confidence and enthusiasm.
- Analyze a problem using scientific methods to determine appropriate solutions.
- Work both independently and cooperatively with others.
- Choose healthy lifestyle options reflective of a positive physical and mental well being.
- Accept accountability for his/her actions.
- Respect themselves, others, and our environment.
- Understand their environment using age appropriate knowledge of earth, life, physical, and social science.
- Progress toward proficiency in state adopted grade level standards for language arts, mathematics, and science commensurate with developmental level and ability.

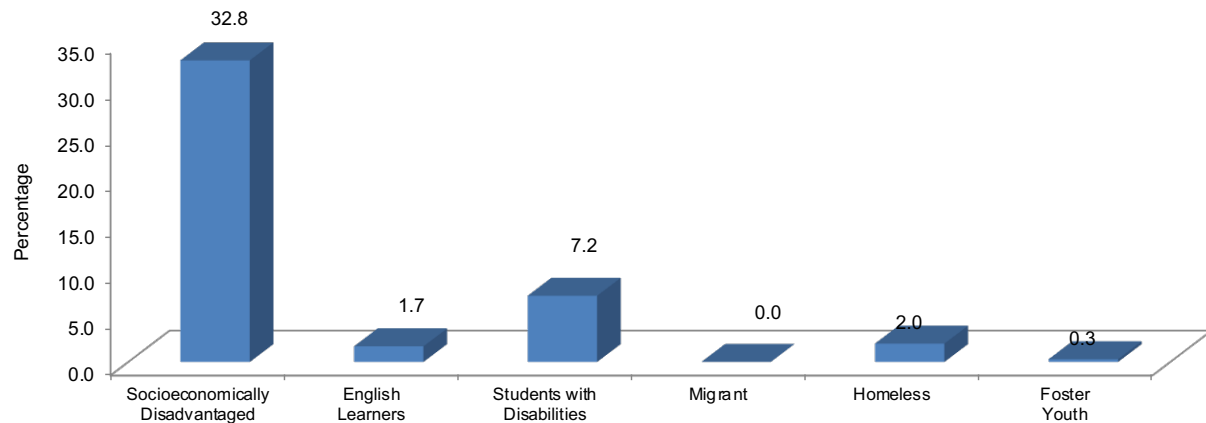
Student Enrollment by Ethnicity – 2023-24



Student Enrollment by Grade – 2023-24



### Student Enrollment by Student Group – 2023-24



### Comprehensive Needs Assessment

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

- ✓ Analysis of Student Performance Data:
  - CAASPP Reports
  - ELPAC Reports
  - District Benchmarks
  - SBAC
  - DIBELS
  - Benchmarks

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

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

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

Pierpont Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Pierpont 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. Pierpont Elementary School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning.

Pierpont Elementary School offers the following programs aimed at positive behaviors:

- Counseling Program – whole class and small group setting in which the counselor covers social/emotional topics
- Second Step Curriculum
- Student Council/Leadership
- 4<sup>th</sup> & 5<sup>th</sup> Lunch Sports Program

### Community Resource Guide

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

- 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
Pierpont Elementary School	56726526056170	May 14, 2024	

## 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)

Pierpont Elementary School is a school-wide program with approximately 290 students in grades K-5. Pierpont has no TK or special day class programs.

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

The purpose of this plan is to gather information from all stakeholders to identify areas of specific need on our campus. Specific measurable goals will be set to improve our academic programs for all student groups and strategically decrease the achievement gaps between student groups. Specific goals, strategies and activities will be tied to increasing student achievement, increasing student connections to school and increasing parent involvement and will go hand in hand with the Ventura Unified School District LCAP. The Pierpont School K-5 plan will focus on increasing student achievement, increasing student connections to our school, and increasing family involvement. These same goals and activities related to the goals are also stated in our Ventura Unified District LCAP document.

## Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Pierpont School Site Council	April 9 and May 14, 2024
Pierpont Teacher Representative Teacher-in-Charge Sheila Bartsch	May 14, 2024

## Resource Inequities

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

N/A

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

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

## Identified Need:

Pierpont School expects to see a 2% increase in proficiency at each grade level in ELA and Mathematics for ALL students

## Annual Measurable Outcomes:

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome (June 2025)</b>
CAASPP results for ALL students 3 <sup>rd</sup> through 5 <sup>th</sup> grade	<b><u>Spring 2024 School-wide</u></b> ELA ALL TBD Math ALL TBD	2% growth in achievement in math and ELA across grade levels 3,4 and 5.
2% Increase in ELA and Math for ALL students on 2025 CAASPP	<b><u>Spring 2024 ELA</u></b> 3 <sup>rd</sup> ALL TBD 4 <sup>th</sup> ALL TBD 5 <sup>th</sup> ALL TBD  <b><u>Spring 2024 Math</u></b> 3 <sup>rd</sup> ALL TBD 4 <sup>th</sup> ALL TBD 5 <sup>th</sup> ALL TBD  <b><u>Spring 2024 CAST Sci</u></b> 5 <sup>th</sup> ALL TBD	2% growth in achievement in 5th grade science.

### Strategy/Activity 1

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

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

General education and targeted intervention programs will strive to meet the needs of all students and aim for a 2% increase in proficiency for ALL 3/4/5 students in ELA and Math and 5th grade students in Science

#### Strategy/Activity

- Use of core curriculum in every class every day
- 40% small group Reading Intervention for 1st, 2nd, 3rd gr students + 12 hours/week 4th-5th gr. Reading Intervention Teacher November 2024 thru May 2025
- Provide staff support on the MAP data system to track student achievement data efficiently
- Planned and strategic release time for teachers to look at academic data and plan curriculum to meet student needs, and various student group's needs.
- Focused instruction for all students achieving in the "nearly met" group on the CAASPP 2024
- Testing strategies provided by classroom and intervention staff
- Evaluation of student data at grade level meetings with the goal of moving students between the intervention groups based on data indicators.
- School counselor to provide small group lessons to support identified students with SEL strategies, organizational skills and time management to assist with overall academic achievements.
- Maintain access to technology in the classroom for all students to utilize for academic supplements, specifically filling achievement gaps as based on data in programs such as Benchmark Universe and Moby Max

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Intervention Specialist Teacher 40% RTI Teacher (1st-3rd Gr Reading)	VUSD LCAP Funds (small schools grant)
Extra reading, writing, math instruction to offset large class sizes in 4th-5th grade - Hourly teacher \$15,000	Pierpont Site and Supplemental Budgets 0100 (SSC)
Daily science instruction, coding and 3D design in 4th/5th grade classrooms.	Materials as needed (PTA)

**Annual Review:****SPSA Year Reviewed: 2023-24**

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.

Implementation of achievement goals has gone as expected. We do not yet have CAASPP test results but indicators from MAP growth suggest 2% was an appropriate achievement growth goal.

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

N/A

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

N/A



**Goal 2:**

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

Identified Need:

Increase average daily attendance for ALL students to 95%.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Attendance percentage as indicated in A2A Attendance Monitoring program	<p>K-5<sup>th</sup> Attendance Rates (all students, schoolwide)</p> <p>2018/19 96.4% 2019/20 95.5% (thru March 2020) 2020/21 96.3% (online) 2021/22 94.9% (covid restrictions) 2022/23 94.0% 2023/24 unknown at this time</p>	Increase in 2025/26 attendance to 95.0%

**Strategy/Activity 1**

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

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

All Students in grades K-5

**Strategy/Activity**

- Weekly use of A2A to monitor attendance, phone calls and letters from attendance office
- Parking lot chats and use of the "Friendly Letter" from Principal for chronically absent
- Make every effort to create a positive school climate for all students - this coordinates with the Safety Plan "when students feel physically and emotionally safe, they want to come to school"
- Principal and or counselor parent conferences with at risk students and parents who are on attendance contracts to refer/ provide outside resources.
- Attendance contracts for chronically absent students who are transfers at Pierpont School.
- 4 Saturday School Academy make-up opportunities with engaging activities offered during the Saturday Academy to increase attendance at the event.
- Attendance Incentive program to be introduced at monthly Awards Assemblies

