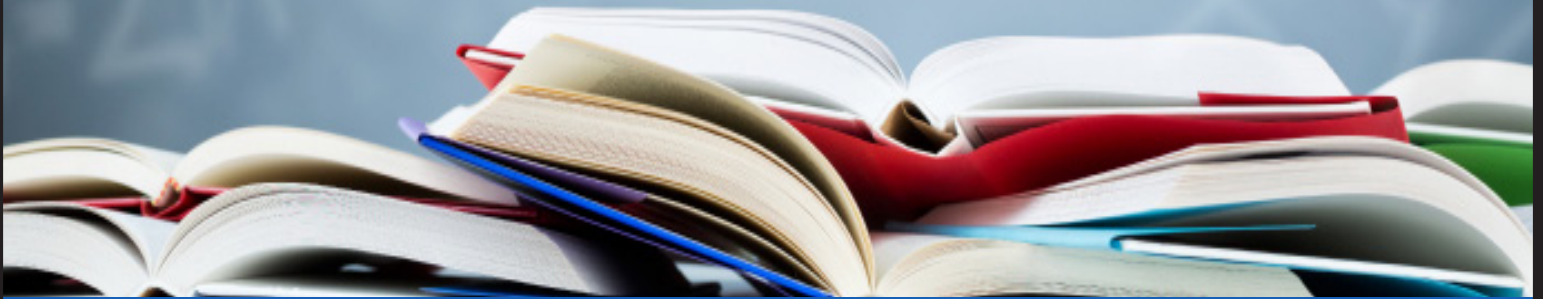


Ventura Unified School District

School Plan for

Student

Achievement



Poinsettia Elementary School

56 72652 6056188

Contact Information:

Melanie Morrow, Principal

melanie.morrow@venturausd.org

350 North Victoria Avenue

Ventura, CA 93003

(805) 289-7971



Fiscal Year 2026-2027

This page intentionally left blank.

The School Plan for Student Achievement	1
School Site Council Membership	2
Recommendations and Assurances	3
District information	4
District Profile	4
District Promise	4
District Pillars	4
District Vision	5
District Mission	5
District Governing Principles	5
School Information	6
School Profile	6
School Mission	6
Student Enrollment by Ethnicity – 2024-2025	7
Student Enrollment by Grade – 2024-2025	7
Student Enrollment by Student Group – 2024-2025	8
Comprehensive Needs Assessment	8
Bully Prevention, Violence Prevention, and Substance Abuse Curricula	9
School Plan for Student Achievement	10
Budget	26
2026-2027 Centralized Support for Planned Improvements in Student Performance	27
VUSD - Program Support Goals	27
References	29
CAASPP – Grade 3 English Language Arts/Literacy & Mathematics – 2024-2025	29
CAASPP – Grade 4 English Language Arts/Literacy & Mathematics – 2024-2025	30
CAASPP – Grade 5 English Language Arts/Literacy & Mathematics – 2024-2025	31
VUSD – Parent Involvement Policy	32
Professional Development Plan	34
School Accountability Report Card	35
School Site Council Bylaws	48

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 _____.

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 2025-2026 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Melanie Morrow	X				
Dana Pulido		X			
Teresa Liu		X			
Jennifer Gallo		X			
Rosa Keigwin			X		
Alison Davenport				X	
Carly Wilson				X	
Kaitlyn White				X	
Teresa Ramos				X	
Tamberley Goodfellow				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:

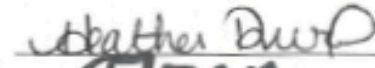
- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student 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

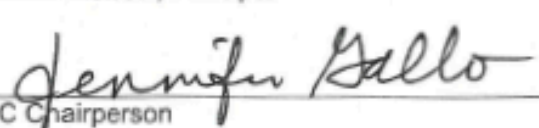
Intervention Team

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: 2/11/2026

Attested:


Melanie Morrow, Principal2/11/26
Date
SSC Chairperson2-11-26
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 14,000 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 2024-2025 school year, Ventura Unified School District served 14,379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% 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 2024-2025 school year, Poinsettia School served 351 students in grades TK-5. Student enrollment during the 2024-2025 school year included 15.7% students with disabilities, 3.7% English learners, 38.5% socioeconomically disadvantaged, 0.3% migrant, 0.3% foster youth, and 0.3% 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.

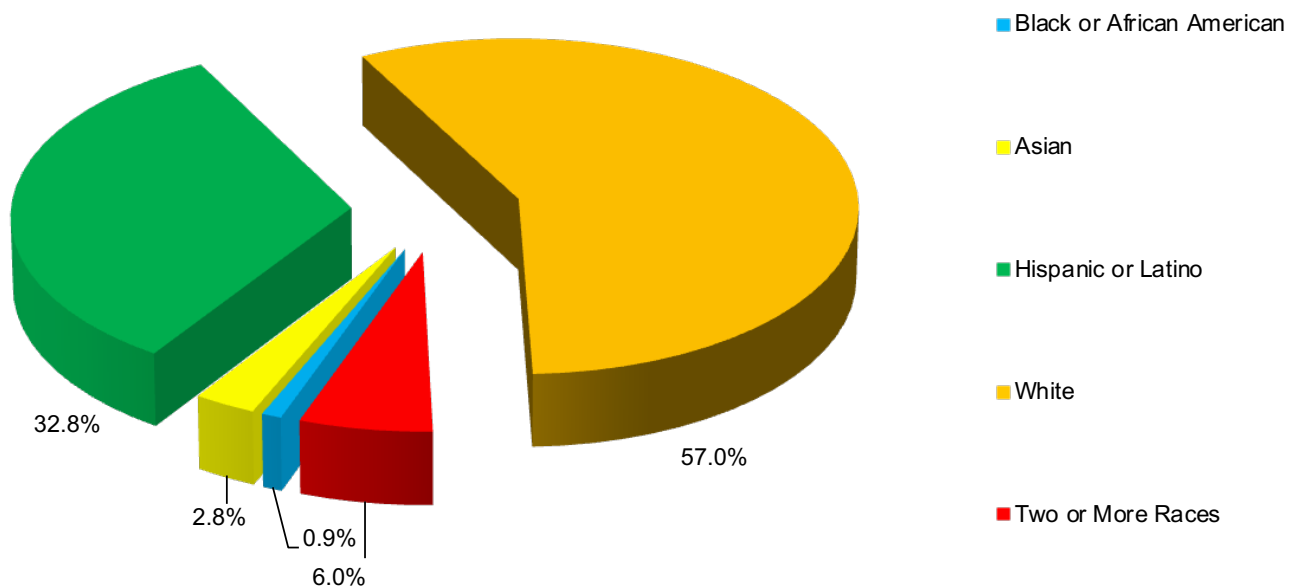
All students visit the computer lab and library weekly. With funding from the Parent Teacher Organization (PTO), the lab is maintained and lessons are taught by a specifically designated classified computer teacher and library technician. The lab contains 40 student computers and presentation computers 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.

