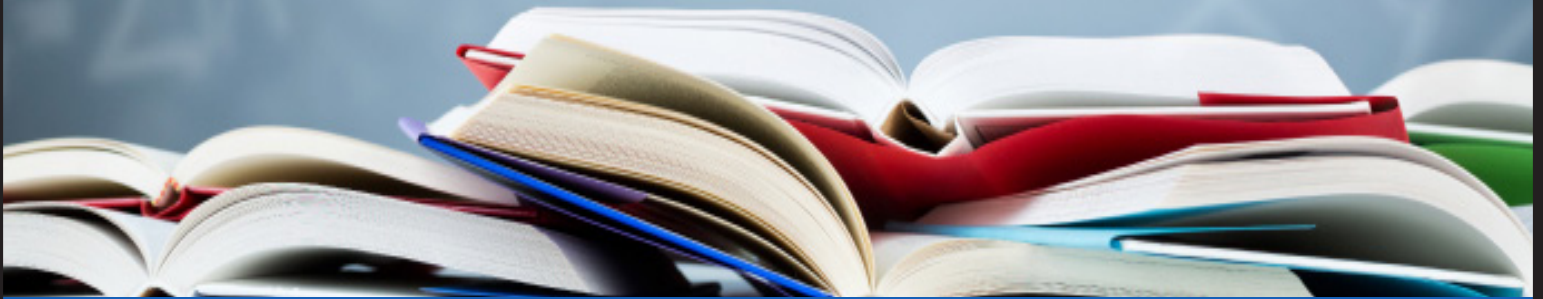


Ventura Unified School District

School Plan for

Student

Achievement



Pierpont Elementary School

52 72652 6056170

Contact Information:

Jim Sather, Principal

jim.sather@venturausd.org

1254 Martha's Vineyard Court

Ventura, CA 93001

(805) 641-5470

Ventura Unified
SCHOOL DISTRICT



This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2020-2021

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The School Plan for Student Achievement

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

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

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

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

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

Jim Sather, Principal
Pierpont Elementary School
1254 Martha's Vineyard Court
Ventura, CA 93001
(805) 641-5470
jim.sather@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 2020-21 School Site Council consists of the following members:

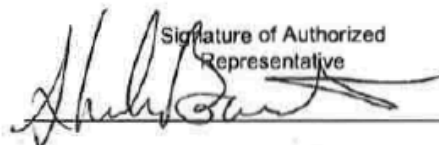
Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Jim Sather	X				
Sheila Bartsch		X			
Ginger Novstrup		X			
Bambi Steinhoff		X			
Sally Hernandez			X		
Valerie Garbe				X	
Vaishali Gordan				X	
Kristin Ippolito				X	
Jennifer Loudermilk				X	
Yesenia Munoz				X	
Number of members in each category	1	3	1	5	

Recommendations and Assurances

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

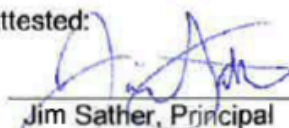

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student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

Teacher in Charge

Signature of Authorized Representative


- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11-19-20 3:00 PM

Attested:

 Jim Sather, Principal

12/3/20

 Date

 SSC Chairperson

 Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 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, and 1 alternative high school.

During the 2019-20 school year, Ventura Unified School District served 16,236 students in grades TK-12 including 10.7% students with disabilities, 16.5% English learners, 55.6% socioeconomically disadvantaged, 0.4% migrant education, 1.3% homeless, and almost 0.4% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

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 2019-20 school year, Pierpont Elementary School served 276 students in grades K-5. Student enrollment included 7.6% students with disabilities, 4.3% English learners, 40.2% socioeconomically disadvantaged, 0.4% foster youth, and 0.4% homeless youth.

