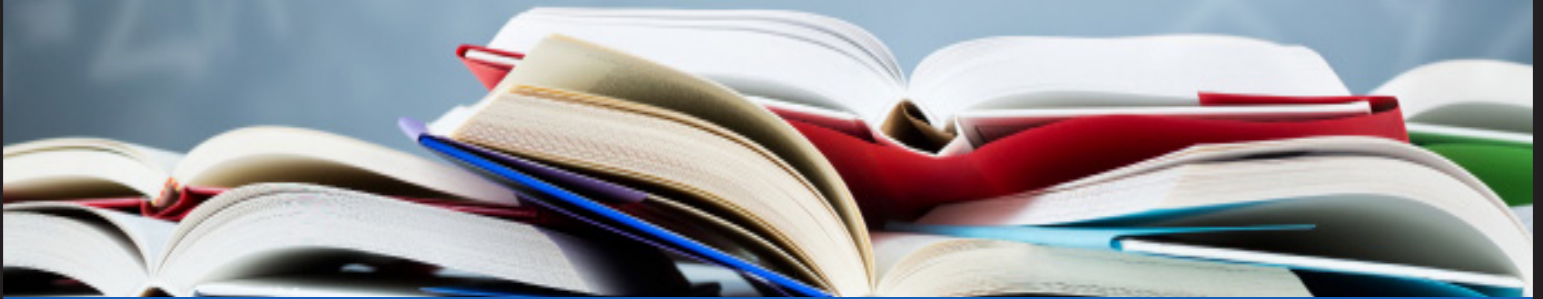


Ventura Unified School District

School Plan for

Student

Achievement



Poinsettia Elementary School

56 72652 6056188

Contact Information:

Melanie Morrow, Principal

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Ventura, CA 93003

(805) 289-7971



Fiscal Year 2024-2025

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The School Plan for Student Achievement

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

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

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

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

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

Melanie Morrow, Principal
Poinsettia Elementary School
350 North Victoria Avenue
Ventura, CA 93003
(805) 289-7971
melanie.morrow@venturausd.org

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
Melanie Morrow (Nancy Barker & Jim Sather, Interims)	X				
Allison Garcia		X			
Heather Duval		X			
Kai Cruz		X			
Denise Noell			X		
Meredith Clement				X	
Lydia Fine				X	
Emily Hunt				X	
Sarah Michelle				X	
Katy Sharma				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:

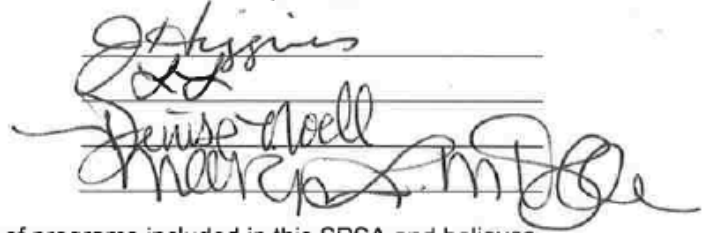
Leadership Team

Parent Teacher Organization

School Staff

Intervention Team

Signature of Authorized
Representative



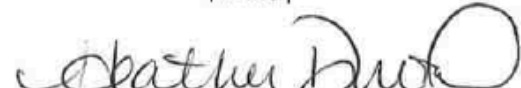
- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis 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: 4/10/24

Attested:



Melanie Morrow, Principal

4/10/24
Date



SSC Chairperson

4/10/24
Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 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

School Profile

During the 2023-24 school year, Poinsettia School served 359 students in grades TK-5. Student enrollment during the 2023-24 school year included 16.2% students with disabilities, 4.2% English learners, 35.7% socioeconomically disadvantaged, 0.3% migrant, and 1.7% homeless youth. Poinsettia is located at the foothills of Ventura in a close-knit, family oriented, academically challenging environment.

We have four special day classes (SDC), including all four Autism Spectrum classes. Each SDC has at least two full time para-educators as well as many students having additional adult assistants. Students in SDCs are integrated in various general education class lessons and activities as deemed appropriate by Individual Education Plan (IEP) team members. Our Learning Center provides services for students who are struggling but do not qualify for special education services as well as for students with IEPs.

