# 2018-19
## School Accountability
# Report Card

Published January 2020

# PIRU ELEMENTARY SCHOOL

## PRINCIPAL'S MESSAGE

I invite you to explore Piru Elementary School's Annual School Accountability Report Card which provides valuable information about our instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and our curriculum development can assist both our school and the community in ongoing program improvement.

Piru Elementary School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. We offer one-to-one iPads for all students. Technology is a pivotal part of all we do on our campus to ensure we have confident students in technology that are able to function via 21st century skills. Piru Elementary School is quite proud of its academic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Maria Baro,
Principal, Piru Elementary School

## DISTRICT & SCHOOL DESCRIPTION

### Fillmore Unified School District
Fillmore Unified School District is located in the city of Fillmore which was founded over one hundred years ago and is currently home to approximately 14,000 residents. It is set in the middle of citrus and avocado groves of inland Ventura County and was founded in 1888 and incorporated in 1914. The district is comprised of four elementary schools, one middle school, one independent study school, one comprehensive high school, and one alternative high school. In 2018-19, Fillmore Unified School District had a total enrollment of 3,785 students including 14.3% in special education, 25.2% English Learners, 0.3% identified as foster youth, 4% identified as homeless, and 77.2% economically disadvantaged.

### District Vision Statement
Fillmore Unified School District provides a culture of high expectations where every student achieves future success.

### District Mission Statement
Every day we develop high performing students who become engaged and productive members of society.

### Piru Elementary School
Piru Elementary School serves students in grades Kindergarten through fifth grade following a traditional calendar. At the beginning of the 2018-19 school year, 284 students were enrolled, including 6.7% in special education, 51.4% qualifying for English Language Learner support, 78.2% qualifying for free or reduced price lunch, 4.2% homeless, and 0.4% foster youth.

| Student Enrollment by Student Group and Grade Level 2018-19 | | | |
|---|---|---|---|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Black or African American | 0.4% | Kindergarten | 59 |
| American Indian or Alaskan Native | 0.7% | Grade 1 | 47 |
| Asian | 0.0% | Grade 2 | 42 |
| Filipino | 0.0% | Grade 3 | 48 |
| Hawaiian or Pacific Islander | 0.0% | Grade 4 | 39 |
| Hispanic or Latino | 97.5% | Grade 5 | 49 |
| White | 1.4% | | |
| Two or More Races | 0.0% | | |
| Socioeconomically Disadvantaged | 78.2% | | |
| English Learners | 51.4% | | |
| Students with Disabilities | 6.7% | Total Enrollment 284 | |
| Homeless | 4.2% | | |
| Foster Youth | 0.4% | | |

# LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement

exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

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

# PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment by assisting at school events, participating in a decision-making group, or attending school events. Parents stay informed on upcoming events and school activities through Q Parent Connection, the school website, the school marquee, social media (Facebook & Twitter), flyers, and ConnectEd automated phone/text/email messages. Contact the school secretary for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
• Classroom Helper
• Field Trips
• Fundraising Activities
• Help with School Events

Committees
• School Site Council
• English Learner Advisory Council
• Parent Advisory Committee

School Activities
• Back to School Night
• Open House
• Parent Conferences
• Parent Training Nights
• Student Performances
• Title I Meetings

# STUDENT ACHIEVEMENT

## Physical Fitness

In the spring of each year, Piru 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 five of the 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 web site www.cde.ca.gov/ta/tg/pf/.

| California Physical Fitness Test Results 2018-19 | | | |
|---|---|---|---|
| | % of Standards Met: | | |
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Grade Level | | | |
| Fifth | 29.5% | 20.5% | 18.2% |

*Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

## California Assessment of Student Performance and Progress (CAASPP)

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

| California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards | | | | | | |
|---|---|---|---|---|---|---|
| | PES | | FUSD | | CA | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Science (Grades 5, 8, & 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