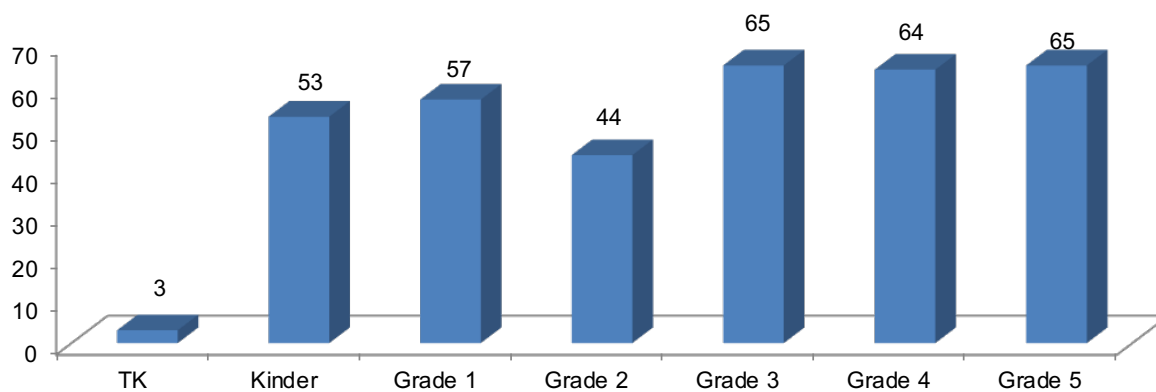
School Mission

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.

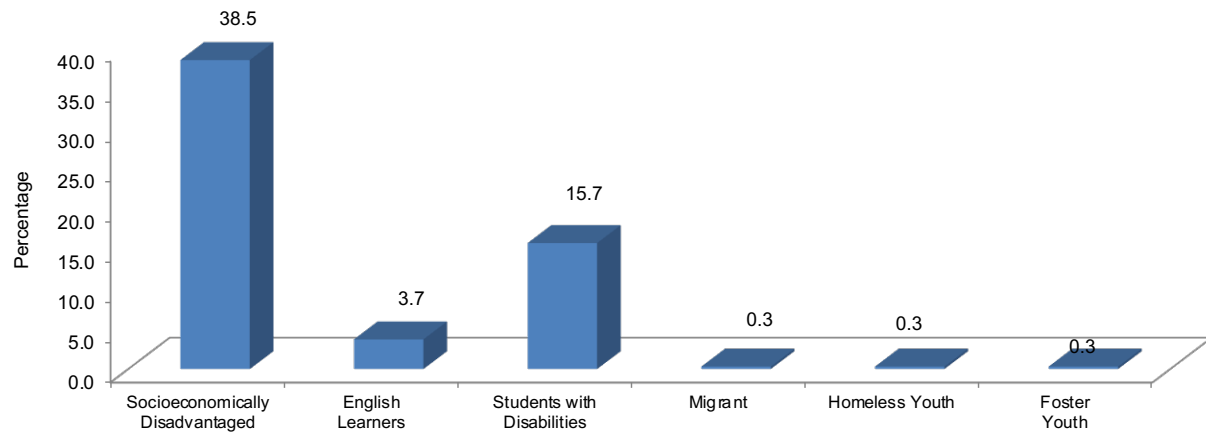
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



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)

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	2/11/26	

Plan Description

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

The purpose of this plan is to gather valuable information from our stakeholders to identify areas of specific needs on our TK-5 campus, along with our centralized Autism Spectrum Disorder special education program needs. Specific measurable goals, strategies and activities will be tied to increasing student achievement, student connections to school, parent involvement and early literacy rates. These goals align with the Ventura Unified School District priorities and our Local Control Accountability Plan (LCAP).

Educational Partner Involvement

How, when, and with whom did your 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	12/03/25, 1/05/26
School Site Council	1/14/25, 2/11/26
Parent Teacher Organization	12/18/25, 1/22/26
Poinsettia Needs Assessment Survey	12/01/25-12/19/25

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Staff and parents at Poinsettia Elementary continually strive to improve in all areas. We are proud that recent Poinsettia Needs Assessment surveys, the California School Dashboard, MAP assessment data, and CAASPP test results indicate strong academic performance and a positive school culture across all student groups currently attending Poinsettia Elementary.

Review of the California School Dashboard and local data shows that the school met or is close to meeting all identified goals during the 2025–2026 school year, with no significant areas of low performance or notable achievement gaps among student groups at this time. Despite these positive outcomes, the school remains committed to continuous improvement and ongoing monitoring of data to ensure sustained success.

Steps taken to maintain and strengthen performance include continued focus on high-quality instruction, targeted intervention through MTSS, strong family engagement practices, and maintaining a safe, supportive campus environment. The school will continue to analyze the California School Dashboard and local data regularly to proactively address emerging needs and ensure equitable outcomes for all students.

Overall, Poinsettia Elementary remains focused on improving student achievement, enhancing the family experience, and ensuring campus safety while building on the strengths identified through multiple data sources.

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/Activities, and Expenditures

Goal 1:

Academic Achievement- Increase student achievement for all students while decreasing performance gaps.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2025 California School Dashboard indicates a Blue performance level in both English Language Arts (ELA) and Mathematics for all students across all student groups. This reflects very high performance. All student groups are in the blue or green indicating high or very high achievement.

1. Steps Taken to Address This Area:

- Implemented the California Literacy Reading Project (CLRP) to strengthen reading instruction in all grades.
- School wide roll out of Sonday Phonemic Awareness classroom Tier I program
- Provided bi-annual data analysis and collaborative planning time for teachers around report cards periods through Data Chats.
- Launched small-group interventions focused on phonics, comprehension, and fluency using 2 intervention teachers to support all grades, K-5.
- Monitored student progress through SMART goals and regular data reviews through our MTSS process.

These efforts aim to maintain our ELA and Math expected outcomes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Data- CAASPP Performance Scores	Baseline: Percentage of student who met or exceeded standard on CAASPP in the 2024-2025 school year: 3rd 71% ELA 63% Math 4th 50% ELA 47% MATH 5th 65% ELA 36% Math Analysis within same cohort: 4th 50% ELA (up 18% from 23-24) 47% Math (up 8% from 23-24) 5th 65% ELA (up 15% from 23-24) 36% Math (down 11% from 23-24)	Outcome: Awaiting 25-26 CAASPP Data CAASPP scores shall increase by 1% in one or more subject areas within the same cohort strand for students that meet or exceed standard.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Provide small group Mathematics intervention and enrichment with an hourly credential teacher, one day a week for in 12 weeks	Grades 3-5	\$10,000	Supplemental
2	Provide teachers with Data Talk opportunities with grade level partners and administration to review assessment data and support our MTSS system, two times a year	All	\$3,000	Site

3	Provide small group intervention and enrichment in English Language Arts with .50 credential teacher	All	No cost	District supported
4	Provide supplemental small group intervention in English Language Arts with an hourly credential teacher four hours, two days a week	Grades 3-5	\$14,000	Supplemental and Site

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

During the previous year, all identified strategies were fully implemented and proved to be effective in supporting student growth and strengthening instructional practices.