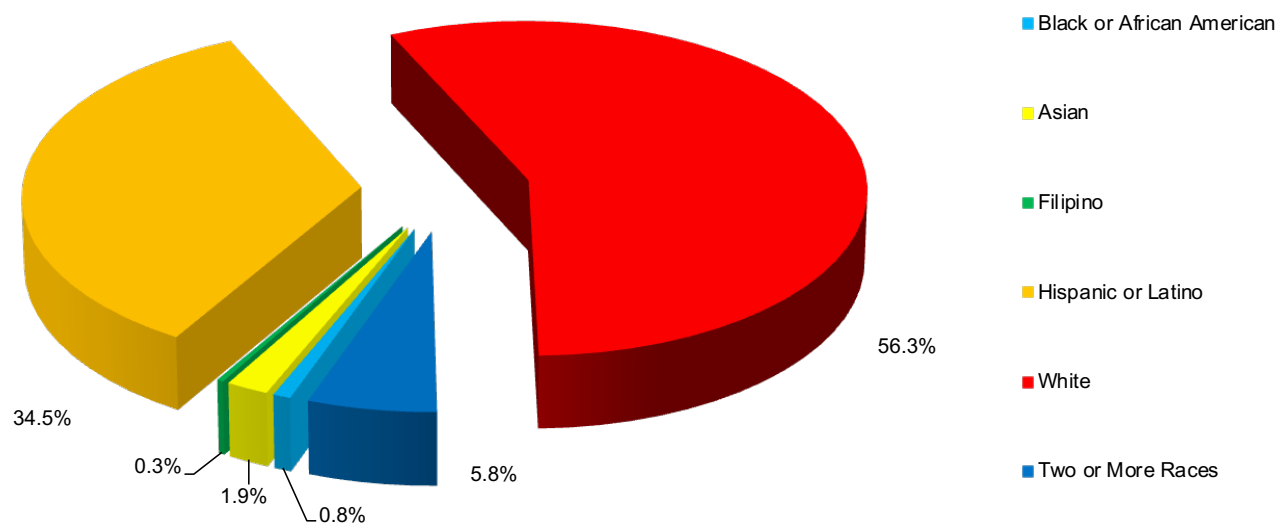
All students visit the computer lab and library weekly. With funding from the Parent Teacher Organization (PTO), the lab is maintained and lessons are taught by a specifically designated classified computer teacher and library technician. The lab contains 40 student computers and presentation computers for teacher use. Each classroom and student support room at Poinsettia contains a teacher-use computer with internet access as well as computers that have been distributed to classrooms for student use where appropriate. Every classroom and student support room also has a telephone for communication and emergency response purposes.

Poinsettia Elementary School has a very active parent group. The PTO raises approximately \$90,000 per year and provides funds for cultural and academic assemblies, field trips, teacher support, instructional materials, copier expenses, new computers and technology upgrades, grounds beautification, playground structures, new technology, extracurricular enrichment (dance at each grade level), and picnic tables. Parents play an active role in their child's education by volunteering in the classrooms, the school office, the teacher workroom, the school library, and on the playground.

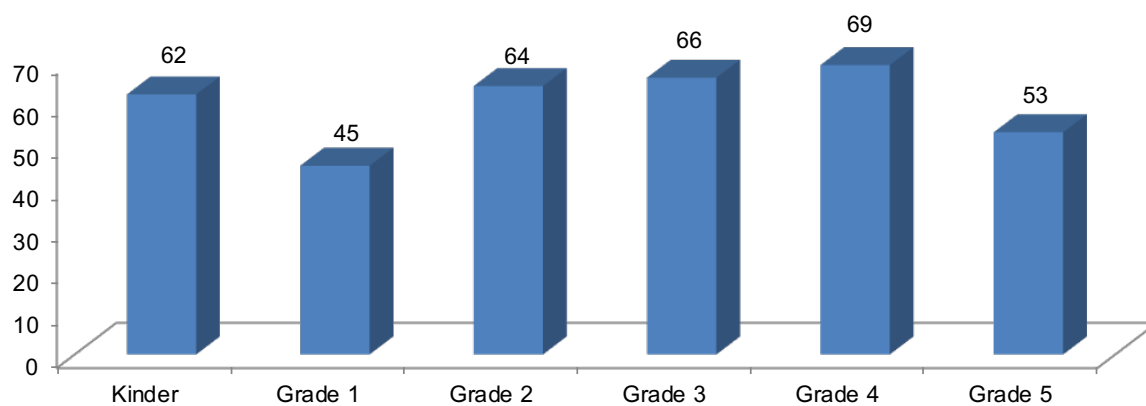
School Mission

At Poinsettia, we ensure high levels of learning for all children through purposeful collaboration, creative problem solving, and collective responsibility. Within a family atmosphere, we honor individual differences and inspire lifelong learning to develop the whole child.

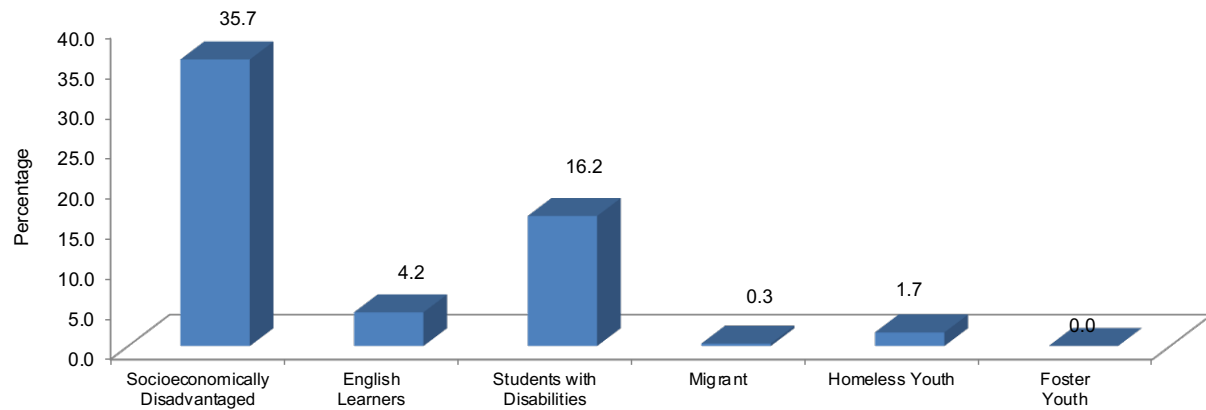
Student Enrollment by Ethnicity – 2023-24



Student Enrollment by Grade – 2023-24



Student Enrollment by Student Group – 2023-24



Comprehensive Needs Assessment

Poinsettia 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 Adopted Embedded Assessments

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.