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Awards Assemblies, Jogathon Celebration, Theme Days, Spirit Weeks \$2,000	PTA and Site Funds
SEL Focused Assemblies \$4,000	PTA
Attendance Incentives \$500	PTA and Site Funds

**Annual Review:****SPSA Year Reviewed: 2023-24**

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

**ANALYSIS:**

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

Attendance has been a challenge since the covid interruption in 2020/2021. Health is taken more seriously and parents are directed to keep students home with symptoms where they once allowed them to attend school. Families are also more likely to take advantage of travel opportunities.

On the plus side, students report liking school (91% according to 23/24 LCAP survey). Incentives are in place and activities are intentionally planned around holiday weekends to decrease loss of instruction.

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

Unknown at this time

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

N/A

**Goal 3:**

**Family Involvement** – Increased rate of parent participation in school site planning and activities

Identified Need:

Pierpont School will see a 10% increase in parent involvement in activity planning and sharing input at PTA meetings throughout the 2024/25 school year.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTA Meeting Attendance (monthly) PTA Volunteer Sign-up Back to School Night Scholastic Book Fair Jogathon Earthday Farmstand Movie Night Jogathon Celebration Winter Sing-a-Long Student Council Leadership Awards Assemblies Yearbook Cover Contest Talent Show Spirit Days / Theme Weeks Saturday Academies (4) School Carnival Garden Club Parent Nite Out Outdoor Education Kindergarten Celebration 5th Grade Promotion	Average # of parents involved in PTA Meetings in 23/24 – 16	Average # of parents involved in PTA Meetings in 24/25 – 18 or greater
Past Parent Participation in PTA meetings:	PTA Meeting Avg. Parent Attendance 2021/22 – 10	PTA Meeting Avg. Parent Attendance 2022/23 - 12

**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**

- Qualified Classroom Volunteer sign-ups (includes vaccination and background checks)
- Intentional use of a variety of tools for communication – marquee, PTA newsletters, Monthly Breeze and Calendar, Parent Square phone calls, website, flyers and Facebook to publicize opportunities. Newly adopted District system on the way?
- Create diverse volunteer opportunities for families to get involved on campus; classroom assistance, field trips, beach trips on Fridays, student assemblies, School Site Council, awards assemblies, gardens, PTA meetings
- Host a variety of events for parents, families and community to visit campus and be engaged with our school community; Back to School Night, Awards Assemblies, Farm Stand, Movie Night, Talent Show, Parent Night Out, School Carnival, Jogathon, Kindergarten and 5th grade Promotion ceremonies
- Advertise and encourage Pierpont family participation in district parents events; parent education workshops, school information fairs (choice)

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Approx \$12,000	PTA

**Annual Review:****SPSA Year Reviewed: 2023-24**

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 involvement is strong at Pierpont School.

Average PTA meeting attendance is 18-20.

Parent involvement is evident in every classroom throughout the school day

Parent involvement deserves direct credit for the success, and increase in, family activities throughout the school year - farmstand, carnival, variety show, merchandise sales, winter singalong, promotions, etc

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

N/A

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

N/A

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

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

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I 2023-24 Carryover	\$0.00
Title I 2024-25 Pre-Allocation	\$0.00
Title I 2024-25 Allocation	\$0.00

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

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

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Site-Based Funds 2023-24 Carryover	\$0.00
Site-Based Funds 2024-25 Allocation	\$10,255.00
Supplemental Funds 2023-24 Carryover	\$0.00
Supplemental Funds 2024-25 Allocation	\$16,800.00

Subtotal of state or local funds included for this school: **\$27,055.00**

Total of federal, state, and/or local funds for this school: **\$27,055.00**

## 2024-25 Centralized Support for Planned Improvements in Student Performance

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### VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

#### Multilingual/Multicultural Education

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

Program models offered for Multilingual Learners in VUSD include Structured English Immersion, English Language Mainstream, and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

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

#### Curriculum & Instruction

The Curriculum & Instruction Department, serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

#### Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator.

