

2020-21 School Accountability Report Card

Published January 2021



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

PAVEL ESCOBEDO-GARCIA, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

Welcome to the 2020-2021 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 are recognized as a CA Gold Ribbon School, Title I Academic Achievement Award School, VC STEM Golden Gear School, and have begun the journey towards a Lighthouse Certification as a Leader in Me school!

District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand

excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the 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.

E.P. Foster Elementary School

At the beginning of the 2020-21 school year, E.P. Foster Elementary School enrolled 381 students, including 9.7% in special education, 43.8% qualifying for English Language Learner support, 1.8% homeless, 0.5% foster youth, 1% migrant, and 87.7% qualifying for free or reduced price lunch.

Board of Education

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

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. ANTONIO CASTRO
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MR. BRETT TAYLOR
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. 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, 2020-21, and 2021-22 school years due to the ongoing 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



Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	44.9%	Kindergarten	65
Male	55.1%	Grade 1	55
Non-Binary	0.0%	Grade 2	70
American Indian or Alaskan Native	0.0%	Grade 3	72
Asian	0.3%	Grade 4	59
Black or African American	1.6%	Grade 5	60
Filipino	0.0%		
Hispanic or Latino	89.2%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	2.4%		
White	6.6%		
English Learners	43.8%		
Foster Youth	0.5%		
Homeless	1.8%		
Migrant	1.0%		
Socioeconomically Disadvantaged	87.7%	Total Enrollment	
Students with Disabilities	9.7%	381	

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 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 ParentSquare, 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

- Authors and Art Faire
- 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

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, 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/.

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	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	22.22	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards

	E. P. Foster		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

**Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.*

*The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.**

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

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	60	54	90	10	22.22
Female	25	24	96	4	12.5
Male	35	30	85.71	14.29	30
American Indian or Alaskan Native					
Asian					
Black or African American	--	--	--	--	--
Filipino					
Hispanic or Latino	56	51	91.07	8.93	23.53
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	26	96.3	3.7	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	31	28	90.32	9.68	21.43
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) 2020-21

	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	191	168	87.96	12.04	23.81	191	167	87.43	12.57	19.16
Female	86	77	89.53	10.47	24.68	86	76	88.37	11.63	18.42
Male	105	91	86.67	13.33	23.08	105	91	86.67	13.33	19.78
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	170	149	87.65	12.35	23.49	170	148	87.06	12.94	16.89
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	98	89	90.82	9.18	11.24	98	89	90.82	9.18	7.87
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	117	106	90.6	9.4	16.98	117	106	90.6	9.4	14.15
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	26	23	88.46	11.54	0	26	23	88.46	11.54	0

Note: N/T values indicate this school did not test students using the CAASPP for ELA.

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

California Physical Fitness Test Results 2020-21			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

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.

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.

Campus Description	
Year Built	1929
Acreage	8.5
Bldg. Square Footage	42220
	Quantity
# 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
Maker Lab	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, 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 the 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, updated and shared with school staff in Fall 2021.

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 13, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: July 13, 2021				
Systems	✓			
Interior Surfaces		✓		Girls Primary Grade RR - Peeling paint; Classroom 9 - Paint on interior rear wall and exterior front wall is peeling, interior ceiling stains; Classroom 20 - Damaged ceiling tiles; Classroom 16 - Carpet seam damaged; Upper Grade Playground - Deficiency noted
Cleanliness		✓		K1 & K2 - Exterior hallway door and siding need painting; Classroom 6 - Peeling paint on exterior wall; Library - Paint on exterior rear wall and ceiling of front exterior hallway is peeling; Classroom 8 - Paint on exterior rear wall is peeling; Classroom 10, Classroom 11 - Paint on exterior window frames is damaged and peeling; Classroom 12 - Damaged stucco and peeling paint from window frames - exterior rear wall; Classroom 27, Classroom 26 - Holes in ramp; Classroom 22 - Deficiency noted; Classroom 17, Classroom 18, Classroom 19 - Rear gutter is missing; Exterior Portable RR - Peeling paint under overhang
Electrical	✓			
Restrooms/Fountains		✓		K1 & K2 - Crack in bathroom tile floor; Rooms A, B & C - Crack in bathroom tile floor in room C
Safety	✓			
Structural	✓			Classroom 22 - Rear gutter rusted through; Classroom 21 - Rear gutter needs cleaning
External			✓	Cafeteria/Kitchen - Trees on the north side need trimming; Classroom 22 - Tree behind room 22 needs trimming, skirting on the west of the building is damaged; Classroom 20 - Trees need trimming; Exterior Portable RR - Dry rot in several places to panel and skirting; Chin Up Bar Area - Weeds in grass fall protection; Upper Grade Playground - Weeds in wood chip fall protection, more wood chips needed; K Playground - Weeds in the sand and wood chips, more wood chips needed
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