Poinsettia Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Poinsettia 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. Poinsettia 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. During advisory period, students are engaged in activities targeting bully prevention strategies through classroom discussions and special presentations.

Poinsettia Elementary School utilizes the following programs aimed at positive behavior:

- Restorative Justice
- Positive Behavior
- Lion Heart Campaign
- Counselor
- PRIDE card
- Digital Citizenship
- Second Step Curriculum (SEL)

Community Resource Guide

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Poinsettia Elementary School	56726526056188	4/16/24	

Purpose and Description

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

Schoolwide Program

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.

Using a Multi-Tiered Systems of Support framework, our plan continues to focus on narrowing achievement gaps in both ELA and Math proficiency for all student groups in addition to supporting all students with Social Emotional Learning. We will do so by providing a safe learning environment for all and continue to provide parents and families opportunities to be involved on and off campus.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Staff	4/10/24
School Site Council	4/16/24
Parent Teacher Organization	3/19/24 & 4/24/24

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

There is a need to continue to look at ways to increase student achievement. There continues to be an achievement gap upon students who exceed or meet standards and those that are nearly meeting or not meeting standards. This achievement gap is seen in both ELA and Math.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data (22-23)	(2022-2023) Percentage of students who Exceeded or met standard: 3rd 45% ELA 41% Math 4th 50% ELA 50% Math 5th 64% ELA 62% Math End Point = Awaiting 23-24 CAASPP Data	CAASPP scores shall increase by 3% in one or more subgroup areas for students that meet or exceed standard.
MAP Data percentage of student who met growth projections by grade level (Winter 2023-Winter 2024)	(Winter 2023-Winter 2024) Percentage of student who met growth projections Math- K unable to populate 1-68% 2-61% 3-39% 4-61% 5-54% ELA- K unable to populate 1-69% 2-68% 3-42% 4-63% 5-61%	3% of students will meet or exceed growth projections in Math and ELA from Winter 2024-Winter 2025.

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

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

Targeted underperforming groups: English Language Learners, SED students, unduplicated pupils

Strategy/Activity

As part of the MTSS structure, provide Tier 2 and 3 intervention in:
 English Language Development grades K-5
 Reading grades K-5
 Math grades 3-5

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
2 Reading Intervention Teacher (50%) Teacher hourly during school intervention \$15,000.00	District LCAP funded FTE Supplemental funds
Math Intervention Opportunities Teacher hourly for after school intervention \$4,000.00	Supplemental funds
Graphics \$1,000.00 Instructional Supplies \$644.00	Site Funds

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

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

English Language Learners, SED, homeless students and foster youth.

Strategy/Activity

Utilize Raz Kids for independent reading and at home extra practice in grades K-2.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Raz Kids \$1,500.00	Site funds

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

Students with disabilities

Strategy/Activity

Articulate and train on evidence-based best practices for students with Autism, behavior needs and implement those strategies in the classroom along with inclusion support

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Hourly teacher pay for training \$250.00	SPED funds
Sensory reinforcers and other items/materials to support student needs \$500.00	SPED funds

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide teachers with Data Talk opportunities with grade level partners and administration three times a year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Substitute teachers \$6,000.00	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.

In the 2023-2024 school year, we were looking to make steady progress by increasing student achievement using three strategies. Our tier II and III reading intervention was one strategy that proved to be very beneficial as it served 61 students over the school year (Sept-March). We also exited 7 students from reading intervention. We also continued to offer Raz Kids to support emerging readers in grades Kindergarten, 1st and 2nd at school and at home. Our final strategy was implemented however we found that the need for behavior training was not just for our teachers who are in our ASD program but rather all teachers. We partnered with VCOE to begin training around best practices for behavior support. We revamped our IT/SST process to include behavior support, implemented Tier I behavior support in the classrooms with the use of Community Circles. We also had our district Program Specialist out to present professional development regarding behavior functions and the needs for sensory supports. Overall all three strategies proved to be very beneficial as measured by our MAP growth projections. All grade levels made meaningful growth.

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

In the 2023-2024 school year, we implemented our three strategies around reading intervention, using Raz-Kids and training teachers around behavior best practices with fidelity. The major difference between what was intended and what was budgeted for is that our behavior best practices training and support was provided school wide and not just for our teachers in the ASD program. We also were able to work with professional development partners (VUSD and VCEO) which were of no cost to our school. This implementation helped to defer cost from several budget strings and allow more monies to be spent on our other goals and strategies specifically, supplemental funds we were able to invest in more reading intervention resources/programs/materials.

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

In the 2024-2025 school year, we will continue to use CAASPP data to support our goals; however we will also incorporate our MAP growth projections by grade level as a new metric of data. This data will help to ensure we are making strategies and activities based on accurate data looking at one year's worth of growth.

Here at Poinsettia, we will continue to work to close the achievement gap seen in various student groups, specifically our unduplicated pupils. We continue to offer small group ELA intervention instruction and will use viable MAP data metrics to evaluate the program on a 6-week/8 week cycle. We will also make funds available in Strategy 1 for Goal 1 for teachers to hold after school Math intervention following the same 6-week/8 week cycle for grades 3-5. We will be diligent in our focus for each intervention cycle and monitor our efforts through our data focused monthly grade level team meetings.

