

# 2020-21 School Accountability Report Card

Published January 2022



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

TODD TYNER, 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.

## 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 2020-21 school year, 253 students were enrolled, including 6.7% in special education, 3.2% qualifying for English Language Learner support, 0.4% foster youth, 3% homeless, and 42.7% qualifying for free or reduced price lunch. The curriculum is standards-based with an emphasis on math, science, and language arts.

## 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 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](http://www.venturausd.org)

Ventura Unified  
SCHOOL DISTRICT



| Student Enrollment by Student Group and Grade Level 2020-21 |                       |                  |     |
|---|-----------------------|------------------|-----|
| Student Group   | % of Total Enrollment | Grade Level      | #   |
| Female  | 52.6%                 | Kindergarten     | 48  |
| Male  | 47.4%                 | Grade 1          | 44  |
| Non-Binary  | 0.0%                  | Grade 2          | 40  |
| American Indian or Alaskan Native                           | 0.4%                  | Grade 3          | 40  |
| Asian   | 1.6%                  | Grade 4          | 42  |
| Black or African American                                   | 0.8%                  | Grade 5          | 39  |
| Filipino  | 1.2%                  |                  |     |
| Hispanic or Latino  | 19.4%                 |                  |     |
| Native Hawaiian or Pacific Islander                         | 0.0%                  |                  |     |
| Two or More Races   | 9.1%                  |                  |     |
| White   | 67.6%                 |                  |     |
| English Learners  | 3.2%                  |                  |     |
| Foster Youth  | 0.4%                  |                  |     |
| Homeless  | 2.0%                  |                  |     |
| Migrant   | 0.0%                  |                  |     |
| Socioeconomically Disadvantaged                             | 42.7%                 | Total Enrollment | 253 |
| Students with Disabilities                                  | 6.7%                  |                  |     |

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative

Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

## PARENT INVOLVEMENT

Parents are encouraged to get involved in their child’s learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through 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/](http://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/](http://www.cde.ca.gov/ta/tg/pf/).

| California Physical Fitness Test Results |                     |        |        |
|--|---------------------|--------|--------|
| 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. 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.

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

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

## 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    |       |
|-----------------------------|----------|-------|-------|-------|-------|-------|
|                             | 19-20    | 20-21 | 19-20 | 20-21 | 19-20 | 20-21 |
| Science (Grades 5, 8, & 10) | N/A      | 48.15 | 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 Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standards

|                                | Pierpont |       | 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                           | 34               | 27            | 79.41          | 20.59              | 48.15                   |
| Female  | 15               | 13            | 86.67          | 13.33              | 46.15                   |
| Male  | 19               | 14            | 73.68          | 26.32              | 50                      |
| American Indian or Alaskan Native             |                  |               |                |                    |                         |
| Asian   |                  |               |                |                    |                         |
| Black or African American                     |                  |               |                |                    |                         |
| Filipino                                      |                  |               |                |                    |                         |
| Hispanic or Latino                            | --               | --            | --             | --                 | --                      |
| Native Hawaiian or Pacific Islander           |                  |               |                |                    |                         |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | 27               | 21            | 77.78          | 22.22              | 52.38                   |
| English Learners                              |                  |               |                |                    |                         |
| Foster Youth                                  |                  |               |                |                    |                         |
| Homeless                                      |                  |               |                |                    |                         |
| Military                                      |                  |               |                |                    |                         |
| Socioeconomically Disadvantaged               | 21               | 16            | 76.19          | 23.81              | 31.25                   |
| 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                           | 115                            | 88            | 76.52          | 23.48              | 57.95                   | 115              | 89            | 77.39          | 22.61              | 46.07                   |
| Female  | 56                             | 42            | 75             | 25                 | 57.14                   | 56               | 41            | 73.21          | 26.79              | 46.34                   |
| Male  | 59                             | 46            | 77.97          | 22.03              | 58.7                    | 59               | 48            | 81.36          | 18.64              | 45.83                   |
| American Indian or Alaskan Native             |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Asian   | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Black or African American                     |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Filipino                                      | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 21                             | 18            | 85.71          | 14.29              | 33.33                   | 21               | 17            | 80.95          | 19.05              | 29.41                   |
| Native Hawaiian or Pacific Islander           |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Two or More Races                             | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| White   | 83                             | 63            | 75.9           | 24.1               | 65.08                   | 83               | 65            | 78.31          | 21.69              | 50.77                   |
| English Learners                              | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Foster Youth                                  |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Homeless                                      |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Military                                      |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Socioeconomically Disadvantaged               | 48                             | 34            | 70.83          | 29.17              | 47.06                   | 48               | 35            | 72.92          | 27.08              | 28.57                   |
| Students Receiving Migrant Education Services |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Students with Disabilities                    | 12                             | 6             | 50             | 50                 | --                      | 12               | 7             | 58.33          | 41.67              | --                      |

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 in this category is too small for statistical accuracy or to protect student privacy.

| 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        |

### 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, updated and shared with school staff in November 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 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 28, 2021. During fiscal year 2020-21, 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 monitor playground activity. The principal, cafeteria staff, and three playground 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.

## CLASSROOM ENVIRONMENT

### 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 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 importance 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.