*This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.*

| CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2018-19 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **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 | 136 | 134 | 98.53% | 1.47% | 35.82% | 136 | 135 | 99.26% | 0.74% | 27.41% |
| Male | 70 | 68 | 97.14% | 2.86% | 38.24% | 70 | 69 | 98.57% | 1.43% | 34.78% |
| Female | 66 | 66 | 100.00% | 0.00% | 33.33% | 66 | 66 | 100.00% | 0.00% | 19.70% |
| African American | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskin Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 131 | 129 | 98.47% | 1.53% | 34.88% | 131 | 130 | 99.24% | 0.76% | 26.15% |
| White | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 104 | 102 | 98.08% | 1.92% | 28.43% | 104 | 103 | 99.04% | 0.96% | 25.24% |
| English Learners | 83 | 82 | 98.80% | 1.20% | 24.39% | 83 | 83 | 100.00% | 0.00% | 20.48% |
| Students with Disabilities | 15 | 15 | 100.00% | 0.00% | 0.00% | 15 | 15 | 100.00% | 0.00% | 0.00% |
| Students Receiving Migrant Education Services | 14 | 14 | 100.00% | 0.00% | 14.29% | 14 | 14 | 100.00% | 0.00% | 21.43% |

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

| | **PES** | | **FUSD** | | **CA** | |
|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| English-Language Arts/Literacy | 35 | 36 | 28 | 28 | 48 | 48 |
| Mathematics | 24 | 27 | 17 | 17 | 37 | 37 |

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

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/.

# 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. Piru 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.

2018-19 Campus Improvements:

• Repairs to upper grade restrooms
• Installation of overhead screens
• Repaint and install new carpeting in some classsrooms
• Repairs to ramps to upper grade classrooms
• Repaint cafteria and replace fans

| Campus Description | |
|---|---|
| Year Built | 1954 |
| Acreage | 7 |
| Bldg. Square Footage | 29391 |
| | Quantity |
| # of Permanent Classrooms | 22 |
| # of Portable Classrooms | 1 |
| # of Restrooms (student use) | 2 sets |
| Cafeteria | 1 |
| Computer Lab | 1 |
| Library | 1 |
| Administrative Offices | 1 |
| Teacher Work Room/ Staff Lunch Room | 1 |
| ASES Program | 1 |

## Facilities Maintenance

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 lead day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. A team of three (two full-time and one part-time) custodians are assigned to Piru Elementary School and are responsible for cleaning of the following:

• Restrooms
• Cafeteria Setup/Cleanup
• General Cleaning & Custodial Functions
• Classrooms
• Office Areas
• Library
• Cafeteria

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with the lead day custodian daily concerning maintenance and school safety issues.

## 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, during lunch time, and at end of day dismissal, yard duty supervisors monitor activity throughout the campus, entrance areas, and designated common areas.

Piru 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 Piru 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 2019.

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 policies, procedures, and practices in place 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 Piru Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Piru 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 August 6, 2019. During fiscal year 2018-19, all restrooms were fully functional and available for student use.

# CLASSROOM ENVIRONMENT

## Discipline & Climate for Learning

Piru Elementary School's discipline policies are based upon Positive Behavior Intervention and Supports (PBIS), a multi-tiered approach to social, emotional and behavior support. This schoolwide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Administrators lead assemblies and visit classrooms to reinforce the importance of following school rules and making responsible, respectful behavior choices.

## Class Size

The Average Class Size and Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

| Average Class Size and Class Size Distribution | | | | |
|---|---|---|---|---|
| | **2016-17** | | | |
| Grade Level | Average Class Size | Number of Classes* | | |
| | | 1-20 | 21-32 | 33+ |
| K | 18.0 | 1 | 2 | |
| 1 | 24.0 | | 2 | |
| 2 | 20.0 | 1 | 1 | |
| 3 | 26.0 | | 2 | |
| 4 | 26.0 | | 1 | |
| 5 | 27.0 | | 2 | |
| | **2017-18** | | | |
| K | 24.0 | | 3 | |
| 1 | 24.0 | | 1 | |
| 2 | 26.0 | | 1 | |
| 3 | 19.0 | 2 | | |
| 4 | 30.0 | | 1 | |
| 5 | 44.0 | | 1 | 1 |
| | **2018-19** | | | |
| K | 20.0 | 1 | 2 | |
| 1 | 24.0 | | 2 | |
| 2 | 21.0 | 1 | 1 | |
| 3 | 24.0 | | 2 | |
| 4 | 29.0 | | 1 | |
| 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.*