We will also continue our work around monitoring multiple assessments/indicators available to us to determine next steps for student support. We will use CAASPP testing as a guide and will work as a grade level team to learn how to better analyze our district benchmark data (MAP and BPST). This will be done through structured monitoring and Data Talk meetings that will be with the grade level teachers and administration, no more than 3 times a year. This implementation will serve as Strategy 4 for Goal 1. This year with just four strategies, our area of efforts will be more focused and concise around supporting teachers to better meet students needs and thus continue to improve student achievement.

Goal 2:

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

Identified Need:

Our Needs Assessment Survey data indicates both social emotional and physical environment needs. There is a need for explicit social emotional learning (SEL) around conflict resolution and anger management skills, as well as the need to strengthen perimeter security.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Needs Assessment Survey	21% of survey participants stated that conflict resolutions and 17% anger management skills are an area of need. 34% of survey participants believe that our exterior perimeter security is an area of need.	Needs assessment survey data in these areas will continue to decrease as an area of need as a result of the strategies listed below being implemented.

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

Add a personnel position to oversee day care bus pick up and drop off and a position to cover ramp duty after school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Daycare Bus Pick up and Drop off-Office parking lot	District supervision funds and part of staff duty day
Ramp Crosswalk Duty	District supervision funds

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

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

All students.

Strategy/Activity

Continue to run a thriving student council for grades 4 and 5.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Teacher Representative	Adjunct Duty
Teacher preparations, materials and supplies \$1,500.00	Site funds

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All students.

Strategy/Activity

Create a School Wide Positive Behavior Support and Intervention (PBIS) program including a committee of school staff that supports our continued implementation efforts and recognition. Including a parent outreach component.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Reinforcers and signage \$1500.00	Site funds

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide counselors with additional resources, planning and collaboration time to continue with implementation of SEL conflict resolution curriculum "Kelso Choice." This implementation will support whole group/small group instruction allowing all stakeholders to use common language when working through conflict resolution situations. Including a parent outreach component.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Curriculum/lesson planning \$500.00	Supplemental funds

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Continue to meet and promote our school Safety Committee to address areas of needs seen in the Needs Assessment Survey as well as work to improve our disaster preparedness plan and shed. Including a parent outreach component.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Safety Equipment and supplies \$500.00	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.

In the 2023-2024 school year, all five strategies were implemented with fidelity. We were able to have our grounds supervision continue to be funded by our district thus ensuring student safety after school. We also continued to run a thriving student council that helped to plan spirit days, fundraised and determined areas of need based on student input. One of those areas was continued maintenance of our Outdoor Learning Area and the planting of new trees for shade. We also spend a majority of time and resources working to create our school-wide PBIS leadership team, common language for our 3 agreement, fair and concise progressive discipline model and a comprehensive incentive program. Through the implementation of PBIS on campus, all stakeholders are able to use common language when speaking about behaviors on campus. Strategy 4 focused on providing school wide language along with whole class and small group support with conflict management curriculum "Kelso's Choice." While the rollout of this program took place in the spring it will be necessary to revisit it for next year to ensure fidelity. Lastly, our Safety Committee continued to meet three times over the school year and with support from the district we are able to gather new emergency backpack equipment for the classroom thus strengthening our disaster preparedness efforts. Overall the strategies list in the plan that were implemented proved to be effective.

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

In the 2023-2024 school year, we implemented our five strategies around after school campus supervision, running a thriving student council, working to implement school wide language and behavior support through our PBIS leadership committee, implementing conflict resolution curriculum "Kelso's Choice" with the help of our school counselors, and continuing to meet with our School Safety Committee around disaster preparedness. The one major difference is that through these various implementations we were able to defer various costs and allow monies to be spent on other goals and strategies due to support from the district LCAP support funds. The money saved was then spent to support our disaster preparedness supplies (search and rescue backpacks, water, snacks) and the purchase of equipment (tables, tarps, ez-ups). These purchases help to strengthen our school wide disaster preparedness plan.

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.

For the 2024-2025 school year, all five strategies will be continued in order to support our school wide need for SEL curriculum that focuses on conflict resolution and anger management and the second goal around continuing our efforts around school safety and disaster preparedness. The new "Kelso's Choice" curriculum will continue to be used by our school counselors to give our school common language when engaging with students during a dispute. This program will help to further strengthen strategy 3 around PBIS implementation and the longevity of the implementation. We will also continue to look at our school's physical environment needs around student safety. Strategy 5 will enable our school site to continue to improve our disaster preparedness and help to maintain those efforts in years to come. All of our strategies within Goal 2 are tied directly to our Needs Assessment Survey results. Our hope is by this time next year these specific areas of need will decrease as a need and become more of a strength.

Moving forward we will be disaggregating the data for conflict resolution and anger management skills to better understand the need. At present time 21% of survey participants stated that conflict resolutions and 17% anger management skills are an area of need compared to last year where 36% of survey participants stated that conflict resolutions and anger management skills are an area of need. The need is still present as the total percentage did not decrease but slightly increased. However when examining our survey participants regarding perimeter security last year it was 61% and this year it was 34%. On the needs assessment survey it was still the highest area of need but compared to last year it has decreased roughly 50%. This is due to the strategies listed in Goal 2.

For next school year we will be looking at ways to help educate parents on our PBIS implementation, counseling opportunities and ways to partner regarding our disaster preparedness efforts. Having a parent outreach component to Goal 2 will help disseminate the information and educate families on the support emotionally and physically here on campus.

Goal 3:

Family Involvement - Increase parent and community involvement on campus.