Small group intervention and enrichment in Mathematics were provided over a 12-week period. These targeted groups allowed teachers to address specific skill gaps while also offering enrichment for students performing at or above grade level. As a result, students demonstrated improved mathematical understanding, increased engagement, and greater confidence in problem-solving.

The Raz-Kids online reading program was not consistently utilized for independent reading during the school day and as an at-home practice tool. This strategy increased student access to appropriately leveled texts and reinforced reading skills beyond the classroom. Teachers observed improvements in reading fluency, comprehension, and student accountability, while others did not use the technology to its fullest potential.

Data Talk opportunities were provided twice during the year, allowing teachers to collaborate with grade-level partners and administration to review assessment data. These structured conversations strengthened the MTSS process by helping staff identify trends, adjust instructional strategies, and plan targeted interventions. This collaboration improved data-driven decision-making and ensured more timely and effective student support.

Small group intervention and enrichment in English Language Arts were also provided by a .50 credentialed teacher and an hourly position support provided by a PTO donation. This additional instructional support allowed for more individualized attention, particularly for students needing targeted literacy intervention. The strategy contributed to measurable gains in reading and writing skills and supported overall classroom instruction.

Overall, the consistent implementation of these strategies positively impacted student achievement and reinforced a strong, collaborative approach to instruction and intervention.

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 a few notable differences between the intended implementation and the actual expenditures related to the strategies used to meet the articulated goal. The cost associated with Data Talk opportunities was significantly lower than originally projected, coming in at approximately half of the anticipated expense. This was due to more efficient scheduling and the use of existing staff and resources.

Conversely, the cost of math intervention was higher than initially assumed. Additional instructional time, materials, and staffing needs contributed to increased expenses beyond the original estimate.

Additionally, while Raz-Kids was budgeted and available for implementation, it is not being utilized by as many teachers this school year as originally planned. As a result, the level of implementation has differed from initial expectations, which may impact both usage data and cost efficiency.

Overall, while the strategies remain aligned to the goal, adjustments in budgeting and implementation have been necessary based on actual usage and needs.

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

Based on the analysis of implementation and effectiveness, several changes will be made to this goal, including adjustments to strategies, funding priorities, and implementation practices.

The purchase of Raz-Kids will be removed as a strategy. Instead, instructional focus will shift toward more hands-on, classroom-based literacy supports, including the use of leveled readers, structured small group instruction, and targeted teacher-led reading interventions. This change is intended to increase consistency of implementation and better meet student needs.

Funding for mathematics intervention will be increased to address the noted decline in 5th-grade math scores. Additional resources and instructional support will be allocated to strengthen targeted math interventions and enrichment opportunities.

Instructional efforts will be centered more intentionally on small group instruction across grade levels. Teachers will develop SMART goals for small groups and participate in structured, monthly grade-level meetings to review progress, monitor data, and plan adjustments.

Collectively, these changes are designed to strengthen implementation, improve student outcomes, and ensure resources are aligned with identified instructional priorities.

Goal 2:

Positive Learning Environment- Provide a safe and secure environment emotionally and physically for all students to ensure student connection on campus.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2025 California School Dashboard indicates an orange performance level for Chronic Absenteeism. With student groups in both orange and yellow. This reflects low performance.

2. Steps Taken to Address This Area:

- Implementing classroom SEL lessons focused on conflict resolution, Kelso's Choice to grades K-3.
- District Social Worker to support chronically absent students and provide wrap around support to ensure barriers are removed.
- Supporting students with school based counseling using targeted interventions to support one on one and small groups, using a consistent counselor for all days on campus (3 days).
- Positive Behavior Support and Intervention efforts centered around student recognition and incentives implemented and used universally across campus.
- Provide Arts residencies for each student to participate in throughout the school year
- Provide extra curricular opportunities for students (Mathletes, Student Council, Spelling Bee, Battle of the Books)
- Creation of additional Campus Support Assistant to help with playground supervision and implementation of PBIS.

These efforts help to improve our Chronic Absenteeism outcomes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Data- Chronic Absenteeism Results	Baseline: Percentage of students who were chronically absent in the 2024-2025 school year: 10.6% Analysis: Percentage of students who were chronically absent in the 2023-2024 school year: 9.1% (increase of 1.5%)	Outcome: Awaiting 25-26 CA Dashboard data. Chronic Absenteeism overall scores shall decrease by 1%.

3. Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Continue to implement the School-Wide Positive Behavior Interventions and Supports (PBIS) program, including a paid monthly committee of school staff to guide ongoing implementation and student recognition efforts. Continue to develop tiered behavior interventions and provide training and support for school staff. In addition, implement classroom community circles to promote positive relationships, address social-emotional learning, and reinforce expectations, with a parent outreach component to engage families in supporting student behavior.	All	\$2,000 \$2,000	Site Site
2	Provide counselors with additional resources, to continue with implementation of SEL conflict resolution curriculum <u>Kelso's Choice</u> . 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.	All	no cost	no cost
3	Provide extra curricular programs for students that includes the cost of registration and teacher hourly pay for preparing and planning. (ie: Student Council, Mathletes, Cross Country, Spelling Bee, Battle of the Books and GATE Enrichment Classes)	3rd, 4th, and 5th grade	\$1,000 \$400 \$500	Restricted Lottery PTO funds Supplemental
4	Support attendance incentives by providing student recognition for positive attendance through a tiered system. Recognition will be given to students with attendance rates of 97% or higher at both the classroom and individual levels, with celebrations and incentives offered monthly and by trimester.	All	\$2,000	Site
5	Weekly use of A2A to monitor attendance, phone calls and letters from attendance office	All	no cost	District supported
6	4 Saturday School Academy make-up opportunities with engaging activities offered during the Saturday Academy to increase attendance at the event.	All	no cost	District supported
7	Principal and/or counselor conferences with at risk students and parents who are on attendance contracts to refer/ provide outside resources.	All	no cost	District supported
8	Increase arts-related co-curricular and extracurricular opportunities PROP 28	All	\$54,932	Prop 28

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

During the previous year, all listed strategies and activities were implemented as planned and were effective in supporting student safety, behavior, social-emotional development, and school connectedness.

Personnel positions were fully utilized to provide before- and after-school bus line supervision, as well as after-school campus supervision. This ensured consistent adult presence during high-traffic and transitional times, contributing to improved student safety and smoother daily operations.

The school continued full implementation of the School-Wide Positive Behavior Interventions and Supports (PBIS) program. A monthly PBIS committee composed of school staff met regularly to support implementation, review data, and plan student recognition activities. Tiered behavior interventions were further developed, and ongoing training and support were provided to staff. A parent outreach component was also included, strengthening family understanding and engagement in behavior expectations and supports. Overall, PBIS implementation contributed to clearer expectations, improved student behavior, and increased positive reinforcement across campus.