**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						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	49	48	48	39.58%	16.67%	22.92%	20.83%
Male	19	18	18	22.22%	16.67%	33.33%	27.78%
Female	30	30	30	50.00%	16.67%	16.67%	16.67%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	13	12	12	25.00%	16.67%	16.67%	41.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	27	27	27	48.15%	14.81%	18.52%	18.52%
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	14	14	14	28.57%	7.14%	28.57%	35.71%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
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	49	48	48	14.58%	27.08%	33.33%	25.00%
Male	19	18	18	22.22%	22.22%	38.89%	16.67%
Female	30	30	30	10.00%	30.00%	30.00%	30.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	13	12	12	0.00%	33.33%	33.33%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	27	27	27	18.52%	25.93%	29.63%	25.93%
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	14	14	14	7.14%	14.29%	28.57%	50.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
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	44	44	44	25.00%	18.18%	36.36%	20.45%
Male	14	14	14	21.43%	14.29%	42.86%	21.43%
Female	30	30	30	26.67%	20.00%	33.33%	20.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	11	11	11	9.09%	9.09%	36.36%	45.45%
Hawaiian or Pacific Islander							
White (not Hispanic)	24	24	24	25.00%	20.83%	37.50%	16.67%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	21	21	21	14.29%	19.05%	33.33%	33.33%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
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	44	44	44	25.00%	38.64%	20.45%	15.91%
Male	14	14	14	14.29%	57.14%	7.14%	21.43%
Female	30	30	30	30.00%	30.00%	26.67%	13.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	11	11	11	18.18%	18.18%	27.27%	36.36%
Hawaiian or Pacific Islander							
White (not Hispanic)	24	24	24	27.17%	37.50%	20.83%	12.50%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	21	21	21	19.05%	28.57%	23.81%	28.57%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
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	47	44	44	36.36%	22.73%	27.27%	13.64%
Male	25	22	22	18.18%	27.27%	36.36%	18.18%
Female	22	22	22	54.55%	18.18%	18.18%	9.09%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	12	12	12	25.00%	16.67%	41.67%	16.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	30	27	27	37.04%	29.63%	25.93%	7.41%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	19	17	17	23.53%	23.53%	29.41%	23.53%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	6	4	4	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 5 Mathematics – 2022-23

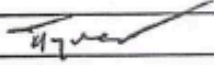
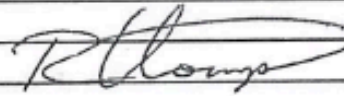
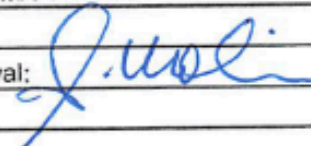
	Mathematics						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	47	44	44	31.82%	18.18%	29.55%	20.45%
Male	25	22	22	27.27%	13.64%	31.82%	27.27%
Female	22	22	22	36.36%	22.73%	27.27%	13.64%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	12	12	12	33.33%	16.67%	25.00%	25.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	30	27	27	29.63%	22.22%	33.33%	14.81%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	19	17	17	23.53%	5.88%	29.41%	41.18%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	6	4	4	*	*	*	*
Migrant Education							
Homeless							

## 2024-25 Supplemental Funds Program Budget

**2024-2025 BUDGET****School Site:****Pierpont****Program:****Supplemental**

<b>2024-2025 Allocation</b>	\$	16,800.00
<b>Total Available Funding:</b>	\$	16,800.00

