



**E.P. FOSTER
ELEMENTARY SCHOOL**
20 PLEASANT PLACE
VENTURA, CA 93001
(805) 641-5420

CARLOS COVARRUBIAS, PRINCIPAL
GRADES K-5

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

Board of Education
MARY HAFFNER
VELMA LOMAX
JACKIE MORGAN
SABRENA RODRIGUEZ
JOHN WALKER

District Administration
MICHAEL BABB, Ed.D
SUPERINTENDENT

MATTY ZAMORA, Ed.D
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

KRISTIN MAYVILLE
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

JOSEPH RICHARDS, JR.
DEPUTY SUPERINTENDENT
BUSINESS SERVICES

2015-16 School Accountability Report Card

Published January 2017

E.P. FOSTER ELEMENTARY SCHOOL

PRINCIPAL'S MESSAGE

Welcome to the 2016-2017 school year. The purpose of this School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials, resources, facilities, and the staff of E.P. Foster Elementary School. Information about Ventura Unified School District is also provided.

Parents and community play a very important role in our school. Understanding our school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

At E.P. Foster we have made a commitment to provide all students with the highest quality instruction possible. We are dedicated to educating students in a safe, nurturing, and stimulating learning environment, where students have the opportunity to pursue their interests in STEM as a pathway to current and future success in school and in the real world. Through the collaborative efforts of the entire school community--E.P. Foster staff, students, parents, and our community partners--student achievement is maximized. We received the California Gold Recognition Ribbon in 2015.

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 paths, and

Engage all students to become responsible and contributing members of society.

District Vision Statement

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

DISTRICT & SCHOOL PROFILE

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 17,000 students in grades 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.

**Student Enrollment by
Subgroup/Grade Level
2015-16**

Ethnic Group	%	Grade Level	#
African American	0.9%	Kindergarten	72
American Indian or Alaskan Native	0.0%	Grade 1	77
Asian	0.2%	Grade 2	67
Filipino	0.0%	Grade 3	65
Hawaiian or Pacific Islander	0.0%	Grade 4	91
Hispanic or Latino	93.2%	Grade 5	57
White (not Hispanic)	5.1%	Grade 6	0
Two or More Races	0.5%	Grade 7	0
Socioeconomically Disadvantaged	89.5%	Grade 8	0
English Learners	70.2%		
Students with Disabilities	5.8%		
Migrant Education	0.0%	Total	
Foster Youth	0.5%	Enrollment	429

E.P. Foster Elementary School

At the beginning of the 2015-16 school year, E.P. Foster Elementary School enrolled 429 students, including 5.8% in special education, 70.2% qualifying for English Language Learner support, and 89.5% qualifying for free or reduced price lunch.

The principal and teaching staff work together to meet the needs of every student and to provide a safe and supportive learning environment.

E.P. Foster Elementary hosts the county's Jumpstart Preschool program which provides literacy skills, mathematics, and school readiness curriculum in English and Spanish. Kindergarten teachers praise its success in promoting students who are better prepared for kindergarten.

School Vision Statement

Our vision at E.P. Foster Elementary School STEM Academy is to provide students with a safe, nurturing learning environment and the opportunity to pursue their interests in science, technology, engineering, and math as they achieve grade level standards and as a pathway to their future careers.

School Mission Statement

STAFF

Teach, model, and reinforce the language, life skills and promises of Lesson One that contribute to our positive school climate.

Communicate progress regularly with students and parents.

Offer continuous opportunities for students to interact and partner with institutions of higher education and STEM related community partners, exposing them to real-world applications and experiences.

Work as collaborative teams consistently and effectively to maximize student achievement.

Participate in on-going professional development based on educational best practices and current research to meet the diverse needs of our students.

STUDENTS

Internalize the language, life skills, and promises of Lesson One that contribute to our positive school climate.

Receive recognition for their efforts and achievement in multiple venues.

Engage in a variety of academic learning experiences that incorporate STEM and contribute to their readiness for participation in a global community.

Participate, reflect, and identify areas of progress and challenge through a variety of assessments.

Have opportunities for multiple types of intervention and acceleration when additional support needs are identified and make the most of every opportunity.

Demonstrate proficiency to successfully enter, participate, and complete secondary and higher education STEM pathways.

PARENTS

Support their children in multiple ways including asset building, regular school attendance, and advocacy of school programs to ensure their children succeed.

Participate in decision-making as members of parent-school organizations or committees and provide input/feedback in an on-going manner.

