

Ventura Unified School District

School Plan for

Student

Achievement



Junipero Serra Elementary School

56 72652 6056105

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Ventura Unified
SCHOOL DISTRICT



This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2020-2021

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**Junipero Serra Elementary School School Plan for Student Achievement
Fiscal Year 2020-2021**

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

Karen Senesac, Principal
Junipero Serra Elementary School
8880 Halifax Street
Ventura, CA 93004
(805) 672-2717
Karen.senesac@venturausd.org

The district's Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2020-21 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Karen Senesac	X				
Melissa Marr		X			
Kristen O'Neill		X			
Allyson Trigo		X			
Shannon Reveles			X		
Dannell Acosta				X	
Yesme Laura Ayala				X	
Sara Baumgardner				X	
Kristyn Meyer				X	
Megan Verardo				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Karen Senesac	X				
Laura Ayala				X	
Lupe Conchas			X		
Number of members in each category	1				

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Council

Signature of Authorized Representative

Stadalee Corchao

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11-30-20

Attested:

Karen E Senesac
Karen Senesac, Principal

12-4-20
Date

Kristyn Neely
SSC Chairperson

12/4/20
Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 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, 3 comprehensive high schools, 1 continuation high school, and 1 alternative high school.

During the 2019-20 school year, Ventura Unified School District served 16,236 students in grades TK-12 including 10.7% students with disabilities, 16.5% English learners, 55.6% socioeconomically disadvantaged, 0.4% migrant education, 1.3% homeless, and almost 0.4% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

District Vision

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

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 Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

School Profile

During the 2019-20 school year, Junipero Serra School served 495 students in grades TK-5. Student enrollment included 10.1% students with disabilities, 4.6% English learners, 47.3% socioeconomically disadvantaged, and 0.8% homeless. Junipero Serra Elementary has established boundaries and draws students from within its surrounding neighborhood in East Ventura. As a VUSD School of Choice, Junipero Serra School accepts students residing outside its enrollment area; approximately 50 students annually attend Junipero Serra via a School of Choice application. Class sizes are 25:1 in grades K-3 and approximately 32:1 in grades 4 and 5.

Junipero Serra Elementary School is one of seventeen elementary schools within the Ventura Unified School District and the only elementary program for the Emotionally Disturbed (approx 18 students). The school has partnerships with the neighborhood Project Understanding tutoring program.

Junipero Serra School is a high performing school that integrates language arts and mathematics into all areas of the instructional program. The academic program is designed to develop problem-solving strategies and critical thinking skills in all students. The instructional day follows a banking time schedule. School begins at 7:55 a.m. and ends at 2:30/2:40 p.m., Monday through Thursdays. Friday dismissal at 11:30/11:40 allows staff to collaborate, research, review assessments, discuss student progress, and plan upcoming instruction.

Staff

Junipero Serra School has 27 certificated teachers, one resource specialist, a half-time school psychologist, a speech therapist, and an occupational therapist. There are 16 classified employees, including an office manager, a health technician, an office clerk, a 20% nurse, a library technician, three custodians, three kitchen personnel, and eight para-educators.