Counselors were provided with additional resources to continue implementing the social-emotional learning (SEL) conflict resolution curriculum, *Kelso's Choice*. This curriculum was delivered through whole-group and small-group instruction, allowing students, staff, and families to use a common language when addressing conflict. The inclusion of a parent outreach component further reinforced these strategies at home, and the program proved effective in improving students' problem-solving and conflict resolution skills.

Extracurricular programs were offered to students, including Student Council, Mathletes, Cross Country, Spelling Bee, Battle of the Books, and GATE Enrichment classes. Funding covered both student registration costs and teacher hourly pay for preparation and planning. These programs increased student engagement, provided enrichment opportunities, and fostered leadership, teamwork, and academic motivation.

Additionally, a Campus Support Assistant (4-hour) position was created, along with extra hourly opportunities not to exceed five hours per week, to support student supervision and campus safety. This role strengthened supervision coverage throughout the day and contributed to a safer, more supportive school environment.

Overall, the comprehensive implementation of these strategies effectively supported the articulated goal by promoting student safety, positive behavior, social-emotional growth, and meaningful student engagement.

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

One major difference between the intended implementation and the budgeted expenditures was related to the PBIS strategy. While PBIS implementation was originally budgeted at the school level, the associated costs were covered by district LCAP funds. This shift allowed the school to reallocate site funds toward increased student incentives and recognition activities, further strengthening positive behavior reinforcement.

All other funding allocations remained the same as originally planned, and the remaining strategies and activities were implemented without significant changes to their budgeted expenditures.

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

Based on the analysis of implementation and outcomes, several adjustments will be made to this goal, including updates to metrics and strategies.

Moving forward, the school will use California School Dashboard chronic absenteeism data as the primary metric to monitor progress. Chronic absenteeism has been identified as an area of need, and this data source will allow for more consistent, measurable tracking of improvement over time.

The school will also continue to strengthen parent outreach efforts, with an increased focus on attendance awareness and engagement. Additional attendance incentives and student recognition rewards will be implemented to encourage improved attendance and reinforce positive habits.

These changes are intended to better align resources and strategies with identified needs and to improve overall student attendance, engagement, and support.

Goal 3:

Family and Community Engagement - Increase parent and community involvement on campus.

4. Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2026 school based Needs Assessment Survey revealed an ongoing need to continue increasing parent and community involvement on campus. Families expressed a strong desire for more opportunities to engage with the school through events and activities.

5. Steps Taken to Address This Area:

- Planning more cost effective or no cost family engagement events throughout the school year.
- Creating volunteer opportunities and flexible scheduling to increase participation.
- Improving communication channels between school and families to keep them informed and involved.

Strengthening family and community partnerships remains a priority to support student success and foster a more inclusive school culture.

6. Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of volunteers and visitors signed in using office sign in sheets	Baseline: 2024-2025- (Aug 2025-Dec 2025) 1,656 volunteers Analysis: Unable to quantify if our number of volunteers has increased as we do not have totals for one year. Will have proper data come June 2026. <i>However upon reflecting on 2023-2024 totals we currently have more than half the amount of volunteers this time of year then we did for that entire year.</i>	Outcome: 2024-2025 (Aug-May) 3,300 visitors and volunteers sign in at the office. Awaiting 2025-2026 totals. The number of volunteers/visitors will increase by 2% over this current school year.

7. Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Create opportunities for families to meaningfully engage on campus through low cost or no cost events such as Back to School Night, school wide performances/events, Art Night, student recognition events, assemblies, Coffee with the Principal, Family Picnics, Science or Math night, Promotion and school beautification opportunities.	All	\$1,000	Supplemental
2	Create diverse volunteer opportunities for families to get involved on campus through classroom assistance, field trips, School Site Council, library, garden and PTO meetings.	All	No cost	PTO Funds
3	Advertise and encourage Poinsettia family participation in district parents events; parent education workshops, and school information fairs.	All	No cost	District supported

4	Office staff to assist with delivery of event information, advertising, flyers and logging of volunteer hours in office sign-in book, ensure translations are completed to communicate with all families	All	\$500	Supplemental
5	Continue to implement the School-Wide Positive Behavior Interventions and Supports (PBIS) program, including a paid monthly committee of school staff to guide ongoing implementation and student recognition efforts. Continue to develop tiered behavior interventions and provide training and support for school staff. In addition, implement classroom community circles to promote positive relationships, address social-emotional learning, and reinforce expectations, with a parent outreach component to engage families in supporting student behavior. (see goal 2)	All	\$2,000 \$2,000	Site Site

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

During the previous year, all strategies related to family engagement were fully implemented and proved effective in increasing family participation and strengthening school-home connections.

The school created multiple opportunities for families to meaningfully engage on campus through a variety of low-cost or no-cost events. These included Back to School Night, school-wide performances and events, Art Night, student recognition events, Coffee with the Principal, family picnics, Science and Math nights, promotion activities, and school beautification opportunities. These events were well attended and provided families with accessible, welcoming ways to connect with the school community and support student learning.

Diverse volunteer opportunities were offered to encourage family involvement across campus. Families participated through classroom assistance, field trips, School Site Council, library support, garden activities, and PTO meetings. These opportunities allowed families to contribute in ways that matched their availability and interests, resulting in increased volunteer participation and stronger partnerships.

The school actively advertised and encouraged family participation in district-led parent events, including parent education workshops and school information fairs. This outreach helped families access additional resources and learning opportunities beyond the school site.

Office staff played a key role in supporting implementation by assisting with event communication, distributing flyers, logging volunteer hours through the office sign-in system, and ensuring translations were completed so information was accessible to all families. This support improved communication consistency and inclusivity.

Overall, the consistent implementation of these strategies effectively supported the articulated goal by fostering meaningful family engagement, increasing participation, and building a strong, inclusive school community.

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 a few differences between the intended implementation and the budgeted expenditures for this goal. School-wide events ultimately cost significantly less than anticipated due to strong support from the community and the PTO. As a result, the school plans to decrease this expenditure moving forward and reinvest efforts into expanding community outreach opportunities.

Additionally, the cost of flyers and printed communication is being covered by the district, meaning this will not be an additional expense for the current school year.

All other strategies and associated funding remained consistent with the original plan, with no significant changes to implementation or expenditures

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

Based on the analysis of implementation and outcomes, several updates will be made to this goal. Moving forward, the expected outcome for volunteer participation will be an increase of 2%, reflecting a focus on steady, incremental growth now that volunteer numbers have stabilized. Rather than aiming for large gains, the school will prioritize sustaining and gradually increasing engagement.

The school will continue to work strategically with the Parent Teacher Organization (PTO) and leverage both school and community outreach opportunities to maximize family involvement. Additionally, the school will use PBIS strategies to support parents in reinforcing positive behaviors and school engagement, further aligning family engagement with broader school-wide goals.

These changes are intended to strengthen family partnerships, maintain consistent volunteer involvement, and provide meaningful engagement opportunities for families while ensuring efforts are sustainable and targeted.

