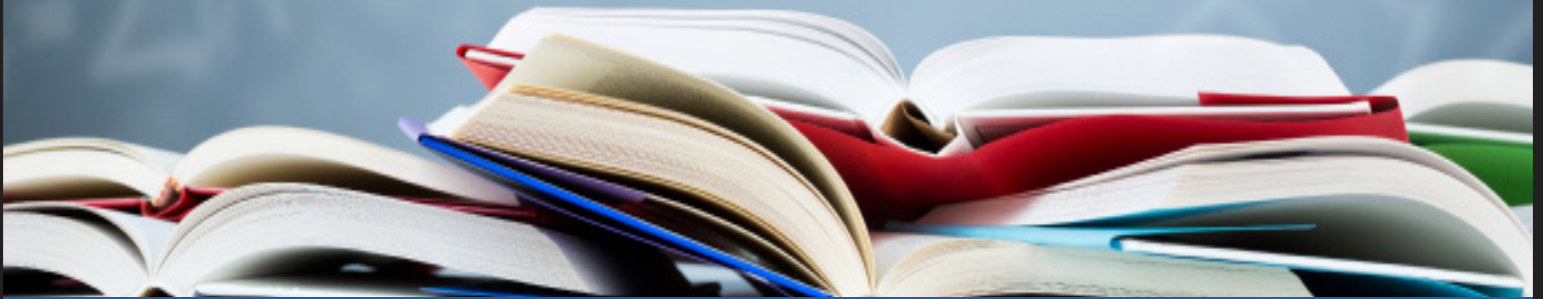


Ventura Unified School District

School Plan for

Student

Achievement



Portola Elementary School

56 72652 6097034

Contact Information:

Laura Kubler, Principal

laura.kubler@venturausd.org

6700 Eagle Street

Ventura, CA 93003

(805) 289-1734



Fiscal Year 2026-2027

This page intentionally left blank.

The School Plan for Student Achievement	1
School Site Council Membership	2
English Learner Advisory Committee Membership.....	3
Recommendations and Assurances	4
District information	5
District Profile	5
District Promise	5
District Pillars	5
District Vision	6
District Mission	6
District Governing Principles	6
School Information	7
School Profile	7
School Vision	7
School Mission	7
Student Enrollment by Ethnicity – 2024-2025	7
Student Enrollment by Grade – 2024-2025	8
Student Enrollment by Subgroup – 2024-2025	8
Comprehensive Needs Assessment	9
Transition from Preschool to Kindergarten	9
Bully Prevention, Violence Prevention, and Substance Abuse Curricula	10
School Plan for Student Achievement	11
Budget.....	20
2026-2027 Centralized Support for Planned Improvements in Student Performance.....	21
VUSD - Program Support Goals	21
References.....	23
CAASPP – Grade 3 English Language Arts/Literacy & Mathematics – 2024-2025.....	23
CAASPP – Grade 4 English Language Arts/Literacy & Mathematics – 2024-2025.....	24
CAASPP – Grade 5 English Language Arts/Literacy & Mathematics – 2024-2025.....	25
School-Parent/Home Compact	26
VUSD - Parent Involvement Policy	27
Parent Involvement Policy	29
Parent Involvement Calendar	32
Professional Development Plan	33
School Accountability Report Card	34
School Site Council Bylaws	47

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:

Laura Kubler, Principal
Portola Elementary School
6700 Eagle Street
Ventura, CA 93003
(805) 289-1734
laura.kubler@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
Laura Kubler	X				
Michelle Eberhard		X			
Sherry Smith		X			
Rachel Burrow		X			
Michelle Hernandez			X		
Shay Beams				X	
Stephanie Fildes				X	
Michelle Sabatino				X	
Omar Velasquez				X	
Michelle Ramirez				X	
Number of members in each category	1	3	1	5	

English Learner Advisory Committee Membership

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

Name of Members	Administrator	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Elena Garcia-Yoshitomi	X				
Erynne Allen		X			
Kathy Esber			X		
Brenda Miranda Perez				X	
Cayetano Santa Maria				X	
Number of members in each category	1	1	1	2	

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

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

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

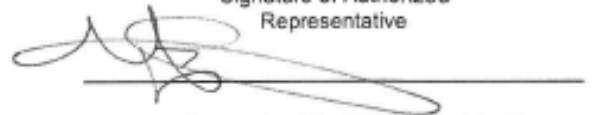
Recommendations and Assurances

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

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

English Learner Advisory Committee

Signature of Authorized
Representative



- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 2-17-2024.

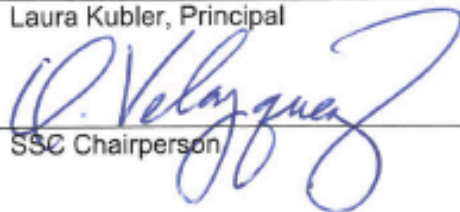
Attested:



Laura Kubler, Principal

2-17-2024

Date



SSC Chairperson

2/18/2026

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, Portola School served 444 students in grades TK-5. Student enrollment included 14.6% students with disabilities, 16.7% English learners, 70.3% socioeconomically disadvantaged, and 3.6% homeless. A comprehensive profile of Portola School can be found in the School Accountability Report Card located in the Resources section of this report.