		Budget
<b>Expenditures:</b>		
<b>1000s - Certificated Salaries</b>		
1103	Teachers, Extra hours	\$ 13,641.00
1106	Teachers, Sub	\$ -
	Other	\$ -
<b>2000s - Classified Salaries</b>		
2101	Paraed, Pos #2750 .1875 FTE (Vacancy)	
2103	Paraed, Extra hours	\$ -
2403	Clerical, Extra hours	\$ -
	Other	\$ -
<b>3000s - Employee Benefits</b>		
	23.16% for Certificated	\$ 3,159.00
	38.06% for Classified	\$ -
<b>4000s - Books and Supplies</b>		
4200	Books Other Than Textbooks	\$ -
4300	Materials and Supplies	\$ -
4400	Equipment not Capitalized	\$ -
<b>5000s - Services &amp; Other Operating Expenses</b>		
5202	Conferences/Travel	\$ -
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ -
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
<b>6000s - Capital Outlay</b>		
6400	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 16,800.00</b>
<b>Budget Balance</b>		<b>\$ -</b>

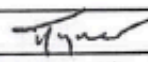

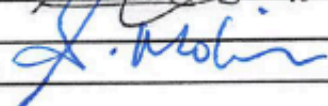
Principals Signature:	
Date:	5-21-24
School Site Council Approval: (Chair)	
Date:	5.21.24
English Learner Advisory Committee Review:	
Date:	
Director, Special Projects Approval:	
Date:	6/12/24

## 2024-25 Site Based Funds Program Budget

**2024-2025 BUDGET****School Site:****Pierpont****Program:****Site Based Fund**

2024-2025 Allocation	\$	10,255.00
Total Available Funding:	\$	10,255.00

		Budget
<b>Expenditures:</b>		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ 3,000.00
1106	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
2103	Paraed, Extra hours	\$ -
2403	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 695.00
	38.06% for Classified	\$ -
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ -
4300	Materials and Supplies	\$ 6,560.00
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ -
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ -
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
5900	Communications	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 10,255.00</b>
<b>Budget Balance</b>		<b>\$ -</b>

Principals Signature:	
Date:	5-21-24
School Site Council Approval: (Chair)	
Date:	5/21/24
Director, Special Projects Approval:	
Date:	6/17/24



### VUSD - Parent Involvement Policy

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

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

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

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

#### Title I Schools

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

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

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

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

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

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

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

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

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

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

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

#### Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

### Professional Development Plan

Pierpont Elementary 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 2024-25 school year, teachers at Pierpont Elementary School will focus on the following trainings:

- CRLP Reading Strategies

# 2022-23 School Accountability Report Card

Published January 2024



**PIERPONT ELEMENTARY SCHOOL**  
1254 MARTHA'S VINEYARD COURT, VENTURA, CA 93001  
(805) 641-5470

TODD TYNER, PRINCIPAL  
GRADES K-5

## PRINCIPAL'S MESSAGE

Welcome to Pierpont Elementary School! This report provides information about our school's achievements, resources, students, and staff. Home-school unity and cooperation are keys to our school success. I hope that you will gain a better understanding of our school community through the information provided. I encourage all community members to visit and be active participants in helping our boys and girls achieve success.

Pierpont Elementary School has a long-standing tradition of excellence. Our students benefit from our unique marine science program and technology integration at each grade level. As a high performing school, we continue to explore current instructional methods and strategies to improve our program. The veteran staff strives to be on the cutting edge of educational excellence.

We proudly offer a safe, clean, and courteous learning environment with high expectations for all students. A high rate of regular student attendance reflects students and families who value education and make school a high priority. We aim to provide a safe and secure learning environment with challenges and support for all.

### District Vision Statement

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

## District Mission Statement

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

## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

Ventura Unified School District is the 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.

### Pierpont Elementary School

Pierpont Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2022-23 school year, 289 students were enrolled, including 4.2% in special education, 2.4% qualifying for English Language Learner support, 2.8% homeless, 0.3% foster youth, and 35.6% qualifying for free or reduced price lunch. The curriculum is standards-based with an emphasis on math, science, and language arts.