Identified Need:

According to the Needs Assessment Survey there continues to be a need and want to increase parent and community involvement on campus through more family events.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of volunteers and visitors signed in on office sign in sheets	<p>For the year 2022-2023, there were 1850 individuals that signed in as parent volunteers or visitors.</p> <p>(Aug 23-Jan 31) 1091 individuals signed in to volunteer</p> <p>(Feb 2-March 20) 1,516 individuals signed in to volunteer</p> <p><u>End Point =</u> 2,035 volunteers needed</p>	The number of volunteers/visitors will increase by 10% over this current school year.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Muli-Lingual Learners

Strategy/Activity

Decrease barriers due to attendance at school meetings by providing translation (verbal and written).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Translation \$500.00	Supplemental Funds

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

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

All students

Strategy/Activity

Create opportunities for families to meaningfully engage on campus such as school wide performances/events, Art Night, student recognition events, assemblies, Coffee with the Principal, family picnics, science/STEM night promotion and school beautification opportunities. Partner with PTO to ensure a wide range of days, times and engagement level opportunities are available for all families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Event materials \$500.00	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.

In the 2023-2024 school year, we were able to implement with fidelity our two strategies for Goal 3. We used translation to decrease barriers at all parent teacher meetings and school wide events. We also required all staff to use Parent Square when communicating with families to ensure translation is available for written communication. We also partnered strategically with PTO when looking at days and times for parent events and community outreach opportunities. We hosted a variety of family events, school wide performances/events, Art Night, student recognition events, assemblies, Coffee with the Principal, family picnics, science/STEM night promotion and school beautification opportunities, all at various times of the day, in order to hopefully capture working parents (morning, lunchtime, and evening). We plan to continue to boost our parent involvement as it continues to be an area of need according to our Needs Assessment Survey and continue to search for ways to support family engagement on campus (child care and meal opportunities) specifically to support our working families.

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

There were no major differences in the intended implementation and budgeted expenditures. All monies were spent appropriately. The data for the 2023-2024 school year continues to show an area of need for parent volunteer opportunities and we will continue to work to increase involvement for next school year, especially looking at family event opportunities.

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.

For the 2024-2025 school year there will be no changes to this goal. We will continue to track visitors/volunteers sign ins, in the hopes that each year the number will increase significantly. We will continue to be strategic when planning family engagement opportunities and look to provide child care and meal opportunities for parent meetings. Our hope is that through the ongoing implementation of Goal 3 we will continue to see improvements in volunteer/social opportunities for families.

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

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

Federal Programs	Allocation (\$)
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.

State or Local Programs	Allocation (\$)
Site-Based Funds 2023-24 Carryover	\$0.00
Site-Based Funds 2024-25 Allocation	\$12,565.00
Supplemental Funds 2023-24 Carryover	\$0.00
Supplemental Funds 2024-25 Allocation	\$23,100.00

Subtotal of state or local funds included for this school: **\$35,665.00**

Total of federal, state, and/or local funds for this school: **\$35,665.00**

2024-25 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

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

Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 3 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3							
All Students Tested	67	65	65	26.15%	18.46%	29.23%	26.15%
Male	32	32	32	15.63%	18.75%	31.25%	34.38%
Female	35	33	33	36.36%	18.18%	27.27%	18.18%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	23	23	23	26.09%	21.74%	21.74%	30.43%
Hawaiian or Pacific Islander							
White (not Hispanic)	37	35	35	25.71%	14.29%	34.29%	25.71%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	26	24	24	25.00%	16.67%	37.50%	20.83%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
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	67	66	66	15.15%	25.76%	30.30%	28.79%
Male	32	32	32	9.38%	25.00%	31.25%	34.38%
Female	35	34	34	20.59%	26.47%	29.41%	23.53%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	23	23	23	21.74%	17.39%	21.74%	39.13%
Hawaiian or Pacific Islander							
White (not Hispanic)	37	36	36	13.89%	27.78%	36.11%	22.22%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	26	25	25	16.00%	20.00%	20.00%	44.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
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	56	54	54	31.48%	18.52%	14.81%	35.19%
Male	35	33	33	27.27%	24.24%	15.15%	33.33%
Female	21	21	21	38.10%	9.52%	14.29%	38.10%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	24	22	22	27.27%	22.73%	9.09%	40.91%
Hawaiian or Pacific Islander							
White (not Hispanic)	30	30	30	33.33%	16.67%	16.67%	33.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	16	16	16	0.00%	31.25%	18.75%	50.00%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	14	13	13	15.38%	7.69%	30.77%	46.15%
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	56	54	54	16.67%	33.33%	25.93%	24.07%
Male	35	33	33	18.18%	30.30%	30.30%	21.21%
Female	21	21	21	14.29%	38.10%	19.05%	28.57%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	24	22	22	13.64%	27.27%	27.27%	31.82%
Hawaiian or Pacific Islander							
White (not Hispanic)	30	30	30	16.67%	40.00%	23.33%	20.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	16	16	16	12.50%	18.75%	31.25%	37.50%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	14	13	13	7.69%	23.08%	23.08%	46.15%
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	60	58	58	37.93%	25.86%	22.41%	13.79%
Male	40	38	38	36.84%	26.32%	21.05%	15.79%
Female	20	20	20	40.00%	25.00%	25.00%	10.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	15	15	15	26.67%	26.67%	40.00%	6.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	37	36	36	44.44%	27.78%	11.11%	16.67%
Two or More Races	5	4	4	*	*	*	*
Socioeconomically Disadvantaged	15	13	13	7.69%	30.77%	38.46%	23.08%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	8	6	6	*	*	*	*
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	60	58	58	37.93%	24.14%	20.69%	17.24%
Male	40	38	38	39.47%	21.05%	18.42%	21.05%
Female	20	20	20	35.00%	30.00%	25.00%	10.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	15	15	15	20.00%	26.67%	26.67%	26.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	37	36	36	47.22%	22.22%	16.67%	13.89%
Two or More Races	5	4	4	*	*	*	*
Socioeconomically Disadvantaged	15	13	13	7.69%	23.08%	30.77%	38.46%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	8	6	6	*	*	*	*
Migrant Education							
Homeless							