| Suspensions and Expulsions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **PES** | | | **FUSD** | | | **CA** | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Suspensions (%) | 0.30% | 0.00% | 1.70% | 5.10% | 3.60% | 5.30% | 3.60% | 3.50% | 3.50% |
| Expulsions (%) | 0.00% | 0.00% | 0.00% | 0.25% | 0.23% | 0.20% | 0.09% | 0.08% | 0.10% |

| School Facility Good Repair Status | | | | |
|---|---|---|---|---|
| **Item Inspected** | | | | **Repair Status** |
| Inspection Date: August 6, 2019 | Good | Fair | Poor | **Repair Needed and Action Taken or Planned** |
| Systems | ✓ | | | |
| Interior Surfaces | ✓ | | | |
| Cleanliness | ✓ | | | |
| Electrical | ✓ | | | |
| Restrooms / Fountains | ✓ | | | |
| Safety | ✓ | | | |
| Structural | | | ✓ | Bldg C - Building deemed structurally unsafe for students, taken out of service September 2007, used for storage only |
| External | ✓ | | | |

| 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.*

# CURRICULUM & INSTRUCTION

## Staff Development

All curriculum and instructional improvement activities at Fillmore Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on district professional development focus and California State Standards implementation. Findings from formative assessment results and state assessments indicate that reading, writing, and math are the primary focus areas. During the 2017-18, 2018-19, and 2019-20 school years, Piru Elementary School's teaching staff participated in professional development training at the site level focused on:

• Positive Behavior Interventions and Support (PBIS)

• 8 days of Apple Professional Development to support the integration of technology into our curriculum

• Supplementing MyMath with 21st century skills

• Professional Learning Communities (PLCs) to address the following:

1. Ongoing learning teams focused on improving instructional practice and achievement of all students with an emphasis on English learners

2. Creating and using common assessments

3. Implementing and monitoring a Multi-Tiered System of Support (MTSS) structure for all students

4. Establish vertical and horizontal articulation (i.e. between grade levels, subject areas and/or schools)

5. Additional goals expressed in the SPSA and/or LCAP

• myOn Training

• Swun Math monthly coaching/training

• Sobrato Early Academic Language (SEAL) Program

One of the greatest milestones of Piru Elementary School was being awarded the Apple Connect Ed Grant in 2015. We have since had both our teacher and student roll out events as witnessed by various stakeholders, board members, dignitaries, district office, Apple representatives, Apple retail consultants and community members. In these events, devices were deployed and utilized for the first time. Our teachers and staff had their roll out in June 2016 where they received their devices as part of the initial Apple professional development day. In September of 2016 students received iPads. Student devices were distributed as part of a celebratory tribute to Apple for their generosity. This event marked the beginning of our journey to utilize technology to further enhance our existing initiatives while creating interactive learning environments true to our mission. Currently our classrooms are outfitted with a projector, Apple TV, Mac Pro and Mini iPad as well as an iPad cart with sufficient one-to-one iPads for each student. Under the Grant, our school is wireless. The Grant also provided 17 days of professional development for our instructional team. We created a professional development plan that utilized the Apple Specialist to work alongside instructional staff to enhance 21st century skills for students while preparing students for college and career readiness. Our students have been attending field trips to our local Apple Store to further develop a passion for technology and learn about coding. Along with the Grant, we are eligible for full support from the Apple Team in the way of consultation services and technical support. The Grant has also provided access to selected paid apps; Sphero's to support coding and vouchers to purchase additional apps for students. It is easy to see how this Grant brings a myriad of opportunities for Piru students, parents and community as we work together to dive into the 21st Century and compete on a global level. As intended, it levels the playing field for our students and gives them a much needed advantage that we don't take lightly. Our staff, students, parents and community understand the opportunity we have been gifted and work hard to use it to develop students that are technologically confident and able to use the tool to solve problems at a much deeper level required of all future 21st century world markets. We have provided workshops to parents to create awareness for the ways we are using technology in our school.

We were also the recipients of the AT&T grant that provides wireless coverage for our devices outside of the school area. This opens up limitless opportunities for students to use devices at home to support academic achievement. Much work needs to be done to prepare students and parents prior to implementation of this exciting grant. We have also completed our certification to qualify as a Common Sense Media School.

