



2015-16 School Accountability Report Card

Published January 2017

PIERPONT ELEMENTARY SCHOOL

**PIERPONT
ELEMENTARY SCHOOL**
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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 life-long 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 paths, and
- Engage** all students to become responsible and contributing members of society.

DISTRICT & SCHOOL PROFILE

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

Pierpont Elementary School

Pierpont Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2015-16 school year, 254 students were enrolled, including 4.3% in special education, 2.4% qualifying for English Language Learner support, and 25.2% qualifying for free or reduced price lunch. The curriculum is standards-based with an emphasis on math, science, and language arts.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	0.4%	Kindergarten	40
American Indian or Alaskan Native		Grade 1	38
Asian	1.2%	Grade 2	36
Filipino	0.4%	Grade 3	45
Hawaiian or Pacific Islander		Grade 4	48
Hispanic or Latino	0.4%	Grade 5	47
White (not Hispanic)	13.4%	Grade 6	0
Two or More Races	7.1%	Grade 7	0
Socioeconomically Disadvantaged	25.2%	Grade 8	0
English Learners	2.4%		
Students with Disabilities	4.3%		
Migrant Education	0.0%	Total	
Foster Youth	0.4%	Enrollment	254

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

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

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

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

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

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

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
 - Recess and/or Lunch Supervision 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

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/pfi/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	91.3%	73.9%	52.2%

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Pierpont Elementary School did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

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

Federal Intervention Program

2016-17

	Pierpont	VUSD
PI Status	Not Title I	In PI
First Year of PI Implementation	N/A	2006-07
Year in PI	N/A	Year 3
# Schools Currently In PI		9
% Schools Currently In PI		33.3%

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

California Assessment of Student Performance and Progress (CAASPP)

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

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	94	86	93	66	66	62	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	46	45	97.8%	93.3%
Male	24	24	100.0%	91.7%
Female	22	21	95.5%	95.2%
White (not Hispanic)	33	32	97.0%	96.9%
Economically Disadvantaged	12	12	100.0%	91.7%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Percentage of Students Meeting or Exceeding the State Standards

	Pierpont		VUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	69	69	49	53	44	49
Mathematics	57	66	39	43	33	37

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

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

2015-16

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3								
All Students Tested	45	42	93.3%	59.5%	45	42	93.3%	57.1%
Male	21	20	95.2%	45.0%	21	20	95.2%	55.0%
Female	24	22	91.7%	72.7%	24	22	91.7%	59.1%
White (not Hispanic)	36	35	97.2%	57.1%	36	35	97.2%	54.3%
Socioeconomically Disadvantaged	15	13	86.7%	53.9%	15	13	86.7%	53.9%
Grade 4								
All Students Tested	49	47	95.9%	70.2%	49	47	95.9%	70.2%
Male	23	21	91.30.0%	61.9%	23	21	91.30.0%	66.7%
Female	26	26	100.0%	76.9%	26	26	100.0%	73.1%
White (not Hispanic)	33	32	97.0%	78.1%	33	32	97.0%	75.0%
Grade 5								
All Students Tested	46	45	97.8%	75.6%	46	45	97.8%	68.9%
Male	24	24	100.0%	62.5%	24	24	100.0%	66.7%
Female	22	21	95.5%	90.5%	22	21	95.5%	71.4%
White (not Hispanic)	33	32	97.0%	75.0%	33	32	97.0%	71.9%
Socioeconomically Disadvantaged	12	12	100.0%	58.3%	12	12	100.0%	66.7%

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

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.

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

2015-16 Campus Improvement:

- Replacement of room 12 and reconfiguration of room 11 to create a library/computer lab

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 and 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.

Deferred Maintenance

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

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 2016.

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 27, 2016. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

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 following individuals are strategically assigned to designated entrance areas, the breakfast area and playground: the principal, playground supervisors and the cafeteria manager. During recess, the principal, playground supervisors, and teachers supervise playground activity. The principal, cafeteria staff, and three noon 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.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: September 27, 2016				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			Classroom 3 - Cover plate missing on wire mold outlet at south east corner of room; Library 11 - Cover plates are missing on the electrical boxes in the ceiling, live wires are exposed
Restrooms/Fountains	✓			Classroom 6 - The handle for the drinking fountain is missing
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

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

Class Size

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

Class Size Distribution Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0		2	
1	23.0	1		1
2	18.0	2	1	
3	22.0		2	
4	26.0	1		1
5	27.0	1		1
2014-15				
K	19.0	2		
1	23.0		1	
2	23.0		2	
3	23.0		3	
4	33.0			1
5	30.0		2	
2015-16				
K	20.0	2		
1	19.0	2		
2	18.0	2		
3	23.0		2	
4	30.0		1	
5	33.0			1
Combo 4-5	32.0		1	

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

Discipline & Climate for Learning

Pierpont Elementary School's has implemented CHAMPS schoolwide. CHAMPS 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 important 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.

Suspensions and Expulsions									
	Pierpont			VUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	0	3	4	561	533	834	279,383	243,603	230,389
Expulsions (#)	0	0	0	18	10	17	6,611	5,692	6,227

CURRICULUM & INSTRUCTION

Staff Development

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

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

During the 2015-16 school year, Pierpont Elementary participated in districtwide staff development training focused on:

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

Throughout the year, school staff participate in supplemental professional development activities during monthly faculty meetings to support the school's unique needs. The School Site Council, principal, and teachers work as a collaborative unit to identify staff development concentrations through analysis of student performance data and informal teacher input. During the 2015-16 school year, Pierpont Elementary School sponsored professional development activities focused on:

- Common Core State Standards
- CHAMPS
- Next Generation Science Standards
- Technology Training
- Writing Benchmarks

The district supplements site-level 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.

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

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

Instructional Materials

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

On October 11, 2016, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #16-26 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

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

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

PROFESSIONAL STAFF

Teacher Assignment

During the 2015-16 school year, Pierpont Elementary School had 13 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments						
	Pierpont			VUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	12	13	12	781	803	763
Teachers with Full Credential	12	13	12	781	803	763
Teachers without Full Credential	0	0	0	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	106	111	115
Teacher Misassignments for English Learners	0	0	0	1	3	0
Total Teacher Misassignments*	0	0	0	1	3	0
Teacher Vacancies	0	0	0	1	3	2

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

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

Counseling & Support Staff

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.

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

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

Counselors and Support Personnel (Nonteaching Professional Staff)		
2015-16		
	No. of Staff	FTE*
Academic Counselor	1	0.2
Health Technician	1	0.4
Psychologist	1	0.2
School Nurse	1	0.2
Library Technician	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.

SARC DATA & INTERNET ACCESS

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Pierpont Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Pierpont Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Pierpont Elementary School is the 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: 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: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

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

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

Expenditures Per Student

For the 2014-15 school year, Ventura Unified School District spent an average of \$9,224 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education Per Pupil 2014-15					
Expenditures Per Pupil	Dollars Spent Per Student				
	Pierpont	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,830	N/A	N/A	N/A	N/A
Restricted (Supplemental)	816	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,014	4,877	102.8%	5,677	88.3%
Average Teacher Salary	70,382	68,275	103.1%	74,216	94.8%

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2016 and the school facilities section was acquired in November 2016.