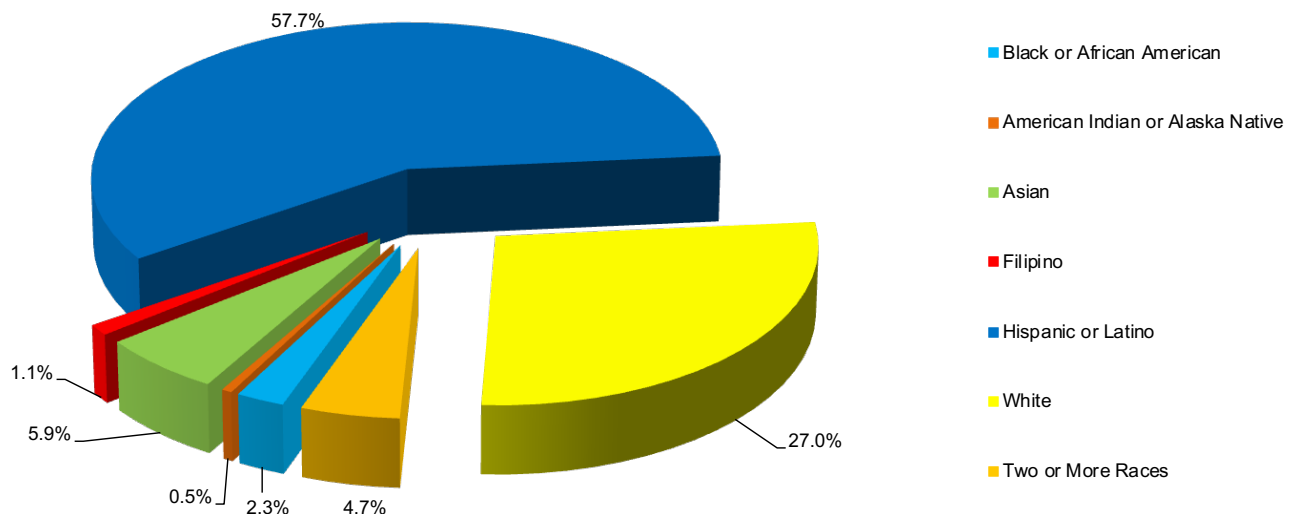
School Vision

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

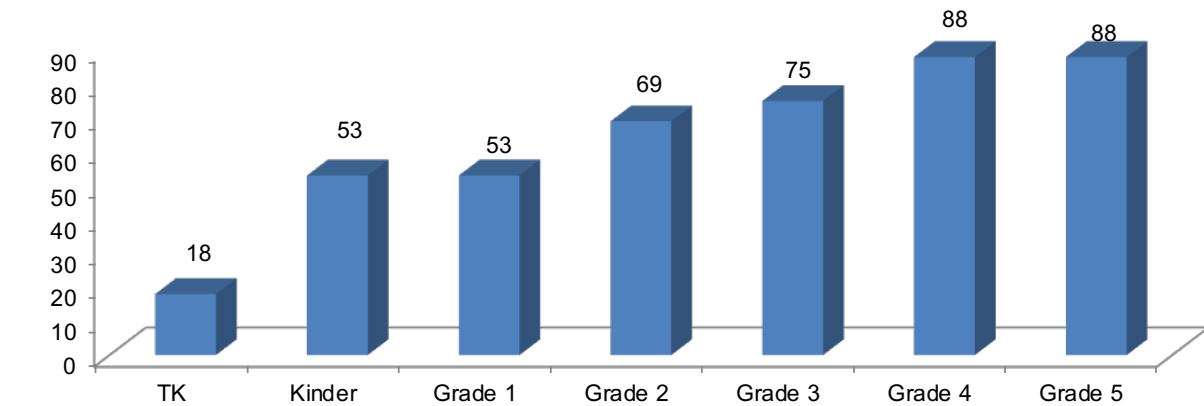
School Mission

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

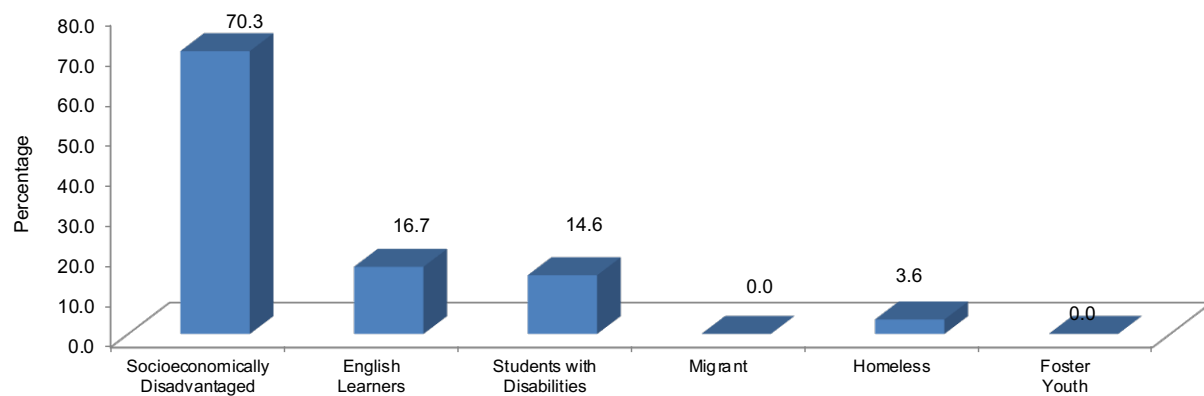
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Subgroup – 2024-2025



Comprehensive Needs Assessment

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

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

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

Transition from Preschool to Kindergarten

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

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

Jumpstart State Preschool Program: Jumpstart is an early education program administered by Ventura Unified School District and is a California State Preschool Program ('CSPP'). We provide care for children in Ventura and the surrounding community throughout Ventura County.