We are fully committed to implementing a strong Response to Intervention program to ensure that all students receive instruction tailored to their specific academic and behavioral needs. Following good first instruction, we provide a layer of additional support in English Language Arts utilizing an enrichment teacher during Daily 5, a structure that provides the teacher an opportunity to work with groups of students on a particular need. In this model, the classroom teacher works with struggling students in English Language Arts. Math tutors provide additional support in Mathematics for students to gain a deeper mathematical understanding by using probing questions in developing multiple. After school, Leveled Literacy Intervention is provided to selected students. As an additional layer of support for our most at-risk students the next level of support is delivered in the area of speech and academics as a precursor to seeking special education services. Finally, when individual needs are not met via the aforementioned, we provide special education services to qualifying students that meet Special Education eligibility.

Our focus over the last two years has been on restructuring our math instructional program to deliver lessons that address the nine mathematical practices. The goal is to ensure our lessons cover all mathematical standards, embed high leverage strategies and ensure students are explaining their thought process both verbally and in writing during daily mathematics lessons. Many grade levels have begun to implement Engage New York and Fosnot Units to supplement our MyMath program. Our math tutors also come in during mathematics to work on questioning skills to support students in how to attack word problems. This mathematical focus allowed us to see a growth in our California Assessment of Student Progress in the area of mathematics as part of our 2017-2018 results.

During the 2016-17, 2017-18 and 2018-19 school years, Piru Elementary School's teaching staff participated in districtwide professional development training focused on:

| Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement | |
|---|---|
| 2017-18 | 3 days |
| Positive Behavior Intervention and Support (PBIS) | |
| Math Coherence Mapping | |
| Sobrato Early Academic Language (SEAL) Program | |
| ELPAC (ELD Assessment) | |
| Active Shooter Training | |
| 2018-19 | 4 days |
| Positive Behavior Intervention and Support (PBIS) | |
| Active Shooter/First Aid Training | |
| 2019-20 | 4 days |
| Common Formative Assessments | |
| Data Collection | |
| NCPI | |
| Smartboard | |
| Swun Mathematics | |
| Turn-It-In | |
| Woodcock Johnson | |

Piru Elementary moves forward in implementing district initiatives such as Sobrato Early Academic Literacy. We are privileged to be a Sobrato Early Academic Literacy district in grades PK-5th grade. SEAL or Sobrato Early Academic Literacy offers a highly supportive environment and a structure for students to use rich academic language as they address NGSS, Common Core State Standards and Social Studies standards. Teachers work tirelessly alongside SEAL Coach Facilitators to develop units that embed high leverage strategies and pedagogical practices to increase academic oral language for students. Our teachers receive intensive training to be able to implement the program with fidelity. As a result, we have seen an increase in student achievement. This program also includes a rich parent component to ensure student success. This includes parent workshops to introduce strategies that can be used at home. A vital parent opportunity in SEAL consists of gallery walks where parents visit their child's classroom to learn and support the child's learning at the completion of each instructional unit. In order to assist teachers in the efficacy to the SEAL model and its strategies, our literacy has started to work with grade levels to conduct lesson studies to maximize their implementation of skills.

To monitor student progress various assessments are utilized. Teachers are using Fountas and Pinnell Benchmark Assessment System to assess students reading abilities. This data serves to identify students that need intensive intervention during our Daily 5 sessions as well as pinpoint recipients of Leveled Literacy Intervention (LLI) outside of the instructional day. As mentioned above, a credentialed teacher supports the classroom teacher daily enabling the classroom teacher to deliver LLI to at risk students. District benchmarks are being utilized in mathematics to be able to document growth students are making.  Students in grades 3-5 take IAB assessments in ELA and math to provide a learning opportunity for students in preparation for our California Assessment of Student Performance and Progress.

Supplemental staff development is offered as part of our FUSD collaboration model.  Students have late start every Wednesday allowing teachers to collaborate for 90 minutes.  Our FUSD Collaboration model is structured to provide professional development and collaboration time with grade level teams.  These are alternated on a weekly basis, grade level teams meet every other week and is alternated by professional development.  Collaboration time has been used to analyze data, refine current practices, plan instruction as well as receive additional training in the area of SEAL, PBIS, Mathematics and 21st Century learning.  To support this endeavor, District staff work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the California Standards.