Goal 4:

Early Literacy- Increase student English Language Arts (ELA) achievement for all students while decreasing performance gaps.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Local assessment data from MAP scores indicate that students in early elementary grades are not meeting grade-level expectations in key areas such as phonemic awareness, phonics, and reading fluency when compared to the previous year within the same cohort.

Steps Taken to Address This Area:

- Implemented the California Literacy Reading Project (CLRP) to strengthen reading instruction in all grades.
- School wide roll out of Sonday Phonemic Awareness classroom Tier I program
- Provided bi-annual data analysis and collaborative planning time for teachers around report cards periods.
- Launched small-group interventions focused on phonics, comprehension, and fluency using 2 intervention teachers to support all grades.
- Monitored student progress through SMART goals and regular data reviews through our MTSS process

Improving Early Literacy is a top priority, as it lays the foundation for long-term academic success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Data-English Language Arts	Baseline: Achievement scores for those in the 61st to over 80th percentile for Winter 2026 assessment window School wide 57% K- 58% 1-43% 2-47% 3-66% 4-66% 5-55% Analysis by same cohort stand: K unable to populate till Winter 2027 1-decreased by 10% 2-decreased by 9% 3-increased by 15% 4-increased by 3% 5-increased by 5% Outcome: Awaiting Winter 2026 to Winter 2027 growth projection data	3% of students will score in the 61st to over 80th percentile for ELA MAP data from Winter 2025-Winter 2026 within the same cohort strand.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Provide supplemental small group intervention in English Language Arts with an hourly credential teacher four hours, two days a week (see goal 1)	Grades 3-5	\$14,000	Supplemental and Site
2	Implement California Literacy Reading Project (CLRP) strategies to strengthen reading instruction with a small group focus.	All	No cost	District Supported
3	Provide teachers with Data Talk opportunities with grade level partners and administration to review assessment data and support our MTSS system, two times a year (see goal 1)	All	\$3,000	Site
4	Support teachers with implementation of Sonday Essentials, on-grade-level support that targets foundational literacy skills through reading and spelling practice in a daily whole-group lesson. Lessons will support all learners, teaching common English-language patterns in a multisensory way, serving as enrichment and helping teachers identify students who may need additional intervention. Provide handouts/materials and grade level meeting time to collaborate on best practices.	All	No cost \$500	District Supported Restricted Lottery
5	Provide teachers with funds to improve classroom libraries, materials for small group instruction, and resources that support differentiated learning based on student needs. This includes leveled texts, phonics tools, and engaging literacy materials to enhance targeted instruction and foster a love of reading across diverse learning levels.	All	\$5,000	Restricted Lottery
6	Scholastic News Readers	All	\$2,500	PTO Donation fund

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

During the previous year, all strategies supporting literacy instruction and intervention were implemented as planned and were effective in improving instructional practices and student outcomes.

Supplemental small group intervention in English Language Arts was provided by an hourly credentialed teacher two days per week over an eight-month period. This targeted support allowed students to receive focused instruction aligned to their specific literacy needs and resulted in improved reading skills and increased confidence among participating students.

California Literacy Reading Project (CLRP) strategies were implemented to strengthen reading instruction with an emphasis on small group instruction. These strategies supported teachers in delivering more targeted, research-based literacy instruction and helped improve student engagement and progress in reading.

Teachers participated in Data Talk opportunities twice during the year with grade-level partners and administration to review assessment data and support the MTSS process (see Goal 1). These collaborative meetings strengthened data-driven decision-making, helped identify students in need of intervention, and informed instructional adjustments.

The Raz-Kids online reading program was mostly utilized to support independent reading during the school day and to provide additional practice at home (see Goal 1). This tool looks to increase access to leveled texts and supported reading fluency and comprehension, while also offering families a way to reinforce learning outside of school.

Teachers were supported in implementing Sonday Essentials as a daily, whole-group instructional practice targeting foundational literacy skills in reading and spelling. The multisensory approach benefited all learners by reinforcing common English language patterns and supporting enrichment, while also helping teachers identify students who required additional intervention. Teachers were provided with materials, handouts, and dedicated grade-level meeting time to collaborate on best practices and implementation.

Additionally, teachers were given funds to enhance classroom libraries and purchase materials for small group instruction and differentiated learning. These resources—including leveled texts, phonics tools, and engaging literacy materials—strengthened targeted instruction and helped foster a love of reading across diverse learning levels.

Overall, the consistent and comprehensive implementation of these strategies effectively supported the articulated goal by strengthening literacy instruction, improving targeted interventions, and increasing student access to high-quality reading resources.

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 between the intended implementation and the budgeted expenditures. All strategies were implemented to meet the goal.

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

Based on the analysis of implementation and effectiveness, changes will be made to the metrics and strategies associated with this goal.

One key change is the refinement of the metrics used to measure progress. The metrics have been improved to more accurately reflect student achievement. Progress will now be measured using district MAP assessment data, specifically tracking achievement scores for students performing in the 61st to above the 80th percentile during the Winter assessment window, as well as examining growth by individual cohorts over a one-year period.

An additional strategy will be implemented through the use of Scholastic News Readers, Number 7, to support students in TK–5 with access to high-quality non-fiction text and early reading skill development. This strategy will enhance literacy instruction across grade levels and support comprehension and content knowledge.

These changes are intended to strengthen alignment between instructional strategies, assessment data, and student outcomes while expanding access to engaging literacy resources.

Budget**Budget Summary Table**

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$120,332.00

Overall total of funds included for this school: **\$120,332.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2025-2026 Carryover	\$0.00
Title I 2026-2027 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 2026-2027 Allocation	\$15,080.00
Supplemental Funds 2026-2027 Allocation	\$23,100.00
Restricted Lottery Funds 2026-2027 Allocation	\$22,620.00
Prop 28 Funds 2026-2027 Allocation	\$54,932.00
PTO Funds 2026-2027	\$2,900.00

Subtotal of state or local funds included for this school: **\$118,632.00**

Total of federal, state, and/or local funds for this school: **\$118,632.00**

2026-2027 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 & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	66	66	66	40.91%	30.30%	13.64%	15.15%
Male	33	33	33	36.36%	27.27%	18.18%	18.18%
Female	33	33	33	36.36%	27.27%	18.18%	18.18%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	25	25	25	16.00%	44.00%	12.00%	28.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	39	39	39	53.85%	23.08%	15.38%	7.69%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	26	26	26	30.77%	34.62%	11.54%	23.08%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