The staff and administration at Jumpstart know that young children thrive in safe, friendly and respectful environments. These elements are foundational and at the core of our Program's philosophy; a philosophy that fosters a child-centered curriculum and is based on the guiding principles of the California Preschool Curriculum Foundations where:

- Relationships are central
- Play is the primary context for learning
- Learning is integrated and inclusive
- Intentional interactions enhance children's learning experiences
- Family and community partnerships create meaningful connections
- Individualization of learning includes all children
- Responsiveness to culture and language supports children's learning

Jumpstart is a part-day multi-age opportunity for children between the ages of 2 and 5 years, and, along with parent participation, promotes empathy, self-regulation, and leadership development. We offer care and curriculum that is age appropriate for children's developmental needs in a rich setting allowing for exploration, creativity, problem-solving, science, math, and language acquisition through play, group activities, and individual choice.

Jumpstart Preschool Program is located at 6 sites within the Ventura Unified School District.

- ATLAS Elementary
- E.P. Foster Elementary
- Montalvo Elementary
- Portola Elementary
- Sheridan Way Elementary
- Will Rogers Elementary

Each site offers an AM (8:15 am to 11:15 am) and a PM (12:15 pm to 3:15 pm) program daily that includes a "no cost" nutritionally balanced meal. Each Jumpstart Preschool classroom is designed for team teaching and provides a state and grant funded required teacher-to-child ratio.

Transitional Kindergarten (TK) Program: Transitional Kindergarten (TK) is a bridge between preschool and Kindergarten that gives young learners a head start and provides them with an opportunity to learn and grow in an environment that is tailored to meet their academic and social-emotional needs. Since enrollment at a school site is not based on a family's residential boundary and the TK program is not offered at all VUSD elementary schools, families must apply via this SOC lottery process:

- A.T.L.A.S. TK-8
- Citrus Glen Elementary School
- Elmhurst Elementary School
- E.P. Foster Elementary School
- Juanamaria Elementary School
- Junipero Serra Elementary School
- Lemon Grove TK-8
- Lincoln Elementary School
- Loma Vista Elementary School
- Montalvo Elementary School
- Mound Elementary School
- Poinsettia Elementary School
- Portola Elementary School
- Sheridan Way Elementary
- Sunset TK-8
- Will Rogers Elementary School

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Portola Elementary School	56726526097034	2/17/26	

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

Portola Elementary School provides a comprehensive and rigorous educational program designed to meet the academic and social-emotional needs of all students. The academic program emphasizes high expectations for both students and staff, strong professional collaboration, and the implementation of research-based instructional practices aligned to the Common Core State Standards. Teachers engage in ongoing collaboration to analyze student data, plan instruction, and ensure consistency in instructional practices across grade levels.

Portola implements a Multi-Tiered System of Supports (MTSS) to address diverse student learning needs. Currently, the academic MTSS model includes targeted small-group interventions in English Language Arts for students performing below grade-level standards, including Multilingual Learners. These services are provided by certificated intervention teachers and are informed by ongoing progress monitoring and data analysis. While the academic MTSS framework is well established, the school is working to strengthen and further align its MTSS systems for student behavior.

Portola further supports the whole child through a comprehensive schoolwide Social-Emotional Learning (SEL) program. A full-time school counselor provides Tier 1 and Tier 2 supports through whole-class lessons, small-group instruction, and individual counseling. As part of Tier 1 supports, classroom teachers implement the Second Step curriculum and the *Big Deals/Little Deals* framework. The SEL program is designed to promote student self-awareness, social awareness, responsible decision-making, self-management, and the development of positive and healthy relationships.

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:
Portola Staff/Leadership team	Feb. 3 and 9
ELAC	Feb. 19
School Site Council	Feb. 3 Feb 17 continuation

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.

Based on a review of available data, Portola Elementary School in Ventura, California, has not been identified on the California School Dashboard as having significant performance issues or notable achievement gaps among student groups. The school's strong commitment to high academic standards and supportive relationships is reflected in its purpose statement, which emphasizes the development of life-long learners and responsible members of society. To sustain and strengthen student achievement, the school will continue to allocate funding for certificated intervention teachers and classified support staff to provide targeted academic support for Multilingual Learners and students performing below grade level during the instructional day.

Analysis of Dashboard indicators indicates that chronic absenteeism remains a significant area of need, particularly among four key student groups: Multilingual Learners, White students, students from Middle-Low Socioeconomic (MLSE) backgrounds, and students with disabilities. These groups demonstrate disproportionately high rates of absenteeism compared to their peers, which negatively impacts academic performance, student engagement, and overall school climate. These findings highlight a critical need to strengthen the school's Multi-Tiered System of Supports (MTSS) by implementing attendance incentives, improving early identification and intervention practices through systems such as SART and SARB, and increasing collaboration with families. Addressing chronic absenteeism among these student groups is essential to promoting equity, closing opportunity gaps, and ensuring consistent access to high-quality instruction.

Needs assessments conducted with the School Site Council, English Learner Advisory Committee (ELAC), and school staff indicate that maintaining a safe, respectful, and nurturing learning environment through increasing problem-solving skills, communication skills and character education with our students is a priority for continued improvement in school climate. This includes both enhancements to physical play structures and the development of a structured play program to promote positive student interactions along with strengthening our tier 2 supports for behavior with our school within our counseling program.