Learning Climate

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

School Vision

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

School Mission

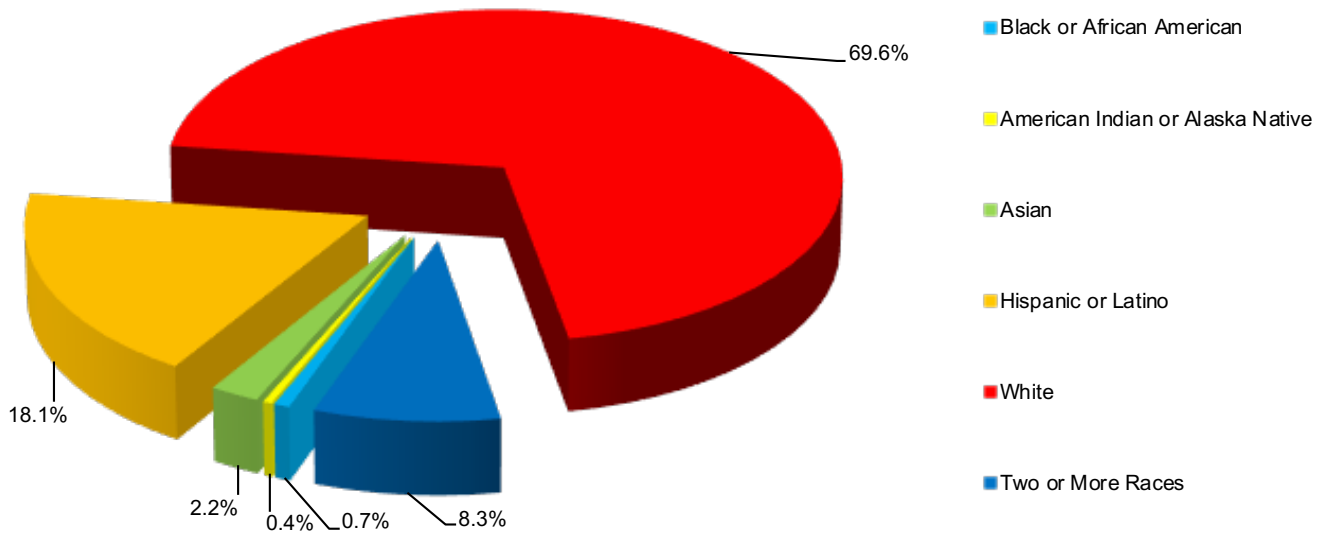
Maintain a safe, caring, child-centered school environment focused upon providing stimulating and challenging learning experiences for students conducive to the intellectual development, academic achievement, and personal growth necessary for each student to reach their potential to become successful,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

Student outcomes:

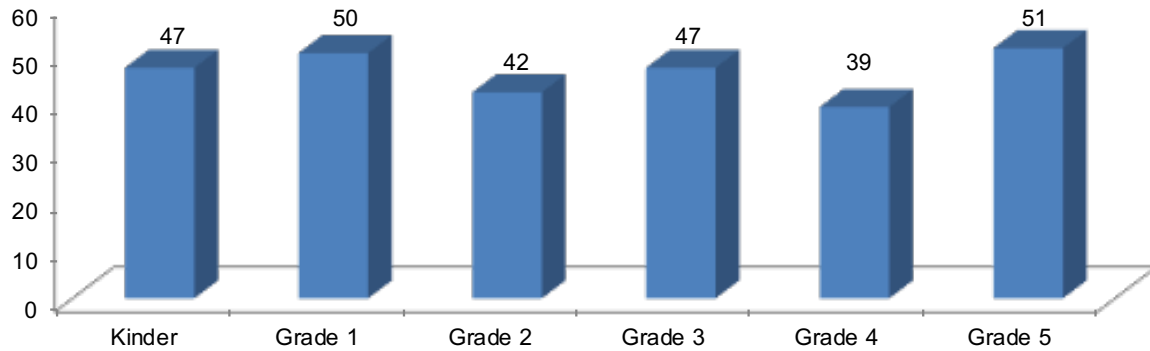
By the time a child leaves Pierpont School he/she will:

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

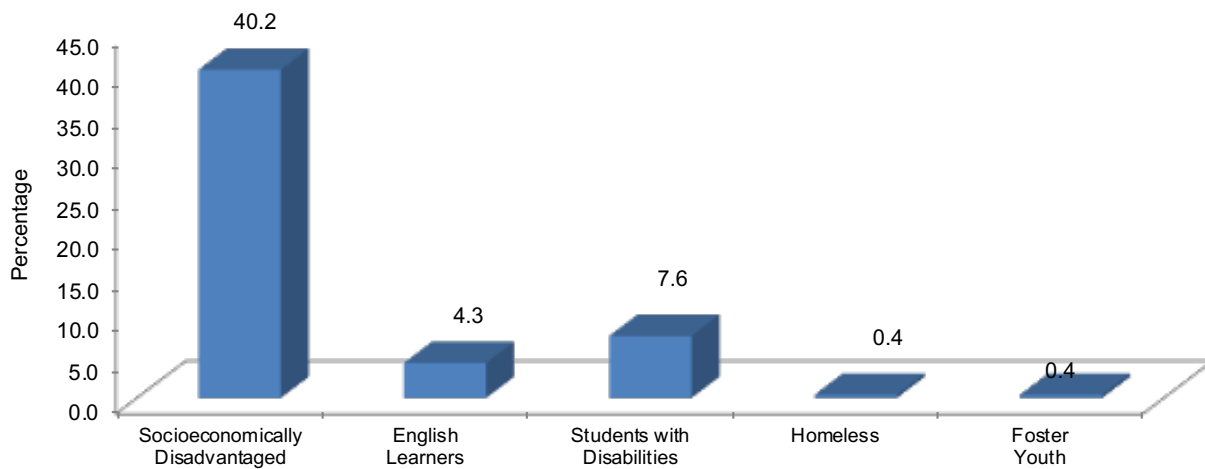
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



Student Enrollment by Student Group – 2019-20



Comprehensive Needs Assessment

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

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

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

Pierpont Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Pierpont Elementary School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students. School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Pierpont Elementary School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning.

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

- Zones of Regulation
- Lesson One Parent Night
- Counseling Program – whole class and small group setting in which the counselor covers social/emotional topics

Community Resource Guide

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

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Pierpont Elementary School	56726526056170	11-19-2020	

Purpose and Description

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

Pierpont School is a School-wide Program (K-5).

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Pierpont School Site Council	11/12/20, 11/19/20
Pierpont School PTA	10/13/20, 11/10/20
Pierpont Staff	10/7/20, 11/4/20,

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome (For 2021)
CAASPP results for 3 rd through 5 th grade 2% Increase in ELA and Math for ALL students and 2% increase for 3 rd -5 th Gr. SED students on 2020 CAASPP	<p><u>Spring 2019 School-wide</u> ELA ALL 68%, SED 55% Math ALL 63%, SED 46%</p> <p><u>Spring 2019 ELA</u> 3rd ALL 56%, SED 44% 4th ALL 77%, SED 57% 5th ALL 72%, SED 64%</p> <p><u>Spring 2019 Math</u> 3rd ALL 58%, SED 50% 4th ALL 72%, SED 36% 5th ALL 61%, SED 43%</p> <p><u>Spring 2019 CAST Science</u> 5th ALL and SED (Results to be released in January 2020)</p>	<p>70%, 57% 65%, 48%</p> <p>58%, 46% 79%, 59% 74%, 66%</p> <p>60%, 52% 74%, 38% 63%, 45%</p> <p>2% increase for ALL 2% increase for SED</p>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Staff and targeted programs will strive to meet the needs of all students and aim for a 2% increase in proficiency (2% SED) for ALL students in ELA and Math.

Strategy/Activity

- Use of core curriculum in every class every day
- Reading Intervention program for K – 2nd students (teacher 10 hours/week) October 2019 thru May 2020
- Reading Intervention teacher to address needs of struggling students November 2020 thru May 2021 (small group instruction)
- Library volunteers to assist with leveling of books and identifying “right fit” books for grade level groups.(If/When the Library can open)
- Provide staff support on the IO data system to track student data efficiently for all certificated staff.