Fillmore Unified School District and the Ventura County Superintendent of Schools jointly support new and veteran teachers in developing their teaching skills through the New Teacher Induction program. The Teacher Induction program is a state-approved program that offers first and second year teachers comprehensive support and training for new teachers with a preliminary credential; after successful completion of the two-year induction training, teachers may apply for their clear teaching credential. 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 School as well as the Fillmore Unified School District. Profession and subject specific offers are consistent with the California State Standards. Classified support staff may receive job-related training through faculty meetings supported by district input and independent efforts; training activities and workshops are designed to enhance and support all site and district initiatives.

## Instructional Materials

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

On September 3, 2019, the Fillmore 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 #19-20-04 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 2019-20 school year, Fillmore 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 framework.

| Textbooks | | | |
|---|---|---|---|
| Year Adopted | From Most Recent State Adoption? | Publisher and Series | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
| Reading/Language Arts | | | |
| 2002 | No | SRA: Open Court | 0% |
| Math | | | |
| 2013 | Yes | MacMillan McGraw Hill: My Math | 0% |
| Science | | | |
| 2007 | Yes | MacMillan McGraw Hill: California Science | 0% |
| Social Science | | | |
| 2007 | Yes | Pearson Scott Foresman: History-Social Science for California | 0% |

# Professional Staff

## Teacher Assignment

During the 2018-19 school year, Piru Elementary School had 14 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

### Teacher Credentials and Assignments

|  | PES | | | FUSD | | |
|---|---|---|---|---|---|---|
|  | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| Total Teachers | 13 | 14 | 14 | 179 | 175 | 177 |
| Teachers with Full Credential | 13 | 14 | 14 | 178 | 175 | 177 |
| Teachers without Full Credential | 0 | 0 | 0 | 1 | 0 | 0 |
| Teaching Outside Subject Area (with full credential) | 0 | 0 | 0 | 5 | 7 | 7 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Vacancies | 0 | 0 | 0 | 0 | 1 | 1 |

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

## Counseling & Support Staff

Piru 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 Piru 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 2018-19

|  | No. of Staff | FTE* |
|---|---|---|
| Academic Counselor | 0 | 0.0 |
| Psychologist | 1 | 0.5 |
| Speech/Language/Hearing Specialist | 1 | 0.8 |
| Resource Specialistist (non-teaching) | 1 | 1.0 |
| Counselor | 1 | 0.5 |

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

# SARC Data & Internet Access

## DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Piru Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

## Public Internet Access Location

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

Address: 502 2nd Street, Fillmore, CA
Phone Number: (805) 524-3355
Web Site: www.vencolibrary.org
Number of Computers Available: 6

# 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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

## Expenditures Per Student

For the 2017-18 school year, Fillmore Unified School District spent an average of $12,146 of total general funds to educate each student (based on 2017-18 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 2017-18 | | |
|---|---|---|
| | FUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | 43,662 | 46,208 |
| Mid-Range Teacher Salary | 73,696 | 72,218 |
| Highest Teacher Salary | 92,962 | 92,742 |
| Average Principal Salaries: | | |
| Elementary School | 114,158 | 134,864 |
| Middle School | 126,072 | 118,220 |
| High School | 131,121 | 127,356 |
| Superintendent Salary | 202,910 | 186,823 |
| Percentage of Budget For: | | |
| Teacher Salaries | 30 | 33 |
| Administrative Salaries | 6 | 6 |

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

| Expenditures Per Pupil and School Site Teachers Salaries 2017-18 | | | | | |
|---|---|---|---|---|---|
| | Dollars Spent Per Student | | | | |
| Expenditures Per Pupil | PES | FUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 7,750 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 1,603 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 6,147 | 6,238 | 98.5% | 7,507 | 81.9% |
| Average Teacher Salary | 86,592 | 71,712 | 120.7% | 72,949 | 118.7% |

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

In addition to general fund state funding, Fillmore Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Career & Technical Education Programs
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Tobacco-Use Prevention Education
- Williams Case Settlement

## Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Fillmore Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in November 2019 and the school facilities section was acquired in December 2019.