Additionally, parent and family engagement has been identified as an area of need. The school will prioritize improving communication with families, increasing opportunities for parent involvement, and offering family literacy and math nights. The school will also provide parent education workshops twice per year focused on the importance of regular attendance, punctuality, and positive student behavior. These efforts, in combination with consistent implementation of PBIS, SART, SARB, and SST processes, are expected to enhance student access to learning, strengthen home-school partnerships, and improve overall student outcomes.

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:

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

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.

We will continue to fund certificated intervention teachers and classified staff to provide support for our Multilingual Learners, Unduplicated Students, and students performing below grade level during the day.

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
CAASPP ELA & Math Grades 3 – 5	ELA – met/exceeded				On the CASSPP assessment there was a significant drop in grades 3 in both Math and ELA. While Portola is maintaining its status on the CA dashboard in both Math and ELA, it is noted that the groups of students that did not meet or nearly met standards has decreased except in grades 3 and 5 showing a need to continue interventions.
		2024	2025		
	3rd Gr. –	55%	49%		
	4th Gr. –	56%	65%		
	5th Gr. -	58%	50%		
	Math – met/exceeded				
		2024	2025		
	3rd Gr. –	60%	53%		
	4th Gr. –	56%	65%		
	5th Gr. -	41%	40%		
ELPAC (1-5)	ELPAC - Level 4				Students at each grade level demonstrated growth except 5th and 1st grades. This could be due to a variety of factors.
		2024	2025		
	Kinder. -	7%	20%		
	1st Gr. -	11%	8%		
	2nd Gr. -	8%	24%		
	3rd Gr. -	7%	19%		
	4th Gr. -	20%	38%		
	5th Gr.-	36%	20%		
Reclassified students	2024-25 results 11 (15%) students reclassified 71 ML students total				We expect 15% of all ML students to be reclassified as fluent English proficient during the 2026-27 school year.
MAP - Reading	41-100 Percentile Growth and Achievement				By Winter of 2026 overall growth remained the same however there was notable growth in all students in first, fourth and fifth grade levels showing interventions are working and we can predict positive outcomes in CAASSP testing.
	Winter	2024	2025	2026	
	Overall	68%	69%	68%	
	1st Gr:	N/A	55%	71%	
	2nd Gr:	49%	68%	66%	
	3rd Gr:	60%	73%	68%	
	4th Gr:	77%	67%	76%	
	5th Gr:	83%	76%	81%	
MAP - Math	41-200 Percentile Growth and Achievement				By Winter of 2026 we saw growth in all grade levels. When comparing student to student (1st grade 2025 to second grade 2026 etc) there was over 10%
	Winter	2024	2025	2026	
	Overall	74%	76%	75%	
	1st Gr:		59%	67%	
	2nd Gr:	54%	78%	80%	

	3rd Gr: 69%	75%	75%		growth in students except in second grade that moved to third grade this year.
	4th Gr: 79%	76%	87%		
	5th Gr: 89%	88%	85%		

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	One hourly certificated teacher for 20 hours per week will provide tier 2 and tier 3 students performing below grade level with interventions within literacy blocks.	ML Below grade level	\$41,475	Title 1
2	One hourly certificated teacher for 20 hours per week will provide designated ELD support within literacy blocks.	Unduplicated students	Repeated Expenditure – Goal #1, Activity #1	Title 1
3	ESSA 5 hours a day to read aloud and help children select appropriate reading materials. Manage learning materials for the library and keep technology updated.	All Students	\$55,330	Site Based LCAP
4	Substitutes for SST coverage	Title 1 students Below Grade level students	\$1,048	Title 1(S)
5	Materials and Supplies	Unduplicated Students	\$5,000	Restricted Lottery

ANNUAL REVIEW**SPSA Year Reviewed: 2025-26**

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.

Overall, the school implemented the actions outlined in last year's plan, including targeted academic interventions and supports provided by certificated teachers and paraprofessionals for unduplicated students. Student achievement data reflects varied performance across grade levels in both English Language Arts (ELA) and Mathematics.

CAASPP results indicate that in ELA, the percentage of students meeting or exceeding standards decreased in Grade 3 (from 55% in 2024 to 49% in 2025) and Grade 5 (from 58% to 50%), while Grade 4 demonstrated notable improvement (from 56% to 65%). In Mathematics, similar trends were observed, with declines in Grade 3 (from 60% to 53%) and Grade 5 (from 41% to 40%), and significant growth in Grade 4 (from 56% to 65%).

ELPAC data shows mixed outcomes across grade levels. Increases in the percentage of students achieving Level 4 were observed in Kindergarten (from 7% to 20%), Grade 2 (from 8% to 24%), Grade 3 (from 7% to 19%), and Grade 4 (from 20% to 38%). Declines were noted in Grade 1 (from 11% to 8%) and Grade 5 (from 36% to 20%).

During the 2024–2025 school year, 11 students (15%) were reclassified out of a total of 71 Multilingual Learners. We met this goal.

MAP Growth data indicates relatively stable overall performance. For students scoring in the 41st–100th percentile range, overall growth remained consistent (68% in 2024, 69% in 2025, and 68% in 2026). Notable gains were observed in Grade 1 (from 55% to 71%) and Grade 4 (from 67% to 76%), while slight declines were seen in Grades 2, 3, and 5 from 2025 to 2026.

For students in the 41st–200th percentile range, overall performance remained steady (74% in 2024, 76% in 2025, and 75% in 2026). Growth was observed in Grades 1, 2, and 4, while Grades 3 and 5 demonstrated relatively stable performance with minor fluctuations.