- Planned and strategic release time for teachers to look at academic data and plan curriculum to meet student needs, and various student group’s needs.
- Evaluation of student data at grade level meetings with the goal of moving students between the intervention groups based on data indicators.
- School counselor to provide small group lessons to support identified students with SEL strategies, organizational skills and time management to assist with overall academic achievements.
- Maintain access to technology in the classroom for all students to utilize for academic supplements, specifically filling achievement gaps as based on data in programs such as Benchmark Universe and Moby Max

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Intervention Specialist Teachers	Pierpont Budget
Reading	\$ 10,000 Cares Act
Small group instruction on Zoom	Teachers/Paras

Annual Review:

SPSA Year Reviewed: 2019-20

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

ANALYSIS:

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

2019-2020 Goal #1: “Increase student achievement for all students, while reducing the achievement gaps for English Learners, Hispanic, Foster Youth, low-income and students with disabilities.” The stakeholders evaluating 2019-2020 data felt that the strategic and targeted intervention delivered by both the reading and math intervention teachers, is providing results and will continue serve the needs of lower performing students.. There have been mixed academic gains in the ALL student group by grade, however 4th and 5th grade scores show the strengths of the overall program as students mature and get the assistance that they need. Language Arts scores in the 4th grade were the highest in the district and the ELA 5th grade scores were very solid also. Math has room for growth.

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

It is difficult to acquire intervention teachers at the beginning of the school year, since teachers are seeking tenured track positions, They won’t commit to an hourly position until they are certain they can’t get a full time position.

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.

The SED group will be more strategically targeted. Intervention teachers, math and reading, will meet regularly with the principal to monitor progress of the students. The additional hours provided for these instructors will allow them the added time to collaborate.

Goal 2:

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

Identified Need:

Increase attendance for ALL students by .45% (from 95.55% to 96.0%)

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Attendance percentage	K-5 th grade all students 2017 95.64% 2018 95.60% 2019 95.55% 2020 N/A	Increase in 2020/21 attendance by .45% to 96.0%
Increased participation information in extra-curricular activities: Harvest Fest Drive-thru Winter Fest –Drive-thru Geography Bee Student Leadership 5th Cross Country Yearbook Cover Contest Talent Show Spirit Days Saturday School Garden Club Drive-thru Graduation		2020-21 participation numbers to increase by 10% for the events that can be held, most are drive-thru at this point.
School Awards and Attendance incentives	Suspended due to Covid	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Monitor attendance daily by calling home for students who have not reported their absence or do not show up on Zoom..
- Make school a positive experience, whether hybrid or DL.
- This coordinates with the Safety Plan; when students feel physically and emotionally safe, they want to come to school
- Friendly Letter from Principal for chronically absent (from Zoom too)
- Attendance incentives such as theme dress-up days and assemblies (often on Fridays before breaks when possible (high absence days)
- Principal and or counselor parent conferences with at risk students and parents who are on attendance contracts to refer/ provide outside resources.
- 4 Saturday School Academy make-up opportunities with engaging activities offered during the Saturday Academy to increase attendance at the event (to resume when safe).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Mindful Kids Activities for each teacher \$15.00 x 26 teachers = \$400	Site Budget
SEL Focused Assemblies = \$1,800	PTA

Annual Review:

SPSA Year Reviewed: 2018-19

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

ANALYSIS:

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

Student attendance Pierpont has been historically strong. We believe this is due to a number of factors, most important being (1) parent commitment to education (2) planning of school-wide activities that draw students to school each day. Now that attendance includes online learning, follow-up with parents will come with added technical support to include district resources.

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

The 2019/20 focus on Social Emotional Learning is the only “new” component of this goal. We expect increased attendance will be one of many benefits to students.

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.

Staff targets ALL students for an increased attendance and makes a concentrated effort to publicize and recommend Saturday School opportunities and attendance incentives.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Pierpont Staff will strive to increase parent and family involvement by 5% in 2019/20

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTA Volunteer Sign-up (Jogathon, Farmstands, Winter Sing, Movie Night, Talent Show)	2019 – 32	2020 – 35 parents
Parent Participation in PTA meetings	Avg. Parent Attendance (2019) - 10	Avg. Parent Attendance (2020) - 16
SSC Annual Parent Survey	Spring 2019 NA	Spring 2020 First Time (baseline)

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students (including SED)