	Mathematics						
	2024-25						
	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	66	65	65	33.85%	30.77%	20.00%	15.38%
Male	33	32	32	43.75%	21.88%	15.63%	18.75%
Female	33	33	33	24.24%	39.39%	24.24%	12.12%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	25	25	25	20.00%	28.00%	24.00%	28.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	39	38	38	39.47%	34.21%	18.42%	7.89%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	26	25	25	24.00%	32.00%	20.00%	24.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	64	63	63	22.22%	30.16%	20.63%	26.98%
Male	37	36	36	16.67%	36.11%	19.44%	27.78%
Female	37	36	36	16.67%	36.11%	19.44%	27.78%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	20	20	20	25.00%	30.00%	10.00%	35.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	37	36	36	22.22%	33.33%	22.22%	22.22%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	22	22	22	13.64%	27.27%	13.64%	45.45%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	8	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Mathematics						
	2024-25						
	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	64	63	63	15.87%	33.33%	34.92%	15.87%
Male	37	36	36	13.89%	41.67%	36.11%	8.33%
Female	27	27	27	18.52%	22.22%	33.33%	25.93%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	20	20	20	15.00%	30.00%	40.00%	15.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	37	36	36	19.44%	30.56%	33.33%	16.67%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	22	22	22	4.55%	31.82%	40.91%	22.73%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	8	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP – Grade 5 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	64	64	64	31.25%	34.38%	18.75%	15.63%
Male	29	29	29	20.69%	24.14%	27.59%	27.59%
Female	29	29	29	20.69%	24.14%	27.59%	27.59%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	27	27	27	33.33%	40.74%	7.41%	18.52%
Hawaiian or Pacific Islander							
White (not Hispanic)	30	30	30	30.00%	23.33%	33.33%	13.33%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	24	24	24	29.17%	58.33%	4.17%	8.33%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Mathematics						
	2024-25						
	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	64	64	64	21.88%	14.06%	40.63%	23.44%
Male	35	35	35	25.71%	14.29%	25.71%	34.29%
Female	35	35	35	31.43%	17.14%	37.14%	14.29%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	27	27	27	25.93%	11.11%	29.63%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	27	26	26	30.77%	23.08%	26.92%	19.23%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	24	24	24	20.83%	20.83%	33.33%	25.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

VUSD – Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

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

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

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

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

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 2026-2027 school year, teachers at Poinsettia Elementary School will focus on the following trainings:

- Positive Behavior and Intervention Support (PBIS)
- Sonday
- Early Literacy Reading Strategies
- Grade Level Collaboration Time

School Accountability Report Card

2024-25 School Accountability Report Card Published January 2026	
  	POINSETTIA ELEMENTARY SCHOOL 350 NORTH VICTORIA AVENUE, VENTURA, CA 93003 (805) 289-7971 MELANIE MORROW, PRINCIPAL GRADES TK-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. DISTRICT & SCHOOL DESCRIPTION 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.	Board of Education JAMES FORSYTHE SHANNON TRANI FREDERICKS SABRENA RODRIGUEZ DR. JERRY DANNENBERG CALVIN PETERSON District Administration DR. ANTONIO CASTRO SUPERINTENDENT DR. GREG BAYLESS ASSISTANT SUPERINTENDENT EDUCATIONAL SERVICES MS. GINA WOLOWICZ ASSISTANT SUPERINTENDENT HUMAN RESOURCES DR. AHSAN MIRZA ASSISTANT SUPERINTENDENT BUSINESS SERVICES
VENTURA UNIFIED SCHOOL DISTRICT 255 WEST STANLEY AVENUE, SUITE 100 VENTURA, CALIFORNIA 93001 (805) 641-5000 www.venturausd.org	

Ventura Unified School District

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Over 14,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Poinsettia Elementary School

Poinsettia Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2024-25 school year, 351 students were enrolled, including 15.7% in special education, 3.7% qualifying for English Language Learner support, 0.3% homeless, 0.3% foster youth, 0.3% migrant, and 38.5% socioeconomically disadvantaged.

Poinsettia Elementary has been honored with the 2024 PBIS Silver Award Recognition, and 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.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	45.6%
Male	54.4%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	2.8%
Black or African-American	0.9%
Filipino	0%
Hispanic or Latino	32.8%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	6.0%
White	57.0%
English Learners	3.7%
Foster Youth	0.3%
Homeless	0.3%
Migrant Services	0.3%
Socioeconomically Disadvantaged	38.5%
Students with Disabilities	15.7%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Transitional Kindergarten	3
Kindergarten	53
Grade 1	57
Grade 2	44
Grade 3	65
Grade 4	64
Grade 5	65
Total Enrollment	351

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 (SSC)
- District English Learner Advisory Committee (DELAC)
- Special Education District Advisory Council (SEDAC)

- Parent Teacher Organization Board (PTO)
- Parent Advisory Council (PAC)

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

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 grade five. 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/.

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 Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	45.0	63.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	42.0	50.0	37.0	37.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	194	193	99.48	0.52	63.21
Female	95	95	100	0	72.63
Male	99	98	98.99	1.01	54.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	72	72	100	0	63.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	106	105	99.06	0.94	62.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	72	72	100	0	65.28
Students with Disabilities	25	24	96.00	4.00	12.50

CAASPP Test Results in Mathematics by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	194	192	98.97	1.03	50.00
Female	95	95	100	0	51.58
Male	99	97	97.98	2.02	48.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	72	72	100	0	43.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	106	104	98.11	1.89	52.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	1.39	45.07
Students with Disabilities	25	24	96.00	4.00	8.33
<i>Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment 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.</i>					
<i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					
<i>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.</i>					

CAASPP Test Results in Science for All Students						
2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	53.70	48.44	33.34	31.52	30.73	32.33
<i>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.</i>						
<i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>						
<i>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.</i>						

CAASPP Test Results in Science by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	64	64	100	0	48.44
Female	35	35	100	0	57.14
Male	29	29	100	0	37.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	27	100	0	44.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	30	100	0	46.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100	0	50.00
Students with Disabilities	--	--	--	--	--
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					

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.

Campus Description	
Year Built	1958
Acreage	9.3
Square Footage	36,650
Quantity	
Permanent Classrooms	22
Portable Classrooms	3
Restrooms (Sets)	3
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Teacher Workroom	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, teachers and campus safety assistants are strategically assigned to designated areas to provide student supervision and classified staff members are in the cafeteria to monitor breakfast activity. During recess, all paraeducators, campus safety assistants and 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 January 2026.

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.

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 28, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: July 9, 2024	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces		X		Admin - Security alarm wire mold is falling from the ceiling in the reception area; Classroom K1 - Cove base is missing at the east door; Classroom 5 - Power strip is plugged into power strip at the teacher's desk; Classroom 7 - Damaged cove base and wall next to the door; Classroom 14 - Damaged cove base next to the HVAC closet; Classroom 21 - Water damaged ceiling tiles at multiple locations; Classroom 23 - Water damaged ceiling tiles
Cleanliness	X			
Electrical		X		Admin - Conference room outlet next to the sink is not GFCI protected; Classroom 14 - Ceiling fan switch is damaged; Classroom 16 - Wiremold end cap is missing on the south wall; Classroom 20 - The ceiling fan switch is broken; Classroom 18 - Electrical outlet GFCI next to the sink did not function when tested; Classroom 22 - Electrical outlet next to the sink is not GFCI protected
Restrooms/Fountains	X			
Safety	X			Admin - Excessive peeling paint in the Principal's Office; Classroom K1 - Excessive peeling paint in the student restroom; Multi-Purpose Room - The rear stage fire extinguisher is out of service date (6/17/2024), MPR fire extinguisher is out of service date (6/17/2024); Building D Girls' RR - Excessive peeling paint at the toilets; Building E Exterior, Building F Exterior - Excessive peeling paint on the south facia
Structural			X	Classroom 21 - Wall surface is bubbling and peeling at the west wall; Classroom 22 - Wall surface is peeling in the northeast corner; Building 23 Exterior - Foundation is rotted
External		X		Building F Boys' RR - The door close is leaking oil; Front Yard/Parking Lot - Contrasting stripe is missing or faded front he stairs throughout the campus
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			X	
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.				