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

We decreased staffing from 3 hourly intervention teachers to 2. Even with the change, we still maintained academic progress,

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

No significant changes will be made to this goal or the implementation of this goal except increasing materials and supplies budgeted for technology, materials or applications.

Goal 2:

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

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.

Portola Elementary School has procedures to provide interventions and monitor student attendance. Portola will continue to monitor student attendance and hold monthly SART or SARB meetings. Portola will continue to discourage tardy attendance by giving frequent reminders about school start time and notifying parents of students with excessive tardies on a regular basis. We will also create an incentive system to improve our tardy rate.

Principal will implement an attendance incentive with drop - ins and award giving for 100% attendance, choosing random names for students with 100% attendance and other types of incentives.

Portola will continue to improve the school climate by supporting student behaviors and improving academic outcomes by expanding our MTSS program and SST process to address student behavior on the playground and in the classroom.

Counselor and School social worker will conduct home visits and parent contact for excessive absences. ESSA time will be added to the office to make phone calls for excessive absences, excusal notices, and arrange SART and SST meetings.

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
Attendance	Currently 94.1 up 1%	increase attendance by 2%
Behavior Monitoring through Aeries	No baseline due to new tracking system	To identify key areas of support needed for student behavior

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Counselor .5	Unduplicated	\$39,867 \$21,115	Title I (S) and Prop 28
2	CSA time 11.75 Hours Per Week	Unduplicated and All students	\$15,546 \$1,046	Site Based and Unrestricted Donations
3	Continue Peer mediation Program	All	\$1,000	Donations (S)
4	Continue to work with PBIS team to develop progressive discipline and classroom managed behaviors and a PBIS Handbook. Planning time for the Professional Leadership Team is needed to support this.	All	\$1,000	Donations
5	Increased SART and SARB meetings	All	0\$	
6	Attendance Incentives	All	\$1,000	Donations
7	Sub for SST Release time	Title 1 students Below Grade level students	\$1,048	Title 1

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-26**

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.

Attendance increased by 1% to 94.1%. While the 2% growth target was not achieved this year, the school will continue to focus on targeted outreach and interventions for identified students over the next four months to improve overall attendance and reduce chronic absenteeism. We will continue to support our peer mediator program and to strengthen our PBIS model for behavior support,

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

This past year we had planned to use a school created behavior log. Implementation did not go as planned so we will use our new data system for behavior tracking in Aeries to determine areas on the site that need support for behaviors.

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

As a result of this analysis, the school will continue to prioritize the support of a full-time school counselor to address student social-emotional and behavioral needs. Additional emphasis will be placed on strengthening playground supervision and reinforcing the PBIS framework through explicit instruction and consistent implementation of the Portola "4 Be's" (Be Respectful, Be Responsible, Be Safe, Be Kind) to improve student behavior and ensure the playground remains a safe and positive environment.

In addition, the principal will implement an attendance incentive program to increase student motivation and improve overall attendance rates.

Goal 3:**Family Involvement - Increase Parent and community involvement****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.

Our focus will be to communicate more effectively to increase parent involvement in all areas.

Maintain current parent programming and provide more communication support to Multilingual families. We will start a parent volunteer campaign.

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
Parent attendance at: BTSN conferences school events ELAC Meetings	We had about 370 families attend BTSN or We had about 70% of parents attend a conference We have about 75% of parents attend school events Have had parent attendance at one ELAC meeting.	375 families attend BTSN 80% of parents for conferences more than 75% of families attend school events Increase attendance at ELAC

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Continue following programs: Adventure Portola, Family Picnic Days, Monthly Family Dinner Nights, Art/Science Night, Volunteer Breakfast, Ninja Warrior and PFFO Monthly Meetings.	All Students with an emphasis on Unduplicated	\$1,000	Donations
2	Family Engagement		\$6,000	Title 1
3	Varied forms of communication and incentives for parents regarding school events	all	\$1,000	Donations
4	Extra ESSA Time to create fliers and organize - Family Engagement (Up to 1 hour a week)	All	Listed Above	Site Based

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-26**

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.

We had an increase in parent involvement during community events.

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

Budget changes made it challenging to offer family math and literacy nights.

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

Next year we would like to bring in a professional vendor to offer professional development for math and/or literacy games for parents and host informational nights to build our ML learner family involvement through ELAC.

Budget**Budget Summary Table**

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$129,865.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$103,037.00

Overall total of funds included for this school: **\$232,902.00**

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	\$129,865.00

Subtotal of additional federal funds included for this school: **\$129,865.00**

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	\$17,800.00
Supplemental Funds 2026-2027 Allocation	\$52,800.00
Restricted Lottery Funds 2026-2027 Allocation	\$26,700.00
Prop 28 Funds 2026-2027 Allocation	\$82,191.00
Donations 2026-2027	\$5,000

Subtotal of state or local funds included for this school: **\$184,491.00**

Total of federal, state, and/or local funds for this school: **\$314,356.00**

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	78	76	76	28.95%	22.37%	25.00%	23.68%
Male	38	36	36	22.22%	25.00%	22.22%	30.56%
Female	38	36	36	22.22%	25.00%	22.22%	30.56%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	45	44	44	18.18%	31.82%	25.00%	25.00%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	24	23	23	39.13%	8.70%	21.74%	30.43%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	55	53	53	15.09%	28.30%	28.30%	28.30%
English Learners	13	13	13	0.00%	30.77%	15.38%	53.85%
Students with Disabilities	14	12	12	0.00%	0.00%	50.00%	50.00%
Migrant Education							
Homeless	4	4	4	*	*	*	*