## 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](http://www.venturausd.org)





Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	#
Female	54.3%	Kindergarten	51
Male	45.7%	Grade 1	36
Non-Binary	0.0%	Grade 2	60
American Indian or Alaskan Native	0.7%	Grade 3	50
Asian	2.4%	Grade 4	44
Black or African American	0.7%	Grade 5	48
Filipino	0.3%		
Hispanic or Latino	22.5%		
Native Hawaiian or Pacific Islander	0.3%		
Two or More Races	7.6%		
White	65.4%		
English Learners	2.4%		
Foster Youth	0.3%		
Homeless	2.8%		
Migrant	0.0%		
Socioeconomically Disadvantaged	35.6%		
Students with Disabilities	4.2%		
Total Enrollment			289

Pierpont Elementary School believes children learn best through integrated "hands-on, minds-on" activities and projects that allow for observation, questioning, exploration, communication, prediction, discovery, and application to the real world. Our stimulating learning environment fosters cooperation, responsibility, problem-solving and a sense of self. Responsible parents, children, teachers, and the community form a partnership to encourage character development, relationships, and a love for learning.

After-school day care is provided on Pierpont Elementary's campus by Las Posas Children's Center. Services are available for students in grades K-5 from 12:30 p.m. to 6:30 p.m. five days a week.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative

Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

## PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through the Pelican Press, monthly "Breeze", the school website, Remind text messages, the Monday Teacher Message, and ParentSquare. Contact your child's teacher or any PTA member at (805) 641-5470 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

- Classroom Helper
- Garden Helper
- Room Parent
- Chaperone Field Trips
- Pierpont Readers
- Chaperone Beach Day Fridays

### Committees

- School Site Council
- Parent Teacher Association

### School Activities

- Back to School Night
- CIMI Fundraiser/Parent Nite
- PTA-sponsored Events
- Talent Show
- School Carnival
- Jog-A-Thon

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	98.0%	100.0%	100.0%	100.0%	99.0%

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						
	Pierpont		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	38.1	43.18	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.

## STUDENT ACHIEVEMENT

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

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

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

### Physical Fitness

In the spring of each year, Pierpont 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/](http://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	47	44	93.62	6.38	43.18
Female	22	22	100	0	50
Male	25	22	88	12	36.36
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100	0	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	27	90	10	48.15
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	16	14	87.5	12.5	14.29
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 Grade Eleven

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

	Pierpont		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	54	53	47	47	47	46
Mathematics	55	51	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	140	136	97.14	2.86	52.94	140	136	97.14	2.86	51.47
Female	82	82	100	0	60.98	82	82	100	0	52.44
Male	58	54	93.1	6.9	40.74	58	54	93.1	6.9	50
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	36	35	97.22	2.78	34.29	36	35	97.22	2.78	40
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	15	15	100	0	80	15	15	100	0	66.67
White	81	78	96.3	3.7	58.97	81	78	96.3	3.7	53.85
English Learners	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	40	38	95	5	34.21	40	38	95	5	23.68
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	14	11	78.57	21.43	0	14	11	78.57	21.43	9.09

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. Pierpont Elementary School's original facilities were built in 1954; 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. Campus repair or improvement projects planned for the 2022-23 school year include the following:

- Installation of perimeter fencing
- Installation of shade structures in the lunch area and behind rooms 1-4

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 one part-time evening custodian are assigned to Pierpont Elementary School. The day custodian is responsible for:

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

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

- Classrooms
- Library
- Restrooms
- Routine Maintenance

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

Campus Description	
Year Built	1954
Acreage	2.8
Bldg. Square Footage	17100
	Quantity
# of Permanent Classrooms	9
# of Portable Classrooms	3
# of Restrooms (student use)	1 set
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Computer Lab	1

## School Site Safety Plan

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

## Facilities Inspections

The district's maintenance department inspects Pierpont Elementary School on an annual basis in accordance with Education Code §17592.72(c) (1). Pierpont 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 July 25, 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, the principal, campus safety assistants and the cafeteria manager are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, the principal, campus safety assistants, and teachers monitor playground activity. The principal, cafeteria staff, and three campus safety assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

Pierpont 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.