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 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.

Suspensions and Expulsions by Student Group		
2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	1.65	0.00
Female	0.60	0.00
Male	2.56	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	4.76	0.00
White	2.44	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	2.11	0.00
Students with Disabilities	5.97	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions & Expulsions			
	22-23	23-24	24-25
School			
% Students Suspended	0.54	1.92	1.65
% Students Expelled	0.00	0.00	0.00
District			
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
State			
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Class Size

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

Average Class Size and Class Size Distribution				
Grade Level	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	20	2		
1	25		2	
2	24		2	
3	28		2	
4	19	1		
5	20	1	2	
2023-24				
K	19	1	2	
1	26		1	
2	24		2	
3	26		2	
4	18	2	1	
5	18	2		
2024-25				
K	18	1	2	
1	26		2	
2	23		1	
3	26		2	
4	31		2	
5	22	1	2	
Other	14	2	1	

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

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

Chronic Absenteeism by Student Group				
2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	363	358	38	10.6
Female	168	163	14	8.6
Male	195	195	24	12.3
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	122	118	15	12.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	4	19.0
White	205	204	18	8.8
English Learners	16	14	1	7.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	142	138	25	18.1
Students with Disabilities	67	67	10	14.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Poinsettia Elementary School for the 2024-25 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."

- District Assessments
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Family Engagement
- Multilingual Learner Liaisons Collaboration
- Strategies and Techniques to Support All Students in Reading
- K-5 English Language Development

2025-26 Trainings:

- Step Up to Writing / Handwriting Without Tears (New Curriculum)
- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- RAZ Kids (Online Materials for Upper Elementary Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Elementary Collaborations (Structured Literacy, Math Framework, ML Progress Monitoring and Strategies)
- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/Progress Monitoring English Learners with Disabilities
- Structured Literacy
- Ed Tech Trainings (Canvas, etc.)
- Designed ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation
- SPARKS
- COGAT Identification Protocols for GATE Identification

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 2023-24, 2024-25, and 2025-26 school years, the teachers at Poinsettia Elementary School had the opportunity to participate in districtwide staff development training focused on:

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)

2024-25 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices

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 2024-25 school year, Poinsettia Elementary School's staff development activities concentrated on:

- California Reading & Literacy Project (CRLP)
- 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.

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 both TK and 9-12 are aligned to state standards and approved by the district's board of education.

On September 23, 2025, 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 #25-22 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 2025-26 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

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.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2016	Benchmark Education Company: <i>Benchmark Advanced</i>	Yes	0%
History-Social Science			
2022	Savvas: <i>myWorld Interactive</i>	Yes	0%
Mathematics			
2017	Houghton Mifflin: <i>Math Expressions</i>	Yes	0%
Science			
2021	McGraw Hill: <i>California Inspire Science</i>	Yes	0%

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ('ineffective' under ESSA)	Credentialed Teachers Assigned Out-of-Field ('out-of- field' under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	14	0.0	1	0.0	0.0	15
School %	93.33	0.0	6.67	0.0	0.0	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	16.0	0.0	0.0	0.0	0.0	16.0
School %	100	0.0	0.0	0.0	0.0	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	17.5	0.0	0.0	0.0	0.0	17.5
School %	100	0.0	0.0	0.0	0.0	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						

Teachers Without Credentials and Misassignments (Considered “Ineffective” under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	1.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	1.0

Credentialed Teachers Assigned Out-of-Field (Considered “out-of-field” under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

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 & Other Support Staff (Nonteaching Professional Staff)		
2024-25		
	No. of Staff	FTE
Academic Counselors	2	0.8
Psychologist	1	0.8
School Nurse	1	0.1
Health Technician	1	0.7
Elementary School Support Assistant (ESSA)	1	0.7
Occupational Therapist	2	0.4
Speech Therapists	2	1.5
ERSA Clinician	1	0.3
<i>Note: 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.</i>		

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$57,712	\$62,783
Mid-Range Teacher Salary	\$83,105	\$97,783
Highest Teacher Salary	\$115,107	\$128,020
Superintendent Salary	\$283,083	\$313,465
Average Principal Salaries:		
Elementary School	\$144,454	\$160,224
Middle School	\$158,093	\$166,992
High School	\$164,183	\$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Pupil and School Site Teacher Salaries					
2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$8,912	N/A	N/A	N/A	N/A
Restricted	\$3,949	N/A	N/A	N/A	N/A
Unrestricted	\$4,963	\$6,125	81.0%	\$11,146	44.5%
Avg Teacher Salary	\$101,318	\$92,704	109.3%	\$103,743	97.7%
Note: Cells with N/A values do not require data.					

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of \$19,098 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Antibias Education Grant
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- LCFF Equity Multiplier
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- 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 November 2025.

School Site Council Bylaws

Poinsettia Elementary School School Site Council (SSC) Bylaws

Article I - Preamble

VUSD elects to establish the below School Site Council (SSC) bylaws for all VUSD Elementary school sites to govern SSC functions and provide clarity of process, roles and duties. While these bylaws conform to the State of California Department of Education (CDE) [SSC Operation Guide](#) and other [CDE guidance](#) on SSCs, other than the bylaws that are *italicized & underlined*, they are not statutorily required by California Education Code, Federal Law or VUSD Board Policy. The district may alter these SSC bylaws at any time for the effective functioning of SSCs, for compliance with CDE and Federal guidance/requirements and to conform to the VUEA & VESPA collective bargaining agreements. SSCs may not change these bylaws or operate under other bylaws. On an annual basis and prior to the start of SPSA development for the upcoming year, VUSD will solicit recommendations from all VUSD SSCs for bylaw revisions.

Article II - Role of Council

The primary role of the SSC is to develop the Single Plan for Student Achievement (SPSA). At Title I school sites, the California Department of Education (CDE) requires SSCs to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development of the SPSA for recommendation to the board of education for final approval. VUSD's practice is that all schools, regardless of Title I status, develop SPSAs and establish SSCs. The SPSA must align with the district's LCAP content and process. The SSC also serves as the site's designated Safety Planning Committee and approves the annual [Comprehensive School Safety Plan](#) (CSSP) and votes on VUEADistrict Article 27 and VESPA/District Article 42 Site-Based Decision Making proposals.