Strategy/Activity

- Intentional use of a variety of tools for communication – marquee, PTA newsletters, Monthly Breeze and Calendar, Parent Square phone calls, website, flyers and Facebook to publicize opportunities. Newly adopted District system on the way?
- Create diverse volunteer opportunities for families to get involved on campus; classroom assistance, field trips, beach trips on Fridays, student assemblies, School Site Council, awards assemblies, gardens, PTA meetings
- Host a variety of events for parents, families and community to visit campus and be engaged with our school community; Back to School Night, Farm Stand, Movie Night, Talent Show, Outdoor Ed Fundraiser night, carnival, Joga-thon, Golf Tournament
- Advertise and encourage Pierpont family participation in district parents events; parent education workshops, school information fairs (choice)
- Office staff to assist with delivery of event information, advertising, plan for Saturday School events
- Continued partnerships to support and work with TGA Premiere Golf/Tennis program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	

Annual Review:

SPSA Year Reviewed: 2019-20

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

ANALYSIS:

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

In 2020-2021 attendance data and the PTA Parent Logs were used to track parent involvement.

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

NA

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.

PTA will more closely log parent volunteer hours and parent participation numbers.

Considering this school year has been disrupted significantly by the Covid-19 virus, the measurement and ability to quantify outcomes is greatly compromised. Many of the early expenditures this school year have been covered by the Cares Act funding. Once these resources are depleted, our SSC will have the ability to evaluate the situation for the second half of the school year, and direct our discretionary funding to the areas that best serve our goals as stated above. We currently have \$ 15,000 sitting in instructional supplies. And as the SSC agreed, we feel it best to keep the money there until we know more about what the second half of the school year will require. As of this writing, we are committed to increasing student achievement by 2% in all subgroups of the SBAC testing, but are unsure of what that testing will look like if it does in fact take place. We are working with the PTA to create more drive-thru events to keep school connections strong. Our PTA is also planning several online fundraisers to increase funding and parent participation.

Budget

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2019-20 Carryover	\$0.00
Title I 2020-21 Allocation	\$0.00
Title I 2020-21 Parent Involvement	\$0.00

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

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2019-20 Carryover	\$1,584.00
Site-Based Funds 2020-21 Allocation	\$10,419.00
Supplemental Funds 2019-20 Carryover	\$327.00
Supplemental Funds 2020-21 Allocation	\$4,375.00

Subtotal of state or local funds included for this school: **\$16,705.00**

Total of federal, state, and/or local funds for this school: **\$16,705.00**

2020-21 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) 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. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

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

Program models offered for English 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.

Curriculum & Instruction

The Curriculum & Instruction Department 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 and secretary.

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-6) 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 – 2018-19

	English Language Arts/Literacy						
	2018-19						
	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	42	38	38	23.68%	31.58%	21.05%	23.68%
Male	21	20	20	15.00%	35.00%	25.00%	25.00%
Female	21	18	18	33.33%	27.78%	16.67%	22.22%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	31	28	28	21.43%	32.14%	21.43%	25.00%
Two or More Races	6	6	6	*	*	*	*
Socioeconomically Disadvantaged	21	18	18	22.22%	16.67%	22.22%	38.89%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 3 Mathematics – 2018-19

	Mathematics						
	2018-19						
	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	42	38	38	21.05%	36.84%	21.05%	21.05%
Male	21	20	20	20.00%	35.00%	30.00%	15.00%
Female	21	18	18	22.22%	38.89%	11.11%	27.78%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	31	28	28	14.29%	35.71%	28.57%	21.43%
Two or More Races	6	6	6	*	*	*	*
Socioeconomically Disadvantaged	21	18	18	16.67%	33.33%	16.67%	33.33%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 4 English Language Arts/Literacy – 2018-19

	English Language Arts/Literacy						
	2018-19						
	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	49	47	47	44.68%	31.91%	12.77%	10.64%
Male	32	30	30	36.67%	43.33%	10.00%	10.00%
Female	17	17	17	58.82%	11.76%	17.65%	11.76%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	6	6	6	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	37	35	35	51.43%	25.71%	14.29%	8.57%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	17	16	16	18.75%	37.50%	18.75%	25.00%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 Mathematics – 2018-19