2024-25 Supplemental Funds Program Budget

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

2024-2025 Allocation	\$	23,100.00
Total Available Funding:	\$	23,100.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ 18,000.00
1106	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
2103	Paraed, Extra hours	\$ -
2403	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 4,169.00
	38.06% for Classified	\$ -
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ -
4300	Materials and Supplies	\$ 831.00
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ -
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ 100.00
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 23,100.00
Budget Balance		
		\$ -

Principals Signature:	<i>M. Mann</i>
Date:	3/12/24
School Site Council Approval: (Chair)	<i>Abelha D.</i>
Date:	3/12/24
English Learner Advisory Committee Review:	
Date:	
Director, Special Projects Approval:	<i>J. Yohin</i>
Date:	6/12/24

2024-25 Site Based Funds Program Budget

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

2024-2025 Allocation	\$	12,565.00
Total Available Funding:	\$	12,565.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ 3,000.00
1106	Teachers, Sub	\$ 3,000.00
	Other	\$ -
2000s - Classified Salaries		
2103	Paraed, Extra hours	\$ -
2403	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 1,390.00
	38.06% for Classified	\$ -
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ 750.00
4300	Materials and Supplies	\$ 1,000.00
4400	Equipment not Capitalized	\$ 750.00
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ 175.00
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ 1,000.00
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ 1,500.00
5900	Communications	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 12,565.00

Budget Balance	\$	-
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Principals Signature:	<i>M. H. H. H. H.</i>
Date:	3/12/24
School Site Council Approval: (Chair)	<i>Arbathus Davis</i>
Date:	3/12/24
Director, Special Projects Approval:	<i>A. Ashin</i>
Date:	6/12/24

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

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

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

- Positive Behavior and Intervention Support Partnered with VCOE
- Student Data Analysis

School Accountability Report Card

2022-23 School Accountability Report Card

Published January 2024



POINSETTIA ELEMENTARY SCHOOL
350 NORTH VICTORIA AVENUE, VENTURA, CA 93003
(805) 289-7971

MELANIE MORROW, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

The purpose of the school accountability report card (SARC) is to provide parents and the community with information about the school's instructional programs, academic achievement, materials and resources, facilities, and the school staff. Information about Ventura Unified School District is also provided.

The partnership between a school and the families it serves is perhaps the most valuable resource the school possesses. This relationship is vital to meeting the educational needs of all students. When the community understands the school's educational programs and their functions, and all stakeholders are working together, students benefit.

Poinsettia Elementary School is a connected community of people who are dedicated to ensuring a well-rounded education. Staff and the Parent Teacher Organization (PTO) work side by side to foster wellness and high academic achievement. We are a school of rigorous instruction in reading, math, science and history with safety nets in place to support all kinds of learners. We also value movement and mindfulness, social emotional growth and taking learning beyond the four walls of the classroom. We reach out to families and community at large to join with us in celebrating our lion pride as we work to make our mission become reality.

Poinsettia Mission Statement
At Poinsettia, we ensure high levels of learning for all children through purposeful collaboration, creative problem solving, and collective responsibility. Within a family atmosphere, we honor individual differences and inspire life-long learning to develop the whole child.

HONORS

A California Distinguished School



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

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

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

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
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www.venturausd.org



Ventura Unified School District

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.

Poinsettia Elementary School

Poinsettia Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2022-23 school year, 353 students were enrolled, including 13.3% in special education, 5.4% qualifying for English Language Learner support, 0.6% homeless, 0.3% foster youth, and 30.6% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	43.9%	Kindergarten	43
Male	56.1%	Grade 1	62
Non-Binary	0.0%	Grade 2	64
American Indian or Alaskan Native	0.0%	Grade 3	66
Asian	2.5%	Grade 4	57
Black or African American	0.3%	Grade 5	61
Filipino	0.3%		
Hispanic or Latino	33.1%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	5.1%		
White	58.6%		
English Learners	5.4%		
Foster Youth	0.3%		
Homeless	0.6%		
Migrant	0.0%		
Socioeconomically Disadvantaged	30.6%		
Students with Disabilities	13.3%		
			Total Enrollment 353

Poinsettia Elementary has been honored with the 2010 California Distinguished School Award for its exceptional efforts in providing an outstanding curriculum. The school emphasizes high academic standards and expectations. Successful, dedicated parent/school partnerships make certain that students feel welcome and are challenged to meet their full potential in an academically rigorous environment.

