

2018-19 School Accountability Report Card

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

SCOTT MASTROIANNI, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

Welcome to the 2019-2020 school year. The purpose of this School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials, resources, facilities, and the staff of E.P. Foster Elementary School. Information about Ventura Unified School District is also provided.

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

At E.P. Foster we have made a commitment to provide all students with the highest quality instruction possible. We are dedicated to educating students in a safe, nurturing, and stimulating learning environment, where students have the opportunity to pursue their interests in STEM as a pathway to current and future success in school and in the real world. Through the collaborative efforts of the entire school community--E.P. Foster staff, students, parents, and our community partners--student achievement is maximized. We are recognized as a CA Gold Ribbon School, Title I Academic Achievement Award School, and VC STEM Golden Gear School!

District Vision Statement

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

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

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

Board of Education

SABRENA RODRIGUEZ

JACKIE MORAN

MATTHEW ALMARAZ

DR. JERRY DANNENBERG

VELMA LOMAX

District Administration

DR. ROGER RICE

SUPERINTENDENT

DR. DANIELLE CORTES
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

BETSY GEORGE
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Ventura Unified
SCHOOL DISTRICT



E.P. Foster Elementary School

At the beginning of the 2018-19 school year, E.P. Foster Elementary School enrolled 429 students, including 10.7% in special education, 52% qualifying for English Language Learner support, 9.3% homeless, 0.2% foster youth, and 89.5% qualifying for free or reduced price lunch.

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

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

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.4%	Kindergarten	69
American Indian or Alaskan Native	0.0%	Grade 1	76
Asian	0.5%	Grade 2	64
Filipino	0.0%	Grade 3	67
Hawaiian or Pacific Islander	0.0%	Grade 4	76
Hispanic or Latino	90.0%	Grade 5	77
White	6.5%	Grade 6	0
Two or More Races	1.6%	Grade 7	0
Socioeconomically Disadvantaged	89.5%	Grade 8	0
English Learners	52.0%		
Students with Disabilities	10.7%		
Homeless	9.3%		
Foster Youth	0.2%		
		Total Enrollment	429

School Vision Statement

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

School Mission Statement

STAFF

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

Communicate progress regularly with students and parents.

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

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

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

STUDENTS

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

Receive recognition for their efforts and achievement in multiple venues.

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

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

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

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

PARENTS

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

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

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- 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 alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).
- 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 education sequences or programs of study.
- 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 education sequences or programs of study.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through Edulink, the school website, flyers, monthly newsletters (Bear Essentials), personal notes, classroom letters, phone calls, and emails. Contact the principal, classroom teacher, or office staff at (805) 641-5420 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

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

Committees

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

School Activities/Events

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

STUDENT ACHIEVEMENT

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/.

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	E. P. Foster		VUSD		CA	
	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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	E. P. Foster		VUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	40	40	54	55	50	50
Mathematics	43	32	42	44	38	39

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.

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	219	218	99.54%	0.46%	39.91%	219	218	99.54%	0.46%	31.65%
Male	126	125	99.21%	0.79%	37.60%	126	125	99.21%	0.79%	36.80%
Female	93	93	100.00%	0.00%	43.01%	93	93	100.00%	0.00%	24.73%
Black or African American	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	200	199	99.50%	0.50%	36.18%	200	199	99.50%	0.50%	28.14%
White	13	13	--	#VALUE!	76.92%	13	13	--	#VALUE!	61.54%
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	202	201	99.50%	0.50%	36.82%	202	201	99.50%	0.50%	29.35%
English Learners	147	146	99.32%	0.68%	34.93%	147	146	99.32%	0.68%	28.77%
Students with Disabilities	36	36	100.00%	0.00%	13.89%	36	36	100.00%	0.00%	8.33%
Students Receiving Migrant Services	--	--	--	--	--	--	--	--	--	--

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.

Physical Fitness

In the spring of each year, E.P. Foster Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfl/.

California Physical Fitness Test Results 2018-19			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	31.2%	18.2%	9.1%

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.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. E.P. Foster Elementary School's original facilities were built in 1929; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

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

- General Cleaning
- Cafeteria Setup/Cleanup
- Restrooms

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

- Classrooms
- Office Areas
- Restrooms
- Routine Maintenance

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

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for E.P. Foster Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil

procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated and shared with school staff in 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 in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Inspections

The district's maintenance department inspects E.P. Foster Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). E.P. Foster Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 15, 2019. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

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

	Suspensions and Expulsions								
	E. P. Foster			VUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	1.00%	0.20%	0.90%	5.00%	3.00%	2.70%	3.60%	3.50%	3.60%
Expulsions (%)	0.00%	0.00%	0.00%	0.02%	0.15%	0.05%	0.09%	0.08%	0.09%

CURRICULUM & INSTRUCTION

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2017-18, 2018-19 and 2019-20 school years, E.P. Foster Elementary School had the opportunity to participate in districtwide staff development training focused on:

- 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

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 2018-19 school year, E.P. Foster Elementary School's staff development activities concentrated on:

- Collaborative Problem Solving
- Cultural Responsiveness
- Curriculum Calibration
- English Language Arts & Math Curriculum Implementation
- Google Apps for Education
- Next Generation Science Standards (NGSS)
- Professional Learning Communities
- Restorative Justice
- Universal Design for Learning (UDL)

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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: July 15, 2019	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		Computer Lab - Ceiling stain in the hallway outside of the room, missing ceiling tiles; Girl's Primary Grade RR - Peeling paint; Classroom 9 - Paint on interior wall is peeling; Classroom 27 - Ceiling stains; Upper Grade Playground - Deficiency noted
Cleanliness		✓		Library & Classroom 8 - Paint on exterior rear wall is peeling; Classroom 12 - Damaged stucco and peeling paint from window frames, exterior rear wall; Cafeteria/Kitchen - Paint peeling on the exterior west wall trim; Classroom 26 Gutter rusted through; Classroom 14 - Rear gutter rusted through; Exterior Portable RR - Deficiency noted
Electrical	✓			
Restrooms/Fountains	✓			K-1 & K-2 - Crack in bathroom tile floor; Rooms A, B & C - Crack in bathroom tile floor in Room C
Safety	✓			
Structural	✓			Classroom 21 - Rear gutter needs cleaning
External		✓		Cafeteria/Kitchen - Trees on the north side need trimming; Classroom 24, 23 & 20 - Trees need trimming; Classroom 22 - Tree behind room 22 needs trimming; Exterior Portable RR - Over hang trees need trimming, dry rot in several places to panel and skirting; Chin Up Bar Area - Weeds in grass fall protection; Upper Grade Playground - Weeds in wood fall protection, more wood chips needed; K Playground - Weeds in the sand and wood chips, more wood chips needed, pine needles near garden need to be removed
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.

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				
2016-17				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0	1	2	
1	22.0		3	
2	25.0	1	2	
3	23.0		3	
4	35.0			2
5	31.0		3	
2017-18				
K	26.0		3	
1	20.0	2	1	
2	23.0		3	
3	23.0		3	
4	30.0		2	
5	25.0		3	
2018-19				
K	23.0		3	
1	25.0		3	
2	21.0	1	2	
3	22.0		3	
4	32.0		2	
5	31.0		3	1

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

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

Professional Development Days Three-Year Trend		
2017-18	2018-19	2019-20
2	2	2

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.

The Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2021-22 school year. In order to meet State requirements, the current textbooks are being supplemented with additional materials. The District is also currently using supplemental materials to meet State requirements for the History/Social Science curriculum until textbooks can be piloted and adopted.

On October 8, 2019, 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 #19-24 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English

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%
2018	Yes	My Big Day	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	My Big Day	0%
Science			
2008	No	Pearson-Scott Foresman: <i>California Science</i>	0%
Social Science			
2007	No	Pearson-Scott Foresman: <i>Our Communities</i>	0%

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 2019-20 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

Teacher Assignment

During the 2018-19 school year, E.P. Foster Elementary School had 18 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	E. P. Foster			VUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	18	18	18	753	721	713
Teachers with Full Credential	18	18	17	753	690	678
Teachers without Full Credential	0	0	1	0	31	35
Teaching Outside Subject Area (with full credential)	0	0	0	111	105	89
Misassignments of Teachers of English Learners	0	0	0	1	0	1
Total Teacher Misassignments*	0	0	0	1	1	2
Teacher Vacancies	0	0	0	4	3	4

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

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

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

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Health Technician	1	0.8
Psychologist	1	0.3
School Nurse	1	0.2
Library Technician	1	0.4
Speech/Language/Hearing Specialist	1	0.4
Home Liaison	1	0.6
Average Number of Students per Academic Counselor		429

*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.

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, Ventura Unified School District spent an average of \$10,967 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		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,841	51,374
Mid-Range Teacher Salary	67,452	80,151
Highest Teacher Salary	93,427	100,143
Average Principal Salaries:		
Elementary School	114,918	126,896
Middle School	120,595	133,668
High School	136,796	143,746
Superintendent Salary	222,000	245,810
Percentage of Budget For:		
Teacher Salaries	33	35
Administrative Salaries	5	5

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

SARC DATA & INTERNET ACCESS

DataQuest

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

Public Internet Access Location

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

Address: 606 N. Ventura Ave., Ventura
Phone Number: (805) 643-6393
Website: www.vencolibrary.org
Number of Computers Available: 7

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
Dollars Spent Per Student					
Expenditures Per Pupil	E. P. Foster	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,985	N/A	N/A	N/A	N/A
Restricted (Supplemental)	662	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,323	6,253	101.1%	7,507	84.2%
Average Teacher Salary	71,036	76,589	92.7%	82,031	86.6%

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 2017-18 school year, the district received categorical, special education, and support programs funds for:

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

Disclosure

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