Increase their knowledge of student expectations and teaching strategies through school newsletters, special school events, and regular communication with staff.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

MAGNET SCHOOL ASSISTANCE PROGRAM

Ventura Unified School District was awarded a federal grant from the Office of Innovation and Improvement in August of 2013. The Magnet School Assistance Program (MSAP) grant was awarded to assist VUSD to implement a voluntary desegregation plan to reduce Hispanic isolation. The grant totaling 10.2 million, given over 3 years, will be used to accomplish 5 goals: Reduce Hispanic isolation through magnet schools; Promote increased interaction among students of different backgrounds; Demonstrate achievement of high academic standards in ELA and Math; Promote parental decision making and involvement; and Support the development and implementation of magnet schools. Common practices of the grant include a focus on STEM

through a partnership with Cal State University, Channel Islands, integration of technology for teaching and learning, common professional development in math and visible thinking strategies and extensive support staff to encourage change and implementation fidelity.

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 Edulink, the school website, flyers, monthly newsletters (Bear Essentials), personal notes, classroom letters, phone calls, and emails. Contact the principal, classroom teacher, or office staff at (805) 641-5420 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- At-Home Teacher Prep Projects
- Bonus Bear Days
- Field Trips
- School Fundraisers
- Family School Events

Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Association

School Activities/Events

- Back to School Night
- Family Picnics
- Family Reading Night
- Family STEM Night
- Field Trips
- Family School Events
- Parent Conferences
- Title I Parent Meeting
- Trimester Award Assemblies
- Student Success Team Meetings
- Science Expo/Fair
- Authors and Art Faire
- GATE Presentations

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, E.P. Foster 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/.

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards
2015-16**

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	62.6%	42.3%	18.6%

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.

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

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 grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in

**California Assessment of Student Performance and Progress Test Results in Science
All Students**

Percentage of Students Meeting or Exceeding the State Standards

	E. P. Foster			VUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
	Science (Grades 5, 8, & 10)	52	67	76	66	66	62	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

	2015-16			
	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	59	58	98.3%	75.9%
Male	30	29	96.7%	75.9%
Female	29	29	100.0%	75.9%
Hispanic or Latino	54	54	100.0%	74.1%
Socioeconomically Disadvantaged	55	54	98.2%	74.1%
English Learners	22	22	100.0%	36.4%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	English Language Arts/Literacy				Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	
Grade 3					Grade 3				
All Students Tested	75	71	94.7%	32.4%	75	73	97.3%	47.9%	
Male	46	42	91.3%	21.4%	46	44	95.7%	45.2%	
Female	29	29	100.0%	48.3%	29	29	100.0%	51.7%	
Hispanic or Latino	69	67	97.1%	31.3%	69	68	98.6%	47.8%	
Socioeconomically Disadvantaged	64	63	98.4%	31.8%	64	64	100.0%	46.0%	
English Learners	46	44	95.7%	18.2%	46	45	97.8%	36.4%	
Grade 4					Grade 4				
All Students Tested	92	91	98.9%	47.3%	92	91	98.9%	35.2%	
Male	51	51	100.0%	45.1%	51	51	100.0%	37.3%	
Female	41	40	97.6%	50.0%	41	40	97.6%	32.5%	
Hispanic or Latino	86	85	98.8%	44.7%	86	85	98.8%	34.1%	
Socioeconomically Disadvantaged	86	85	98.8%	45.9%	86	85	98.8%	35.3%	
English Learners	47	47	100.0%	23.4%	47	47	100.0%	14.9%	
Students with Disabilities	11	11	100.0%	18.2%	11	11	100.0%	9.1%	
Grade 5					Grade 5				
All Students Tested	59	58	98.3%	53.5%	59	58	98.3%	25.9%	
Male	30	29	96.7%	41.4%	30	29	96.7%	17.2%	
Female	29	29	100.0%	65.5%	29	29	100.0%	34.5%	
Hispanic or Latino	54	54	100.0%	50.0%	54	54	100.0%	24.1%	
Socioeconomically Disadvantaged	55	54	98.2%	50.0%	55	54	98.2%	20.4%	
English Learners	22	22	100.0%	13.6%	22	22	100.0%	0.0%	

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk (*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

Percentage of Students Meeting or Exceeding the State Standards

	E. P. Foster		VUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	39	44	49	53	44	49
Mathematics	31	36	39	43	33	37

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.

the CAASPP 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/.