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 ParentSquare, teacher newsletters, the school website, flyers, monthly PTO newsletters, and the PTO website. Contact the PTO President through the school office, your child's teacher, or the principal at (805) 289-7971 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Cafeteria Helper
- Field Trip Chaperone
- Fundraisers
- Library Helper
- Outdoor Learning Space Maintenance
- Playground Supervision
- PTO Committee

Committees

- School Site Council
- GATE Advisory Council
- District English Learner Advisory Committee

California Physical Fitness Test Results					
2022-23					
% of Students Tested					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth	100.0%	100.0%	100.0%	100.0%	100.0%

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

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

California Assessment of Student Performance and Progress Test Results in Science					
All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Poinsettia		VUSD		CA
	21-22	22-23	21-22	22-23	21-22 22-23
Science (Grades 5, 8, & 10)	55	56.9	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.

- Parent Teacher Organization Board
- Parent Advisory Council

School Activities

- Back to School Night
- Book Exchange
- Book Fairs
- Field Trips
- Jog-a-Thon
- 5th Grade Outdoor Education
- Spelling Bee
- Talent Show

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

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

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

Physical Fitness

In the spring of each year, Citrus Glen Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

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

	2022-23				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	80	58	98.67	3.33	56.9
Female	20	20	100	0	50
Male	40	38	95	5	80.53
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100	0	40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	36	97.3	2.7	66.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
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					
	Poinsettia		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	63	53	47	47	47	46
Mathematics	53	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	183	177	96.72	3.28	52.54	183	178	97.27	2.73	50.56
Female	76	74	97.37	2.63	55.41	76	75	98.68	1.32	53.33
Male	107	103	96.26	3.74	50.49	107	103	96.26	3.74	48.54
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	62	60	96.77	3.23	50	62	60	96.77	3.23	41.67
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--	11	10	90.91	9.09	--
White	104	101	97.12	2.88	54.46	104	102	98.08	1.92	55.88
English Learners	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	39	35	89.74	10.26	37.14	39	36	92.31	7.69	30.56
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	29	26	89.66	10.34	15.38	29	26	89.66	10.34	23.08

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. Poinsettia Elementary School's original facilities were built in 1958; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Poinsettia Elementary School. The day custodian is responsible for:

- Restrooms
- Kitchen
- Office
- Library
- Cafeteria Setup/Cleanup
- General Cleaning and Custodial Functions

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

- Classrooms
- Restrooms
- Routine Maintenance

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

Facilities Inspections

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

Campus Description	
Year Built	1958
Acres	9.3
Bldg. Square Footage	36650
	Quantity
# of Permanent Classrooms	22
# of Portable Classrooms	3
# of Restrooms (student use)	3 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1
YMCA Portable	1

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, two teachers and campus safety assistants are strategically assigned to designated areas to provide student supervision and one classified staff member is in the cafeteria to monitor breakfast activity. During recess, all paraeducators, campus safety assistants and two to four teachers supervise playground activity. Campus safety assistants, the principal, and all paraeducators monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the teachers, principal, and paraeducators monitor student behavior to ensure a safe and orderly departure.

During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Poinsettia 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 October 2023.

It has been the intention of the School Site Council and Poinsettia staff to work to build a "see something, say something" culture. This phrase is sent out to the greater school community in messages and taught to students during emergency drills. Having this culture ensures that all member of the Poinsettia community including staff, students and families play an active part in maintaining school safety.

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

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Poinsettia Elementary School's discipline policies are based upon a schoolwide positive behavior plan, Response to Intervention, and Expectations for School Success, which are

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: August 15, 2023	Good	Fair	Poor	
Systems	✓			
Interior Surfaces		✓		Classroom 1, 22 - Water damaged ceiling tiles; Building C Girls RR - Broken ceramic wall tile next to the sink; Multipurpose Room - Damaged VCT floor tile next to the stage wheelchair lift; Building D Boys RR - Excessive peeling paint in the ADA toilet walls; Classroom 16 - Ceiling tiles falling above the sink; Building F Girls RR - Excessive peeling paint at the south wall; Classroom 21 - Water damaged ceiling tiles at multiple locations
Cleanliness	✓			
Electrical	✓			Classroom 14, 16 - Wiremold end cap is missing on the south wall; Building F Girls RR - Light fixture lenses is missing and needs to be replaced
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			Building F Exterior - Excessive peeling paint at the south roof fascia; Classroom 21 - Plywood eaves are rotted and deteriorated at the north side of the building; Classroom 23 - Rain gutter showing excessive rust at room 23 exterior, excessive rust at north elevation, structural damage to roof beam
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

Chronic Absenteeism by Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	368	364	53	14.6
Female	160	159	21	13.2
Male	208	205	32	15.6
American Indian or Alaska Native				
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	128	126	29	23
Native Hawaiian or Pacific Islander				
Two or More Races	19	19	2	10.5
White	210	208	21	10.1
English Learners	22	21	5	23.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	119	119	32	26.9
Students Receiving Migrant Education Services				
Students with Disabilities	62	61	14	23

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.

Average Class Size and Class Size Distribution				
2020-21				
Grade Level	Average Class Size	Number of Classes ¹		
		1-20	21-32	33+
K	26.0		2	
1	25.0		2	
2	22.0		2	
3	16.0	3		
4	31.0	1	1	1
5	25.0	1		2
2021-22				
K	25.0		2	
1	25.0		2	
2	21.0	2	1	
3	24.0		2	
4	20.0	1	2	
5	23.0	1	2	
2022-23				
K	20.0	2		
1	25.0		2	
2	24.0		2	
3	28.0		2	
4	19.0	1		
5	20.0	1	2	

¹Number of classes indicates how many classes fall into each size category (a range of total students per class).