## CLASSROOM ENVIRONMENT

### Discipline & Climate for Learning

Pierpont Elementary School has implemented respectful practices schoolwide reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity. This positive behavior management model is used as a guide to develop school rules, the student handbook, and create a learning environment that promotes responsibility, respect, and thoughtfulness. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. On an as-needed basis, the principal may visit classrooms or lead an assembly to reinforce

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date:		Repair Needed and Action Taken or Planned		
July 25, 2023		Good	Fair	Poor
Systems		✓		
Interior Surfaces		✓		Cafeteria Main Dining Room - Ceiling tiles falling in front of the stage
Cleanliness		✓		
Electrical		✓		
Restrooms/Fountains		✓		
Safety		✓		
Structural		✓		Building C Exterior - Damaged/rotted plywood in the arcade at the southwest corner of the admin, excessive peeling paint on the arcade southwest corner admin; Classroom 10 Exterior - Excessive rust at the roof beams on the west side of the building; Building E Exterior - Excessive peeling paint at the roof east by the west door
External		✓		Playfields - Damaged fall surface at play equipment in multiple locations
Overall Summary of School Facility Good Repair Status				
		Exemplary	Good	Fair
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	295	291	69	23.7
Female	160	158	35	22.2
Male	135	133	34	25.6
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	66	65	20	30.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	23	5	21.7
White	181	189	40	21.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	110	108	40	37
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	27	26	10	38.5

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									
	Pierpont			VUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	0.35%	0.34%	0.17%	2.74%	3.22%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%	0.08%

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	0.34%	0.00%
Female	0.00%	0.00%
Male	0.74%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.52%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.91%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	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.

the important of following school rules and making responsible, respectful choices in behavior. Pierpont 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.

### 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				
Grade Level	2020-21			Number of Classes*
	Average Class Size	1-20	21-32	
K	24.0		2	
1	21.0		2	
2	19.0	2		
3	20.0	2		
4	21.0	1	1	
5	18.0	1	1	
Grade Level	2021-22			Number of Classes*
	Average Class Size	1-20	21-32	
K	20.0	1	1	
1	19.0	1	2	
2	23.0		2	
3	22.0		2	
4	22.0	1	1	
5	22.0	1	1	
Grade Level	2022-23			Number of Classes*
	Average Class Size	1-20	21-32	
K	26.0		2	
1	18.0	1	1	
2	20.0	1	2	
3	25.0		2	
4	22.0	1	1	
5	24.0	1	1	

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

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

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

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Pierpont 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 Pierpont 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)
- Elevation 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, Pierpont Elementary School's staff development activities concentrated on:

- MAP Assessment Training
- New Science Curriculum Adoption
- Second Step Curriculum
- Technology Training

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			
2022	Yes	Savvas: <i>myWorld Interactive</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.

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)	11.2	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	11.2	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)	11.2	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	11.2	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.

## PROFESSIONAL STAFF

### Counseling & Support Staff

Pierpont 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 Pierpont Elementary School's students.

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

Academic Counselors and Other Support Staff 2022-23		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.4
Psychologist	1	0.2
School Nurse	1	0.2
Library Technician	1	0.2
School Counselor	1	0.2

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

### Teacher Preparation and Credentials

The charts below identify the number of teachers at Pierpont 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 Pierpont 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

### Teacher and Administrative Salaries 2021-22

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,459	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	133,862	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

Expenditures Per Pupil	Dollars Spent Per Student				
	Pierpont	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,944	N/A	N/A	N/A	N/A
Restricted (Supplemental)	488	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,456	6,550	113.8%	7,607	98.0%
Average Teacher Salary	94,522	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 Pierpont Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

### California School Dashboard

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

### Internet

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

### Disclosure

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

**School Site Council Bylaws****Pierpont Elementary****School Site Council****Bylaws - Reviewed and Adopted—2009-2010****Article I****Duties of the School Site Council**

The school site council of *Pierpont Elementary*, hereinafter referred to as the “school site council”, shall carry out the following duties:

- ◊ Regularly attend school site council meetings.
- ◊ Act in the best interests of all students.
- ◊ Obtain recommendations for, and review of the proposed Single Plan for Student Achievement from all school advisory committees.
- ◊ Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- ◊ Recommend the plan and expenditures to the governing board for approval.
- ◊ Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.
- ◊ Make modifications to the plan whenever the need arises.
- ◊ Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- ◊ Annually, (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievements of all students.
- ◊ Present and/or receive concerns and feedback from parents and staff regarding the school's academic programs.
- ◊ Participate in appropriate training and development.
- ◊ Carry out all other duties assigned to the school site council by the district governing board and by state law.