Percentage Description Rating:

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

Chronic Absenteeism by Student Group (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	401	393	89	22.6
Female	180	177	36	20.3
Male	221	216	53	24.5
American Indian or Alaska Native	1	1	1	100
Asian				
Black or African American	8	8	3	37.5
Filipino				
Hispanic or Latino	355	49	75	21.5
Native Hawaiian or Pacific Islander				
Two or More Races	9	9	4	44.4
White	28	26	6	23.1
English Learners	177	175	33	18.9
Foster Youth	2	2	1	50
Homeless	14	14	7	50
Socioeconomically Disadvantaged	348	342	84	24.6
Students Receiving Migrant Education Services	4	4	0	0
Students with Disabilities	49	49	12	24.5

Suspensions and Expulsions

	E. P. Foster			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	0.90%	2.48%	0.00%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.10%	0.01%	0.09%	0.00%	0.00%

The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

E.P. Foster STEM Academy 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. In addition, E.P. Foster STEM Academy is implementing the Leader in Me program which is focused on the 7 Habits of Highly Effective People. These lessons and habits are designed to not only teach habits and principles to students in order to achieve better individual results, but also to foster leadership skills in every individual.

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. Furthermore, school staff work to use Lesson

One, Leader in Me, and Restorative Justice (RJ) language and practices in order to create a safe and positive school environment.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for E.P. Foster Elementary School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Class Size

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

Average Class Size and Class Size Distribution

Grade Level	2018-19		
	Average Class Size	Number of Classes*	
K	23.0		3
1	25.0		3
2	21.0	1	2
3	22.0		3
4	32.0		2
5	31.0		3
			1
2019-20			
K	25.0		2
1	27.0		2
2	25.0		3
3	21.0	1	2
4	27.0		2
5	30.0		2
2020-21			
K	21.0		3
1	28.0		2
2	23.0		3
3	24.0		3
4	30.0		2
5	30.0		2

*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. The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

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 2019-20, 2020-21, and 2021-22 school years, the teachers at E.P. Foster Elementary School had the opportunity to participate in districtwide staff development training focused on:

2019-20 Trainings:

- History-Social Science
- Next Generation Science Standards
- School Safety
- 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

2021-22 Trainings:

- Bridges Math Intervention
- Benchmark & Math Expressions
- Implicit Bias
- Number Corner Refresher (Kinder)
- NGSS Curriculum Training
- Canvas

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 20120-21 school year, E.P. Foster Elementary School's staff development activities concentrated on:

- Canvas
- Collaborative Problem Solving
- Cultural Responsiveness
- Curriculum Calibration
- English Language Arts & Math Curriculum Implementation
- Google Apps for Education
- Lesson One
- Multi-Tiered Systems of Support (MTSS)
- Next Generation Science Standards (NGSS)
- Online Learning Platform
- Professional Learning Communities
- Restorative Justice
- Social Emotional Learning (SEL)
- Universal Design for Learning (UDL)

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

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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>History Social Science for California</i>	0%

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

Instructional Materials

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

Ventura Unified School District is currently piloting History-Social Science curriculum is in the 2021-22 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 21, 2021, 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 #21-25 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 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

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.

Teacher Preparation and Credentials

The charts below identify the number of teachers at E.P. Foster Elementary School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

Academic Counselors and Other Support Staff 2020-21		
	No. of Staff	FTE*
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

*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.

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

SARC DATA

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about E.P. Foster 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) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2021 and the school facilities section was acquired in November 2021.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2019-20		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,852
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
Dollars Spent Per Student					
Expenditures Per Pupil	E. P. Foster	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,524	N/A	N/A	N/A	N/A
Restricted (Supplemental)	973	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,552	6,041	108.5%	8,444	71.5%
Average Teacher Salary	66,390	78,453	N/A	86,376	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- 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
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education