Article III - Membership

The composition of the SSC must have an equal number of members between the school staff members and parent/community members with a minimum of 10 members; five school site members, of which classroom teachers must be a majority, and five parent/community members (see below).

Composition of VUSD Elementary SSCs with the required minimum of 10 members:

Role	Amount
School Staff Members: Principal or their designee	1
School Staff Members: Classroom teachers	3
School Staff Members: Classified Unit Member* <i>*Note: Per VESPA/District Contract Article 42</i>	1
Parents and/or Community members	5
Total minimum membership	10

SSCs larger than 10 must maintain the required (see above paragraph) ratios. The discretion to establish a SSC larger than the minimum 10 members resides with the school site principal on an annual basis. Changes to the size of the SSC may only be implemented at the meeting when the development of the SPSA for the upcoming year is first discussed (typically in late winter/early spring of the current school year).

The SSC at an elementary school must be composed of the both of the following two groups; school staff and parent and/or community members (EC Section 65000[c][1]):

School Group Members (Elementary Schools):

- The principal of the school or their designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers; and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][1][A]); and

Parent and/or Community Group Members (Elementary Schools):

- Parents of students attending the school, or other members of the school community, selected by parents of students attending the school. The number of parent and/or community members selected must equal the number of the school staff members selected (EC Section 65000[c][1][B]).

Annual SSC elections shall be held in August-September whenever practicable. A simple majority shall determine the outcome of the election. Only eligible members of each membership group shall vote for the group's SSC member(s) (e.g., teachers elect teacher members, etc.).

A term for elected SSC parent/community members and staff members is two years. There are no limits to the number of terms an eligible member can be elected to. Members' terms should, whenever possible, be staggered such that as close to one-half of membership group's (e.g., Parent/Community member and Staff Member groups) seats are up for election any given year.

Elected SSC parent/community members shall reside within the VUSD attendance boundary. If a member no longer resides within VUSD's boundaries or if they become ineligible (e.g., an elected member teacher enrolls their child at that school) during their term, their membership on SSC shall be automatically terminated. A site principal may terminate the membership of any elected or interim SSC member from any category who does not attend three consecutive SSC meetings. SSC membership or the completion of a SSC member's term is not transferable under any circumstances.

A member may resign anytime by submitting a written resignation to the SSC Chairperson. If membership on the SSC is terminated at any time for any reason prior to the finish of the two-year term, the school site Principal will appoint an interim member who is eligible and from the same required membership category (e.g., Classroom Teachers, Other School Personnel, Parents/Community Members) of the resigning member. That school site Principal-appointed member will serve as an interim SSC member for the duration of the vacating member's term, at which point the interim SSC member must be elected to a two-year term through the required election process.

For any SSC action/matter that requires a vote, each member shall be entitled to one vote.

SSC members must be present at the SSC meeting in which the vote is taking place for the vote to be counted. Absentee ballots or proxies shall not be permitted.

Training of all SSC members by the school site Principal, both new and returning, shall take place annually using the latest district-provided SSC training materials. The training shall be agendaized annually at the first meeting where the discussion of the following year's SPSA is discussed. If a member resigns or is removed prior to serving the duration of their term and an interim member is installed, the interim member must be trained by the school site Principal using the latest district-provided SSC training materials.

Article IV - Officers

SSC offices are held by SSC members and shall be established by SSC member election annually. Any officer may be removed from office by a 2/3rds majority vote of all SSC members for failing to fulfill the duties of the office. The SSC offices and duties are as follows:

Chairperson Duties:

Presides over SSC meetings and is responsible for the council's effective completion of SSC meeting agendas including the provision of open and inclusive discussion of agenda items, ensuring members have sufficient data/materials required for each agenda item, and prepares the agenda with the school site Principal.

Vice-Chairperson Duties:

Supports the chairperson in the fulfillment of their duties and serves as Chair at a meeting when Chairperson is absent.

Secretary Duties:

Maintains meeting minutes, distributes meeting minutes from prior meetings to all SSC members present at the beginning of a meeting, records actions and/or votes when applicable, collaborates with the school site Principal on communications about SSC business to staff and parents. Ensures all SSC meeting minutes are publicly available to all and upon specific request (see Greene Act requirements below).

Article V - Meetings

To the extent practicable, SSCs will meet at least five times each school year. Additional meetings may be called by the school site Principal. Prospective meeting dates for the year will be established at the beginning of the school year and publicized in advance to all staff and parents. Any changes to established meeting dates, both cancellations/postponements and additional meetings, shall be communicated broadly and with as much advance notice as possible (see Greene Act requirements below).

SSC meetings shall be held at the school site campus whenever practicable.

Any meeting held by the SSC must follow the Greene Act requirements:

- *Posting the notice of meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice must specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).*
 - ***Note:** Required notification of a VUSD SSC meeting shall occur both in a formal paper posting in the most visible location possible on campus for parent/community and electronic notification via school communication system (e.g., ParentSquare).*
- *Shall be open to the public and allow for any member of the public to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c][1]).*
 - ***Note:** the time on the SSC meeting agenda and the allowable duration of public comments at SSC meetings shall be determined by SSC consensus or SSC vote if necessary.*

- Allowing for questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on students or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If the SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c][2]).
- Provide upon request any meeting materials to any member of the public pursuant to the California Public Records Act (EC Section 35147[d]).

SSC meetings shall be conducted in accordance with rules of order established by CA Ed. Code 35147(c).

SSCs may employ Robert's Rules of Order by consensus or vote (see #10 below in Article VI).

Article VI - Formal SSC Votes

The presence of a numerical majority of SSC members (i.e., 6 members in a minimum 10 person SSC, etc.) is required in order to constitute a quorum necessary for any official SSC vote.

Elementary SSC aye/nay votes shall be voice votes made publicly by each SSC member except for required votes on proposals related to VUEA/District Article 27 and VUEA/District Article 42, which are by private/anonymous paper ballot and counted by the SSC chairperson.

School site Principals may seek SSC input on a range of school issues and administrative decisions. Formal votes by SSCs must/may occur only on the following items:

1. Required Vote: Approval* of the school's SPSA as recommended to the Board of Education
 - a. *Note: SPSA must also be approved by site ELAC prior to being recommended to the board
2. Required Vote: Approval of the CSSP as recommended to the Board of Education
3. Required Vote: District-approved VUEA/District Article 27 and VESPA/District Article 42 collective bargaining agreement Site-Based Decision Making proposals
4. Required Vote: Election of SSC officers
5. Required Vote: Removal of SSC officers
6. Required Vote: Approval of the Parent-School Compact
7. Allowable Vote: Approval of agenda items for SSC meetings
8. Allowable Vote: Approval of the timing of when/at what SSC meetings a vote will occur so long as district-established timelines are observed
9. Allowable Vote: The length and manner of permissible public comments at SSC meetings (see Greene Act requirements above)
10. Allowable Vote: Annual recommendation to the district of SSC bylaw revisions
11. Allowable Vote: Establishing Robert's Rules of Order for SSC meetings