	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	78	75	75	20.00%	34.67%	21.33%	24.00%
Male	38	35	35	20.00%	31.43%	22.86%	25.71%
Female	38	35	35	20.00%	31.43%	22.86%	25.71%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	45	44	44	11.36%	36.36%	25.00%	27.27%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	24	23	23	26.09%	39.13%	13.04%	21.74%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	55	52	52	17.31%	30.77%	23.08%	28.85%
English Learners	13	13	13	0.00%	23.08%	23.08%	53.85%
Students with Disabilities	14	12	12	0.00%	0.00%	33.33%	66.67%
Migrant Education							
Homeless	4	4	4	*	*	*	*

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	87	86	86	38.37%	27.91%	12.79%	20.93%
Male	35	35	35	31.43%	28.57%	20.00%	20.00%
Female	35	35	35	31.43%	28.57%	20.00%	20.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	44	44	44	29.55%	34.09%	13.64%	22.73%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	27	27	27	44.44%	25.93%	14.81%	14.81%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	54	53	53	26.42%	33.96%	15.09%	24.53%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	13	13	13	7.69%	15.38%	23.08%	53.85%
Migrant Education							
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 4						
All Students Tested	87	87	87	28.74%	37.93%	21.84%	11.49%
Male	35	35	35	28.57%	40.00%	20.00%	11.43%
Female	35	35	35	28.57%	40.00%	20.00%	11.43%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	7	7	7	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	44	44	44	22.73%	45.45%	18.18%	13.64%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	27	27	27	40.74%	33.33%	18.52%	7.41%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	54	54	54	14.81%	38.89%	31.48%	14.81%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	13	13	13	0.00%	7.69%	46.15%	46.15%
Migrant Education							
Homeless	*	*	*	*	*	*	*

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	86	85	85	23.53%	27.06%	24.71%	24.71%
Male	42	42	42	14.29%	19.05%	28.57%	38.10%
Female	42	42	42	14.29%	19.05%	28.57%	38.10%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	52	52	52	15.38%	26.92%	28.85%	28.85%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	19	18	18	33.33%	33.33%	11.11%	22.22%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	61	60	60	20.00%	26.67%	23.33%	30.00%
English Learners	10	10	10	*	*	*	*
Students with Disabilities	16	16	16	12.50%	12.50%	31.25%	43.75%
Migrant Education							
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 5							
All Students Tested	86	85	85	23.53%	16.47%	28.24%	31.76%
Male	42	42	42	21.43%	11.90%	28.57%	38.10%
Female	42	42	42	21.43%	11.90%	28.57%	38.10%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	6	6	6	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	52	52	52	17.31%	17.31%	25.00%	40.38%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	19	18	18	33.33%	16.67%	33.33%	16.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	61	60	60	11.67%	16.67%	31.67%	40.00%
English Learners	10	10	10	*	*	*	*
Students with Disabilities	16	16	16	18.75%	18.75%	12.50%	50.00%
Migrant Education							
Homeless	*	*	*	*	*	*	*

School-Parent/Home Compact

Portola Elementary School Compact

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

As a student I will:

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

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

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

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

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

Teacher signature

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

Signed on this _____ day of _____, 20__.

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

Parent Involvement Policy

**Portola Elementary School Family and Community Involvement Policy
2026-2027**

* * * * *

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

Policy Guidelines:

1. **Portola Elementary School** will involve parents, families, and the community in the joint development of its school family and community involvement plan.
 - ◆ Provide opportunity for input at the Title I Information Meetings
 - ◆ Provide opportunity for input at PFFO meetings, ELAC meetings, School Site Council and Coffee Chats with the Principal.
2. **Portola Elementary School** will involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - ◆ Same as above
 - ◆ Get the approval of the School site Council by the end of March, 2026.
3. **Portola Elementary School** will inform parents of the school's participation in Title I, Part A programs, explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional family and community involvement meetings. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
 - ◆ Offering the meeting at Back to School Night
 - ◆ Making arrangements for parents that request additional information
4. **Portola Elementary School** will provide parents of participating children information in a timely manner, describe and explain of the school's curriculum, academic assessment, and the proficiency levels students are expected to meet by:
Providing a comprehensive presentation on the above subjects at the Title I Information Meeting
5. **Portola Elementary School** will provide opportunities for regular meetings for parents to formulate suggestions and to participate in decisions about the education of their children. The school will respond to suggestions as soon as practicably possible by:
Holding an advertised, monthly "Coffee with the Principal".
Post agenda for SSC, PFFO and ELAC
6. **Portola Elementary School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
Relying on the VUSD Department of Student Performance and Program Evaluation to send the information provided by CAASP.
7. **Portola Elementary School** will provide each parent timely notice when their child has been assigned a teacher who is not highly qualified.
 - ◆ Relying on the VUSD Department of Human Resources to send the information.
8. **Portola Elementary School** will provide assistance to parents of children served by the school, in understanding topics:
the state's academic content standards,
the state's student academic achievement standards,
the state and local academic assessments including alternate assessments,
the requirements of Part A,
how to monitor their child's progress, and

how to work with educators:

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

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

Portola Elementary discretionary policy components:

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

* * * * *

Adoption

This **Portola Elementary School** Family and Community Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the SSC agenda of March 24, 2026.

This policy was adopted by the **VUSD** on _____ and will be in effect for the period of 2026-2027 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **the First Trimester Parent/Teacher Conferences**, (date) November 15, 2023.