No Child Left Behind (NCLB)

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, E. P. Foster Elementary School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17

	E. P. Foster	VUSD
PI Status	In PI	In PI
First Year of PI Implementation	2009-10	2006-07
Year in PI	Year 5	Year 3
# Schools Currently In PI		9
% Schools Currently In PI		33.3%

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

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. E.P. Foster Elementary School's original facilities were built in 1929; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

2015-16 Campus Improvements

- Addition of technology devices to make a 2:1 ratio in grades K-1 and a 1:1 ratio in grades 2-5
- Addition of STEM murals on campus buildings
- Addition of a MakerSpace

Campus Description

	Quantity
Year Built	1929
Acreage	8.5
Bldg. Square Footage	42220
# of Permanent Classrooms	9
# of Portable Classrooms	13
# of Restrooms (student use)	4 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Science Labs	2

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

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

- General Cleaning
- Cafeteria Setup/Cleanup
- Restrooms

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

- Classrooms
- Office Areas
- Restrooms
- Routine Maintenance

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

Deferred Maintenance

Ventura Unified School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2015-16 school year, E.P. Foster Elementary School did not have any funds allocated to the site for repairs or replacement projects.

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, classified staff and the principal are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, certificated staff, classified staff, the principal and counselor supervise playground activity. The principal, counselor, and classified staff monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, a teacher, and classified staff monitor student behavior to ensure a safe and orderly departure.

E. P. Foster 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 Site Safety Plan

The Comprehensive School Site Safety Plan was developed for E.P. Foster 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 2016, and shared with school staff in January 2017.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date: July 29, 2016			
			Repair Needed and Action Taken or Planned
Systems	✓		
Interior Surfaces	✓		Office/Administration - Loose ceiling tiles in front of the office/hallway
Cleanliness	✓		Room 9 - Peeling paint inside of door; Room 8 - Sagging ceiling tiles; Room 27 - Peeling paint under entry overhang; Room 23 - Trees need trimming; Room 17 - Weeds in planters; Room 19 - One ceiling tile needs replacement; Room 20 - Wood under ramp needs painting, trees need trimming
Electrical	✓		
Restrooms/Fountains	✓		K1 & K2 - Crack in bathroom tile floor; Rooms A, B & C - Crack in bathroom tile floor in room C
Safety	✓		
Structural	✓		
External		✓	Room 10 - Peeling paint on the inside of the classroom door; Cafeteria/Kitchen - Peeling paint on the exterior rear (west) wall; Chin Up Bar Area - Weeds in grass fall protection; Upper Grade Playground - Weeds in grass fall protection, more wood chips needed, backstop screen damaged; K Playground - Weeds in the sand and wood chips and more wood chips are needed
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

Percentage Description Rating:

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

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 E.P. Foster Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). E.P. Foster Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 28, 2015. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

E.P. Foster Elementary School proudly uses Lesson One: ABC's for Life as a schoolwide, comprehensive life skills program that leads to our positive school culture and climate. Lesson One language, The Lesson One Pledge for Success and Lesson One related routines are used throughout the school day and are incorporated into the various academic subjects and school activities and events. A schoolwide Safety Assembly at the beginning of the school year reinforces rules, expectations and responsibilities that students must follow to ensure a safe campus. Positive Behavior Support PLans are developed for students in need of individualized behavioral supports.

Suspensions and Expulsions									
	E. P. Foster			VUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	6	1	2	561	533	834	279,383	243,603	0
Expulsions (#)	0	0	0	18	10	17	6,611	5,692	0

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.

Class Size Distribution				
Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	24.0		3	
1	23.0		3	
2	24.0		4	
3	22.0	1	2	
4	29.0		3	
5	30.0		3	
2014-15				
K	25.0		3	
1	23.0		3	
2	22.0	1	2	
3	24.0		4	
4	28.0		2	
5	27.0		3	
2015-16				
K				
1				
2				
3				
4				
5				

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

CURRICULUM & INSTRUCTION

Staff Development

All curriculum and instructional improvement activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on NCLB requirements and California State Standards implementation. Findings from formative assessment results, DIBELS, SRT, and IDEL indicate that reading, writing, and math are the primary focus areas.