**Article II****Members****Section A: Composition**

The school site council shall be composed of at least 8 but no more than 10 members, selected by their peers as follows:

- ◊ 2-3 classroom teachers
- ◊ 2 other school staff members (always to include the principal)
- ◊ 4-5 parents or community members

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

School site council members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years and the remaining number elected during even years. At the first regular meeting during the school year of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

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

Section D: Termination of Membership

The school site council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson.

Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

Section F: Vacancy

Any vacancy of the school site council occurring during the term of a duly elected member shall be filled by an appointment of the school site council (with at least two thirds affirmative votes) for the period of time until the next regular election.

**Article III  
Officers**Section A: Officers

The officers of the school site council shall be a chairperson, secretary and other officers the school site council may deem desirable.

The chairperson shall:

- ◊ Preside at all meetings of the school site council.
- ◊ Sign all letters, reports and other communications of the school site council.
- ◊ Perform all duties incident to the office of the chairperson.
- ◊ Have other such duties as are prescribed by the school site council.

The secretary shall:

- ◊ Keep minutes of all regular and special meetings of the school site council.
- ◊ Transmit true and correct copies of the minutes of such meetings to members of the school site council and other parties deemed appropriate by the school site council.
- ◊ Provide all notices in accordance with these bylaws.
- ◊ Be custodian of the records of the school site council.
- ◊ Keep a register of the names, addresses and telephone numbers of each member of the school site council.
- ◊ Perform other such duties as are assigned by the chairperson or the school site council.



Section B: Election and Terms of Office

The officers shall be elected annually, at the first meeting of the school site council of the year and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two thirds vote of all members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, for the remaining portion of the term of office.

**Article IV**  
**Committees**

Section A: Subcommittees

The school site council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the school site council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the school site council.

Section B: Other Standing and Special Committees

The school site council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the school site council. No such committee may exercise the authority of the school site council.

Section C: Membership

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

Section D: Term of Office

The school site council shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the school site council, or policies of the district governing board.

Section D: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

**Article V****Meetings of the School Site Council****Section A: Meetings**

The school site council shall meet regularly on a predetermined school day each month, as determined by the school site council at the first meeting of the school year. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

**Section B: Place of Meetings**

The school site council shall hold its regular meetings at a facility provided by the school. Alternate meeting places may be determined by the chairperson or by a majority vote of the school site council.

**Section C: Notice of Meetings**

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the Pelican Press and at the principal's office. All required notices shall be delivered to the school site council and committee members no less than 72 hours and no more than seven days in advance of the meeting, personally, by mail or by e-mail.

**Section D: Quorum**

The act of a majority of the members present shall be the act of the school site council, provide a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall constitute a quorum.

**Section E: Conduct of Meetings**

Meetings of the school site council shall be conducted in accordance with the rules of order established by the California Education Code Section 3 514 7, and with Robert's Rules of Order or an adaptation thereof approved by the school site council. Based on Section 3 5147 school site councils are exempt from the Brown Act but the meetings are open to the public as noted in Section F, and all materials must be made available to the public upon request.

**Section F: Meetings Open to the Public**

All meetings of the school site council, and of committees established by the school site council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article. The public shall be allowed to address the school site council on any topic within the jurisdiction of the council.

**Article VII****Amendments**

An amendment of these bylaws may be made at any regular meeting of the school site council by a vote of two thirds of the members present. Written notice of the proposed amendment must be submitted to the school site council members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.