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Pierpont 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."

| Suspensions & Expulsions by Student Group (2020-21) |                  |                 |
|---|------------------|-----------------|
| Student Group                                       | Suspensions Rate | Expulsions Rate |
| All Students  | 0.0%             | 0.0%            |
| Female  | 0.0%             | 0.0%            |
| Male  | 0.0%             | 0.0%            |
| Non-Binary  | 0.0%             | 0.0%            |
| American Indian or Alaska Native                    | 0.0%             | 0.0%            |
| Asian   | 0.0%             | 0.0%            |
| Black or African American                           | 0.0%             | 0.0%            |
| Filipino  | 0.0%             | 0.0%            |
| Hispanic or Latino                                  | 0.0%             | 0.0%            |
| Native Hawaiian or Pacific Islander                 | 0.0%             | 0.0%            |
| Two or More Races                                   | 0.0%             | 0.0%            |
| White   | 0.0%             | 0.0%            |
| English Learners                                    | 0.0%             | 0.0%            |
| Foster Youth  | 0.0%             | 0.0%            |
| Homeless  | 0.0%             | 0.0%            |
| Socioeconomically Disadvantaged                     | 0.0%             | 0.0%            |
| Students Receiving Migrant Education Services       | 0.0%             | 0.0%            |
| Students with Disabilities                          | 0.0%             | 0.0%            |

|             | Suspensions and Expulsions |       |       |       |       |       |       |       |       |
|-------------|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
|             | Pierpont                   |       |       | VUSD  |       |       | CA    |       |       |
|             | 18-19                      | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Suspensions | 0.00%                      | 0.36% | 0.00% | 2.70% | 2.54% | 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.

| School Facility Good Repair Status                    |               |      |      |   |
|---|---------------|------|------|---|
| Item Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|   | Good          | Fair | Poor |   |
| Inspection Date:                                      |               |      |      |   |
| September 28, 2021                                    |               |      |      |   |
| Systems   | ✓             |      |      |   |
| Interior Surfaces                                     | ✓             |      |      |   |
| 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 |               |      |      |   |
|   | Exemplary     | Good | Fair | Poor  |
| Overall Summary                                       | ✓             |      |      |   |

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.



**Chronic Absenteeism by Student Group (2020-21)**

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 273                   | 261                                     | 29                        | 11.1                     |
| Female  | 143                   | 137                                     | 16                        | 11.7                     |
| Male  | 130                   | 124                                     | 12                        | 10.5                     |
| American Indian or Alaska Native              | 6                     | 5                                       | 0                         | 0                        |
| Asian   | 1                     | 1                                       | 0                         | 0                        |
| Black or African American                     | 1                     | 1                                       | 0                         | 0                        |
| Filipino                                      | 2                     | 2                                       | 0                         | 0                        |
| Hispanic or Latino                            | 52                    | 52                                      | 5                         | 9.6                      |
| Native Hawaiian or Pacific Islander           |                       |   |                           |                          |
| Two or More Races                             | 25                    | 24                                      | 0                         | 0                        |
| White   | 186                   | 176                                     | 24                        | 13.6                     |
| English Learners                              | 12                    | 10                                      | 0                         | 0                        |
| Foster Youth                                  |                       |   |                           |                          |
| Homeless                                      | 6                     | 6                                       | 1                         | 16.7                     |
| Socioeconomically Disadvantaged               | 116                   | 112                                     | 22                        | 19.6                     |
| Students Receiving Migrant Education Services |                       |   |                           |                          |
| Students with Disabilities                    | 24                    | 24                                      | 8                         | 33.3                     |

- 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 2020-21 school year, Pierpont Elementary School's staff development activities concentrated on:

- Distance Learning / Hybrid Learning
- 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.

## CURRICULUM & INSTRUCTION

### 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 |                    |                    |       |     |
|--|--------------------|--------------------|-------|-----|
| 2018-19  |                    |                    |       |     |
| Grade Level                                    | Average Class Size | Number of Classes* |       |     |
|  |                    | 1-20               | 21-32 | 33+ |
| K  | 21.0               | 2                  |       |     |
| 1  | 25.0               | 2                  |       |     |
| 2  | 25.0               | 1                  |       |     |
| 3  | 27.0               | 2                  |       |     |
| 4  | 31.0               | 1                  |       |     |
| 5  | 32.0               | 2                  |       |     |
| 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                  |       |     |
| 2020-21  |                    |                    |       |     |
| K  | 24.0               | 2                  |       |     |
| 1  | 21.0               | 2                  |       |     |
| 2  | 19.0               | 2                  |       |     |
| 3  | 20.0               | 2                  |       |     |
| 4  | 21.0               | 1                  | 1     |     |
| 5  | 18.0               | 1                  | 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. The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

### 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 Pierpont Elementary School had the opportunity to participate in districtwide staff development training focused on:

**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

## 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 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 SARC's 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.

| 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%   |

## PROFESSIONAL STAFF

### 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 2020-21 |              |      |
|---|--------------|------|
|   | 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.

## Teacher Preparation and Credentials

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

The charts also report Pierpont 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 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/](http://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   |        |
| <b>Total Teachers Without Credentials and Misassignments</b>   |        |

| 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   |        |
| <b>Total Out-of-Field Teachers</b>   |        |

| 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   |               |                |                 |                  |              |               |
| <b>Total Teaching Positions</b>   |               |                |                 |                  |              |               |

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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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<br>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<br>2019-20 |          |        |                                    |   |                                 |
|---|----------|--------|------------------------------------|---|---------------------------------|
| Dollars Spent Per Student   |          |        |                                    |   |                                 |
| Expenditures Per Pupil  | Pierpont | VUSD   | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted                                   | 7,664    | N/A    | N/A                                | N/A   | N/A                             |
| Restricted (Supplemental)   | 646      | N/A    | N/A                                | N/A   | N/A                             |
| Unrestricted (Basic)  | 7,019    | 6,041  | 116.2%                             | 8,444   | 83.1%                           |
| Average Teacher Salary  | 74,082   | 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