	Mathematics						
	2018-19						
	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	49	46	46	39.13%	32.61%	19.57%	8.70%
Male	32	29	29	31.03%	44.83%	17.24%	6.90%
Female	17	17	17	52.94%	11.76%	23.53%	11.76%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	6	6	6	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	37	35	35	45.71%	25.71%	20.00%	8.57%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	17	16	16	0.00%	37.50%	37.50%	25.00%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 English Language Arts/Literacy – 2018-19

	English Language Arts/Literacy						
	2018-19						
	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	46	46	46	36.96%	34.78%	19.57%	8.70%
Male	18	18	18	27.78%	38.89%	33.33%	0.00%
Female	28	28	28	42.86%	32.14%	10.71%	14.29%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	13	13	13	15.38%	38.46%	30.77%	15.38%
Hawaiian or Pacific Islander							
White (not Hispanic)	31	31	31	45.16%	35.48%	12.90%	6.45%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	18	18	18	27.78%	33.33%	27.78%	11.11%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 Mathematics – 2018-19

	Mathematics						
	2018-19						
	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	46	46	46	41.30%	19.57%	21.74%	17.39%
Male	18	18	18	38.89%	33.33%	11.11%	16.67%
Female	28	28	28	42.86%	10.71%	28.57%	17.86%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	13	13	13	23.08%	23.08%	30.77%	23.08%
Hawaiian or Pacific Islander							
White (not Hispanic)	31	31	31	48.39%	16.13%	19.35%	16.13%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	18	18	18	33.33%	11.11%	27.78%	27.78%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

2020-21 Supplemental Funds Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Supplemental Funds			
Site: Pierpont		19/20 Carryover	327
		20/21 Allocation	4,375
Resource = 0100		Total	4,702
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	Parent Teacher Liaison		
2203	Health Tech- PTL, Hourly		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		0	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	4,702	
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		4,702	0
Total:		4,702	0
Principals Signature for Adjustment: <i>JAMES SANDLOR</i>			
Date: 12-3-20			
School Site Council Approval: (Chairman) <i>JAMES SANDLOR</i>			
Date: 12-3-20			
English Learner Advisory Committee Review <i>N/A</i>			
Date:			
Director, Special Projects Approval: <i>Richard Miller</i>			
Date: 12/14/2020			

JGS
12/14/20

2020-21 Site Based Funds Program Budget

VUSD BUDGET: 2020/2021		
PROGRAM: Site Based Funds		
Site: Pierpont	19/20 Carryover	1,584
	20/21 Allocation	10,419
		0
		0
Resource = 0000	Total	12,003
Object #	Classification	
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts
Must reflect amounts on Staffing Charts		Current
		Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	
1106	Teacher, Sub	2,478
1107	Stipend, Certificated	
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	
2103	Paraed, Hourly	
2203	Health Tech, Hourly	
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	
2403	Clerk, Hourly	
Complete Time Sheet Authorization Form		
2903	Other Classified, Hourly	
SUBTOTAL		2,478 0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	9,525
4300	Other Supplies	
4400	Equip Not Captlzd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		9,525 0
Total:		12,003 0
Principals Signature for Adjustment: <i>James Spindel</i>		
Date: 12-3-20		
School Site Council Approval: (Chairman) <i>[Signature]</i>		
Date: 12-3-20 <i>James Spindel</i>		
Director, Special Projects Approval: <i>[Signature]</i>		
Date: 12/17/2020		

[Handwritten signature]
12/16/20

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; 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 Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

Professional Development Plan

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

During the 2020-21 school year, teachers at Pierpont Elementary School will focus on the following trainings:

- Universal Design for Learning (UDL)
- Multi-Tiered System of Supports (MTSS)
- Social Emotional Learning (SEL)
- Distance Learning Platforms

2019-20 School Accountability Report Card

Published January 2021



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

JIM SATHER, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

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

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

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

District Vision Statement

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

District Mission Statement

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

Board of Education

VELMA LOMAX
MATTHEW ALMARAZ
SABRENA RODRIGUEZ
AMY (YAMAMOTO) CALLAHAN
DR. JERRY DANNENBERG

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. GREG BAYLESS
DIRECTOR OF SECONDARY EDUCATION

GINA WOLOWICZ
DIRECTOR OF ELEMENTARY EDUCATION

DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org



DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Pierpont Elementary School

Pierpont Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2019-20 school year, 276 students were enrolled, including 7.6% in special education, 4.3% qualifying for English Language Learner support, 0.4% foster youth, 0.4% homeless, and 40.2% qualifying for free or reduced price lunch. The curriculum is standards-based with an emphasis on math, science, and language arts.