(Signature of Authorized Official)

Parent Involvement Calendar

<u>August</u> Welcome Newsletter TK/K Kinder Orientation Adventure Portola - new student orientation PFFO - Boohoo Yahoo Dinner Night Back To School Night	<u>January</u> Weekly Principal Message or PFFO Updates Teacher Newsletters PFFO PAC Martin Luther King Service Project Dinner Night School Site Council
<u>September</u> School Site Council Weekly Principal Message or PFFO Updates Teacher Newsletters PFFO PAC Coffee with the Principal Dinner Night Fall Family Picnic	<u>February</u> Weekly Principal Message or PFFO Updates Teacher Newsletters PFFO ELAC PAC Dinner Night Valentine's Day Gram Sale Kindness Campaign School Tours
<u>October</u> School Site Council Weekly Principal Message or PFFO Updates Teacher Newsletters Coffee with the Principal ELAC PFFO PAC Unity Day Trunk or Treat Boo Gram Fundraiser	<u>March</u> Weekly Principal Message or PFFO Updates Teacher Newsletters Spring Parent Teacher Conferences PFFO SSC PAC Dinner Night Read Across America Week School Tours
<u>November</u> School Site Council Weekly Principal Message or PFFO Updates Teacher Newsletters ELAC PFFO PAC Dinner Night Parent Teacher Conferences - Home School Compact School Tours	<u>April</u> Weekly Principal Message or PFFO Updates Teacher Newsletters School Site Council PFFO ELAC Family Picnic Dinner Night Fitness A Thon (PNW) School Tours
<u>December</u> Coffee with the Principal Weekly Principal Message or PFFO Updates Winter Wonderland Holiday Shoppe	<u>May</u> Weekly Principal Message or PFFO Updates Weekly Principal Message Teacher Newsletters School Site Council PFFO ELAC- EL Reclassification Dinner Night Open House Parent Volunteer Appreciation Family Picnic
	<u>June</u> Coffee with the Principal 5th/Kindergarten Promotion Ceremonies

Professional Development Plan

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

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

- Professional Learning Communities (PLCs)
- New District Math Adoption & Math Framework
- Trauma Informed Practices
- Positive Behavioral Interventions and Supports (PBIS)

School Accountability Report Card

2024-25 School Accountability Report Card

Published January 2026



PORTOLA ELEMENTARY SCHOOL
6700 EAGLE STREET, VENTURA, CA 93003
(805) 289-1734

LAURA KUBLER, PRINCIPAL
GRADES TK-5

PRINCIPAL'S MESSAGE

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

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

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

DISTRICT & 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.

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

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

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.

Portola Elementary School

Portola Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2024-25 school year, 444 students were enrolled, including 14.6% in special education, 16.7% qualifying for English Language Learner support, 3.6% homeless, and 70.3% socioeconomically disadvantaged.

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

Students may participate in Catalyst K-1 and PEAK (Program Enrichment for After-school Kids) afterschool from 2:25 p.m. to 5:30 p.m. In a safe and supervised environment, activities include education enrichment, homework help, sports, games, arts and crafts, computers, and enrichment programs. A healthy nutritional snack is served. Priority enrollment is given for families meeting specific income criteria.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	56.5%
Male	43.5%
Non-Binary	0%
American Indian or Alaska Native	0.5%
Asian	5.9%
Black or African-American	2.3%
Filipino	1.1%
Hispanic or Latino	57.7%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	4.7%
White	27.0%
English Learners	16.7%
Foster Youth	0%
Homeless	3.6%
Migrant Services	0%
Socioeconomically Disadvantaged	70.3%
Students with Disabilities	14.6%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Transitional Kindergarten	18
Kindergarten	53
Grade 1	53
Grade 2	69
Grade 3	75
Grade 4	88
Grade 5	88
Total Enrollment	444

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

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

Opportunities to Volunteer

- Classroom Helper
- Library Helper

Committees

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

School Activities

- Back to School Night
- Family Picnic Days
- Parent Information Night

- Literacy Nights
- Monthly Dinner Night
- Open House
- Enrichment Classes
- Family Dances
- English Learner Reclassification Ceremony
- Cross Country Team
- GATE Enrichment Classes
- Portola Ninja Warrior
- Winter Wonderland

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Portola Elementary School is required by the state to administer a physical fitness test to all students in 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%	97%	97%	97%	97%

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)	57.0	56.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	53.0	54.0	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	251	247	98.41	1.59	56.28
Female	136	134	98.53	1.47	64.93
Male	115	113	98.26	1.74	46.02
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100	0	81.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	140	99.29	0.71	51.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100	0	63.64
White	70	68	97.14	2.86	61.76
English Learners	32	32	100	0	28.13
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	169	165	97.63	2.37	49.70
Students with Disabilities	43	41	95.35	4.65	17.07

CAASPP Test Results in Mathematics by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	251	247	98.41	1.59	53.85
Female	136	135	99.26	0.74	57.04
Male	115	112	97.39	2.61	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100	0	81.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	140	99.29	0.71	49.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100	0	36.36
White	70	68	97.14	2.86	64.71
English Learners	32	32	100	0	18.75
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	169	165	97.63	2.37	42.42
Students with Disabilities	43	41	95.35	4.65	17.07
<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)	33.66	34.52	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	86	84	97.67	2.33	34.52
Female	44	43	97.73	2.27	41.86
Male	42	41	97.62	2.38	26.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	51	98.08	1.92	31.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	38.89
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	60	59	98.33	1.67	27.12
Students with Disabilities	16	15	93.75	6.25	26.67