During the 2015-16 school year, E.P. Foster Elementary participated in districtwide staff development training focused on:

- Arts & Music
- Best Practices
- CHAMPS
- Daily 5
- English Language Arts
- Google Classroom
- Khan Academy
- Mathematics
- Next Generation Science Standards (NGSS)
- Physical Education
- Remind 101
- Smarter Balanced Digital Library
- Social Science
- Special Education

- Strategies for Formative Assessments
- Technology
- Visible Thinking Strategies

Staff Development Days Three-Year Trend		
2013-14	2014-15	2015-16
0	2	2

Some training activities take place throughout the year on banking days (early student release days), during staff meetings, and during substitute release time. Once a month during this time period teachers meet in grade level teams to collaborate on curricular programs, conduct data analysis, identify student learning needs, adjust instructional plans, conduct Student Study Team meetings, and address student achievement-related issues. Professional development activities during the 2015-16 school year focused on:

- Common Core State Standards
- Curriculum Collaboration
- Google Apps for Education
- Next Generation Science Standards (NGSS)
- Professional Learning Communities
- South Coast Science Project
- Writing

The district supplements site-level professional development to follow up on 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.

Ventura Unified School District and the Ventura County Superintendent of Schools jointly support new and veteran teachers in developing their teaching skills through the Beginning Teacher Support and Assessment (BTSA) program and the Peer Assistance and Review (PAR) program. BTSA is a state-approved program that offers first and second year teachers comprehensive support and training for new teachers with a preliminary credential; after successful completion of the two-year BTSA training, teachers may apply for their clear teaching credential. PAR is available for veteran teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

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

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On October 11, 2016, 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 #16-26 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. For the 2016-17 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.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%	K-5
2012	Yes	Handwriting without Tears: <i>Letters and Numbers for Me</i>	0%	TK
Math				
2009	Yes	The Write Group/McGraw-Hill: <i>Everyday Mathematics</i>	0%	K-5
2012	Yes	Pearson Education: <i>Math Their Way</i>	0%	TK
Science				
2008	Yes	Pearson-Scott Foresman: <i>Scott Foresman California Science</i>	0%	K-5
2012	Yes	Zoo Phonics: <i>The Kindergarten Zoo</i>	0%	TK
Social Science				
2007	Yes	Pearson-Scott Foresman: <i>Our Communities</i>	0%	K-5
2010	Yes	Hampton Brown Publishing: <i>National Geographic Inside Language, Literacy and Content</i>	0%	4-5

Textbook information was obtained from district office personnel in September 2016.

PROFESSIONAL STAFF

Teacher Assignment

During the 2015-16 school year, E.P. Foster Elementary School had 22 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	E. P. Foster			VUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	25	22	20	781	803	763
Teachers with Full Credential	25	22	20	781	803	763
Teachers without Full Credential	0	0	0	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	106	111	115
Teacher Misassignments for English Learners	0	0	0	1	3	0
Total Teacher Misassignments*	0	0	0	1	3	0
Teacher Vacancies	0	0	0	1	3	2

*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.*

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Counseling & Support Staff

E.P. Foster 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 E.P. Foster 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.

	Core Academic Classes Taught by Highly Qualified Teachers	
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
E. P. Foster	100.0%	
District Totals		
All Schools	95.0%	5.0%
High-Poverty Schools	93.0%	7.0%
Low-Poverty Schools	97.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

	Counselors and Support Personnel (Nonteaching Professional Staff)	
	No. of Staff	FTE*
	2015-16	
Academic Counselor	1	1.0
Health Technician	1	0.8
Psychologist	1	0.3
School Nurse	1	0.2
Library Technician	1	0.4
Speech/Language/Hearing Specialist	1	0.4
Home Liaison	1	0.6
Average Number of Students per Academic Counselor		508

**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 at <http://dq.cde.ca.gov/dataquest/> that contains additional information about E.P. Foster Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access E.P. Foster Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to E. P. Foster Elementary School is Avenue Library, a branch of Ventura County Library.

Address: 606 N. Ventura Ave., Ventura

Phone Number: (805) 643-6393

Website: www.vencolib.org

Number of Computers Available: 7

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: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2014-15 school year, Ventura Unified School District spent an average of \$9,224 of total general funds to educate each student (based on 2014-15 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 website 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.)

Salary Comparison 2014-15		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	42,919	44,958
Mid-Range Teacher Salary	64,259	70,581
Highest Teacher Salary	85,603	91,469
Average Principal Salaries:		
Elementary School	102,051	113,994
Middle School	103,595	120,075
High School	109,861	130,249
Superintendent Salary	201,500	218,315
Percentage of Budget For:		
Teacher Salaries	35	38
Administrative Salaries	6	5

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

Current Expense of Education Per Pupil

2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	E. P. Foster	VUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,140	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,102	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,038	4,877	103.3%	5,677	88.7%
Average Teacher Salary	64,180	68,275	94.0%	74,216	86.5%

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 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IV
- Tobacco-Use Prevention Education
- Vocational Programs

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 section was acquired in October 2016 and the school facilities section was acquired in November 2016.