Student Enrollment by Student Group and Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.7%	Kindergarten	47
American Indian or Alaskan Native	0.4%	Grade 1	50
Asian	2.2%	Grade 2	42
Filipino	0.7%	Grade 3	47
Hawaiian or Pacific Islander	0.0%	Grade 4	39
Hispanic or Latino	18.1%	Grade 5	51
White	69.6%	Grade 6	0
Two or More Races	8.3%	Grade 7	0
Socioeconomically Disadvantaged	40.2%	Grade 8	0
English Learners	4.3%		
Students with Disabilities	7.6%		
Homeless	0.4%		
Foster Youth	0.4%		
		Total Enrollment	276

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

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

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

Opportunities to Volunteer

- Classroom Helper
- Garden Helper
- Room Parent
- Chaperone Field Trips
- Pierpont Readers

Committees

- School Site Council
- Parent Teacher Association

School Activities

- Back to School Night
- PTA-sponsored Events
- Talent Show
- School Carnival
- Jog-A-Thon

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

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

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

Physical Fitness

In the spring of each year, Pierpont Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." 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 Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Pierpont		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5, 8, & 10)	48	N/A	39	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

California Physical Fitness Test Results 2019-20			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	Pierpont		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English Language Arts/Literacy	69	N/A	55	N/A	48	N/A
Mathematics	64	N/A	44	N/A	37	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2019-20										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Pierpont Elementary School's original facilities were built in 1954; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Plans are underway to begin renovation of the central quad area under the wing and to install three cameras at the main gate of the campus.

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

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

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

- Classrooms
- Library
- Restrooms
- Routine Maintenance

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Pierpont Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated in November 2020, and shared with school staff in December 2020.

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

Facilities Inspections

The district's maintenance department inspects Pierpont Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Pierpont Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 2, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, playground supervisors and the cafeteria manager are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, the principal, playground supervisors, and teachers supervise playground activity. The principal, cafeteria staff, and three noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: September 2, 2020	✓			
Systems	✓			
Interior Surfaces		✓		Classroom 4 - Ceiling tiles falling at the center of the room
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			Classroom 10 Exterior - Excessive rust at the roof eaves on the west side of the building
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
	✓			

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

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				
2017-18				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0	2		
1	26.0	1		
2	24.0	2		
3	25.0	2		
4	30.0	1		
5	20.0	1	2	
2018-19				
K	21.0	2		
1	25.0	2		
2	25.0	1		
3	27.0	2		
4	31.0	1		
5	32.0	2		
Other**	11.0	1		
2019-20				
K	24.0	2		
1	25.0	2		
2	21.0	2		
3	24.0	2		
4	25.0	1		
5	30.0	1		
Other**	31.0	1		

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

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

Discipline & Climate for Learning

Pierpont Elementary School has implemented Lesson One practices schoolwide. Lesson One is a positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity. This positive behavior management model is used as a guide to develop school rules, the student handbook, and create a learning environment that promotes

	Suspensions and Expulsions								
	Pierpont			VUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions (%)	0.40%	0.00%	0.36%	3.00%	2.70%	2.54%	3.50%	3.60%	
Expulsions (%)	0.00%	0.00%	0.00%	0.15%	0.05%	0.10%	0.08%	0.09%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

responsibility, respect, and thoughtfulness. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. On an as-needed basis, the principal may visit classrooms or lead an assembly to reinforce the important of following school rules and making responsible, respectful choices in behavior. Pierpont Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

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 2018-19, 2019-20, and 2020-21 school years, the teachers at Pierpont Elementary School had the opportunity to participate in districtwide staff development training focused on:

- 2018-19 and 2019-20 Trainings:
 - History-Social Science
 - Multi-Tiered Systems of Support (MTSS)
 - Next Generation Science Standards
 - School Safety
 - Social Emotional Learning (SEL)
 - Special Education
 - Strategies for Formative Assessments
 - Technology Training
 - Universal Design for Learning

- 2020-21 Trainings:
 - Behavior Team's Role during Distance Learning (Special Education)
 - Canvas Basics & Gradebook
 - Distance Learning Plans
 - Elementary Resource

- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Soliday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet
- Videoconferencing

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 2019-20 school year, Pierpont Elementary School's staff development activities concentrated on:

- Marine Science
- Multi-Tiered Systems of Support (MTSS)
- Technology Training

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

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

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

Professional Development Days Three-Year Trend		
2018-19	2019-20	2020-21
2	2	3

Instructional Materials

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

Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2021-22 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials. History-Social Science curriculum is scheduled to be piloted in the 2020-2021 year with adoption and implementation for the 2021-2022 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced My Big Day</i>	0%
2018	Yes	<i>My Big Day</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	<i>My Big Day</i>	0%
Science			
2008	Yes	Pearson-Scott Foresman: <i>California Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>Our Communities</i>	0%

On September 22, 2020, 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 #20-24 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 2020-21 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 Assignment

During the 2019-20 school year, Pierpont Elementary School had 11 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials and Assignments					
	Pierpont			VUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	11	12	12	721	713	694
Teachers with Full Credential	11	11	12	690	678	664
Teachers without Full Credential	0	1	0	31	35	0
Teaching Outside Subject Area (with full credential)	0	0	0	105	89	89
Misassignments of Teachers of English Learners	0	0	0	0	1	0
Total Teacher Misassignments*	0	0	0	1	2	0
Teacher Vacancies	0	0	0	3	4	3

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.*

Counseling & Support Staff

Pierpont Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Pierpont Elementary School's students.

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

Academic Counselors and Other Support Staff 2019-20		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.4
Psychologist	1	0.2
School Nurse	1	0.2
Library Technician	1	0.2
School Counselor	1	0.2

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

SARC DATA & INTERNET ACCESS

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ 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.

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 was acquired in November 2020 and the school facilities section was acquired in December 2020.

**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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2018-19 school year, Ventura Unified School District spent an average of \$11,502 of total general funds to educate each student (based on 2018-19 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.)

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	47,778	52,484
Mid-Range Teacher Salary	68,801	81,939
Highest Teacher Salary	95,296	102,383
Average Principal Salaries:		
Elementary School	117,542	129,392
Middle School	120,713	136,831
High School	135,503	147,493
Superintendent Salary	227,500	254,706
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil	Dollars Spent Per Student				
	Pierpont	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,378	N/A	N/A	N/A	N/A
Restricted (Supplemental)	339	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,039	6,501	108.3%	13,080	53.8%
Average Teacher Salary	88,342	77,464	114.0%	81,939	107.8%

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- Classified School Employee Professional Development Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education

School Site Council Bylaws

Pierpont Elementary

School Site Council

Bylaws - Reviewed and Adopted—2009-2010

Article I

Duties of the School Site Council

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

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

Article II

Members

Section A: Composition

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

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

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

Section B: Term of Office

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

Section C: Voting Rights

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

Section D: Termination of Membership

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

Section E: Transfer of Membership

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

Section F: Vacancy

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

**Article III
Officers**

Section A: Officers

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

The chairperson shall:

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

The secretary shall:

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

Section B: Election and Terms of Office

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

Section C: Removal of Officers

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

Section D: Vacancy

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

**Article IV
Committees**

Section A: Subcommittees

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

Section B: Other Standing and Special Committees

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

Section C: Membership

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

Section D: Term of Office

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

Section E: Rules

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

Section D: Quorum

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

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

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

Section B: Place of Meetings

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

Section C: Notice of Meetings

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

Section D: Quorum

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

Section E: Conduct of Meetings

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

Section F: Meetings Open to the Public

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

Article VII

Amendments

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