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. Portola Elementary School's original facilities were built in 1978; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

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

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

- Classrooms
- Restrooms
- Routine Maintenance

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

Campus Description	
Year Built	1978
Acreage	8.9
Square Footage	46,079
Quantity	
Permanent Classrooms	21
Portable Classrooms	0
Restrooms (Sets)	9
Cafeteria/Multipurpose Room	1
Library/Media Center	1
Staff Lounge	1
Computer Labs	2
Outside Meal Area	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, staff are strategically assigned to designated entrance areas, and in the parking lot to supervise traffic flow. During recess, teachers supervise playground activity. Staff monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the teachers, principal, campus support assistants, and one supervisor in the parking lot monitor student behavior to ensure a safe and orderly departure. The principal makes student safety a high priority and therefore assists with supervision of students before school, during all recesses, and after school during dismissal.

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

Facilities Inspections

The district's maintenance department inspects Portola Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Portola Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement

needs. The most recent school inspection took place on September 4, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Portola Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in January 2026.

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.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 4, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces		X		Admin - Carpet to tile transition missing between admin and teacher's workroom, carpet buckling in multiple locations; Classroom 3 - Damaged VCT floor tile in front of the boys' restroom; Classroom 8 - Carpet buckling in multiple locations; Classroom 11 - Cabinet laminate is peeling at the east cabinets; Classroom 14 - Carpet seam at the floor outlet is split; Classroom 22 - Carpet is frayed and lifting by the floor electrical outlet and the east door
Cleanliness	X			Classroom 17, Classroom 21 - Ants present at the sink at the time of inspection; Classroom 25 - Ants present at the door at the time of inspection
Electrical		X		Admin - GFCI electrical outlets in both staff restroom by the sinks do not function, staff workroom GFCI outlet to the left of the sink did not function when tested; Classroom 11, Classroom 14, Classroom 18, Classroom 20, Classroom 23 - Floor electrical outlet is not covered/protected; Classroom 13 - GFCI outlet by the sink is covered by a multi splitter and does not function, floor electrical outlet is not covered/protected; Classroom 25 - File cabinet is blocking access to the electrical panel, floor electrical outlet is not covered/protected; Classroom 27 - GFCI outlet by the sink does not function
Restrooms/Fountains		X		Health office - Restroom sink faucet is loose; Building H Exterior - The east low drinking fountain does not function, the supply hose is broken; Classroom 8, Classroom 10, Classroom 12, Classroom 20 - Drinking fountain knob is missing a set screw; Classroom 16 - Drinking fountain knob is missing a set screw and is leaking onto the counter from under the knob when used; Classroom 18, Classroom 22 - Sink faucet is loose and needs to be secured; Building E Girls' RR - The toilet in the right stall is loose and needs to be secured; Cafeteria Boys' RR - Restroom is out of order
Safety	X			
Structural	X			
External	X			
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

Portola Elementary School's discipline policies are based upon a schoolwide discipline plan and the Positive Behavioral Interventions and Supports (PBIS) program, which is used as a guide to develop school expectations, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Portola Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Students may earn WOW tickets for demonstrating responsible and respectful behavior. At the end of each week, students deposit their WOW tickets into a drawing for special incentives; two tickets are drawn each week.

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	2.89	0.00
Female	0.74	0.00
Male	5.61	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.97	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	3.49	0.00
Students with Disabilities	7.41	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	1.05	0.57	2.89
% 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	24		3	
1	23		3	
2	25		3	
3	23		4	
4	27		4	
5	31		3	
	2023-24			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	25		2	
1	22		3	
2	23		3	
3	24		3	
4	31		3	
5	34			2
	2024-25			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	27		2	
1	27		2	
2	23		3	
3	25		3	
4	29		3	
5	29		3	
Other				

**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	484	474	102	21.5
Female	270	263	55	20.9
Male	214	211	47	22.3
American Indian or Alaska Native	--	--	--	--
Asian	27	26	1	3.8
Black or African American	11	11	4	36.4
Filipino	--	--	--	--
Hispanic or Latino	286	281	64	22.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	21	3	14.3
White	126	124	30	24.2
English Learners	82	81	17	21.0
Foster Youth	--	--	--	--
Homeless	21	19	8	42.1
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	344	336	89	26.5
Students with Disabilities	81	81	25	30.9

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

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

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

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

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

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

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

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 #	18.5	0.0	0.0	0.0	0.0	18.5
School %	100	0.0	0.0	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 #	20.5	0.0	0.0	0.0	0.0	20.5
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 #	21.0	0.0	0.0	0.0	0.0	21.0
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)				Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator		
Authorization / Assignment				School Number		
	School Number			21-22	22-23	23-24
	21-22	22-23	23-24			
Permits and Waivers	0.0	0.0	0.0	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0	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

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff)		
2024-25		
	No. of Staff	FTE
Academic Counselor	0	0.0
Psychologist	1	0.4
School Nurse	1	0.2
Health Technician	1	0.7
Speech Therapist	1	0.4
School Counselor	1	0.5
<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**	\$9,331	N/A	N/A	N/A	N/A
Restricted	\$2,464	N/A	N/A	N/A	N/A
Unrestricted	\$6,867	\$6,125	112.1%	\$11,146	61.6%
Avg Teacher Salary	\$100,795	\$92,704	108.7%	\$103,743	97.2%

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 Portola Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in November 2025.

School Site Council Bylaws

Portola 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 agendized 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