²"Other" category is for multi-grade level classes. The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

Suspensions and Expulsions								
	Poinsettia			VUSD			CA	
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22
Suspensions	0.00%	1.01%	0.54%	0.17%	2.74%	3.22%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%

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

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.54%	0.00%
Female	0.00%	0.00%
Male	0.96%	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	0.95%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.23%	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.

used as guides to develop school rules, develop behavior management programs, promote responsibility, teach the value of diversity, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. The principal leads positive activities to build school culture and as needed reinforces the importance of following school rules and making respective, responsible choices in behavior. Poinsettia Elementary School has three universal agreements to show respect, make good decisions and solve problems. We pair this with in class "pride cards" to recognize these agreements as well as trimester awards. We have a robust intervention team which meets regularly to

brainstorm solutions to challenging behavior issues and when needed create individual behavior plans. Our strong student council, Positive Behavior Committee, and active parent organization and volunteering support make the climate of Poinsettia one of active, positive and responsive community for all.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Poinsettia 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."

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.

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 Poinsettia 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, Poinsettia Elementary School's staff development activities concentrated on:

- Multi-Tiered System of Supports (MTSS)
- New Curriculum
- Positive Behavioral Interventions and Supports (PBIS)
- Safety Preparedness
- Universal Design for Learning (UDL)

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

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

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%

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

Instructional Materials

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

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 SARC's 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)	15	0

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	88.57	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	2	11.43	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	17.5	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.5	100	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	66	10.09	11953.1	4.28
Unknown	0	0	43.2	6.6	15831.9	5.67
Total Teaching Positions	17.5	100	654.7	100	279044.8	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

PROFESSIONAL STAFF

Counseling & Support Staff

Poinsettia 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 Poinsettia 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	2	0.8
Resource Teacher	1	0.8
Health Technician	1	0.7
Elementary Support Assistant	1	0.7
Psychologist	1	0.8
School Nurse	1	0.1
Speech Therapist	1	1.0
Intervention Teacher	2	0.70

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

Teacher Preparation and Credentials

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

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

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

Teacher and Administrative Salaries
2021-22

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,468	55,560
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,960
Middle School	128,391	146,440
High School	133,882	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

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

Expenditures Per Pupil and School Site Teachers Salaries
2021-22

Expenditures Per Pupil	Dollars Spent Per Student				
	Poinsettia	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,314	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,041	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,273	6,550	95.9%	7,607	96.1%
Average Teacher Salary	83,709	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 Poinsettia Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

Internet

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

Disclosure

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

School Site Council Bylaws**Poinsettia Elementary School
School Site Council Bylaws****Article 1****Duties of the School Site Council**

The school site council of Poinsettia Elementary School, hereinafter referred to as the school site council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed School Plan for Student Achievement from all school advisory committees.
- Develop as approve the plan and related expenditures (accounts to include Site Based and Supplemental Funds) in accordance with district guidelines and 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 the 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 achievement of all students.
- 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 10 members, selected by their peers, as follows:

- 3 classroom teachers
- 1 other staff members
- 5 parent or community members
- The school principal shall be an ex officio member of the school site council.

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: Terms of Office

School site council members shall be elected for a 2 year term. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. In special circumstances and additional one-year term may be granted to a current member, depending on a two-thirds vote, to create balance of returning and existing members. At the first regular meeting for the school site council, each member's 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. If a member misses three of the six yearly meetings, the other members may terminate that membership by two-thirds vote.

Section E: Transfer of Membership

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

Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by the chairperson. The chairperson will nominate, and the council will vote. New members will be elected by a two-thirds vote. The chairperson shall consider, as a prospective member, the candidate having the next greatest number of votes on that year's ballot.

Article III Officers

Section A: Officers

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and any 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 communication of the school site council.
- Perform all duties incident to the office of chairperson.
- Have other such duties as are prescribed by the school site council.

The vice-chairperson shall:

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

The secretary shall:

- Keep minutes of all regular and special meetings of the school site council.
- Transmit true and correct copies of the minutes of such meetings to members of the school site council and to the principal as custodian of the records of the school site council.
- Provide all notices in accordance with the bylaws.
- Be custodian of the records of the school site council.
- Keep a register of names, addresses and telephone numbers of each member of the school site council, the chairperson of school advisory committees and others with whom the school site council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the school site council.

Section B: Elections and Terms of Office

The officers shall be elected annually, at the first regular meeting of the school site council 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 the 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 subcommittee 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 the members of standing or special committees. A vacancy on the committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The school site council shall determine the terms of office for the 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 F: Quorum

The majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. A majority of members of the school site council shall constitute a quorum. 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 the 2nd Tuesday of the month, unless there is a holiday, in which case the 3rd Tuesday will be chosen. All dates will be determined at the first school site council meeting in September and will be posted for the remainder of the 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 Meeting

The school site council shall hold its regular meeting at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternative 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 established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: in the office window, in the west cafeteria window, in the PTO display case near the north parking lot and on the school website. The school website and counsel membership posting in the display case will notify parents and community members to present new agenda items to the principal at least 72 hours prior to the intended meeting. All required notices shall be delivered to school site council and committee members no less than 72 hours, personally or by mail (or by email.)

Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of 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 in *Education Code* Section 3147(c), and with Robert's Rules of Order or an adaptation thereof approved by the school site council.

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. Public input is encouraged, with 3 minutes per speaker, per item.

Article VI 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 school site council members at least 3 school days prior to the meeting at which the amendment is to be considered for adoption.

By-law adopted on the 12th day of September, 2023.