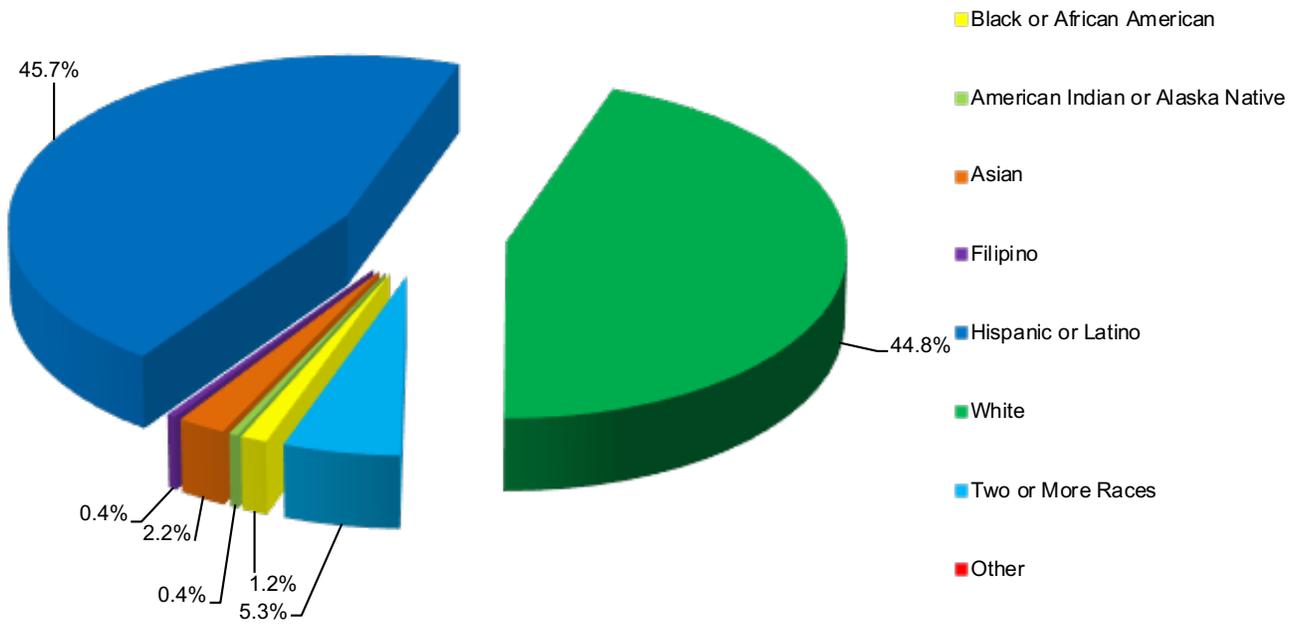
Parent Involvement

Junipero Serra School has a very active Parent Teacher Association. The PTA raises approximately \$40,000 per year and provides funds for cultural assemblies, field trips, teacher support, instructional materials, new computers, library materials, and grounds beautification. Parents play an active role in their child's education by helping with fundraisers, in the classrooms, in school office, in the library, in the computer lab, and on the playground.

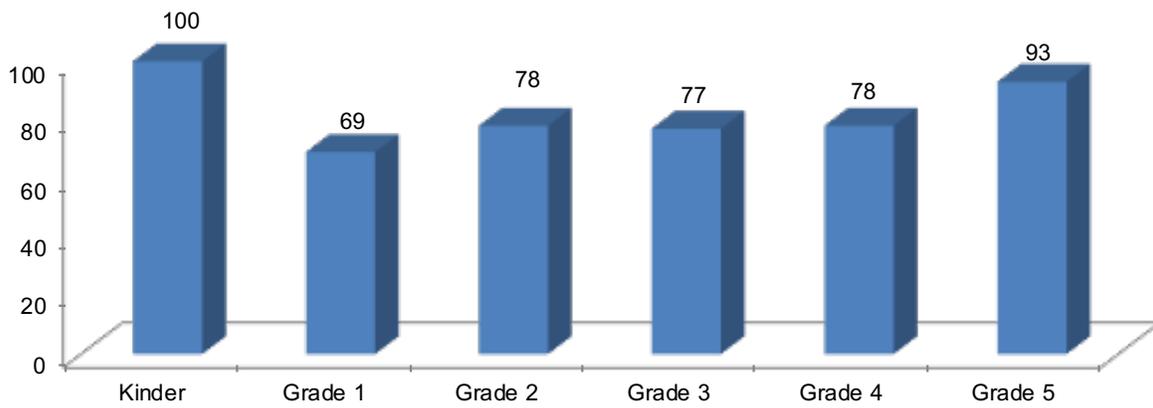
School Vision

At Junipero Serra Elementary School, 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.

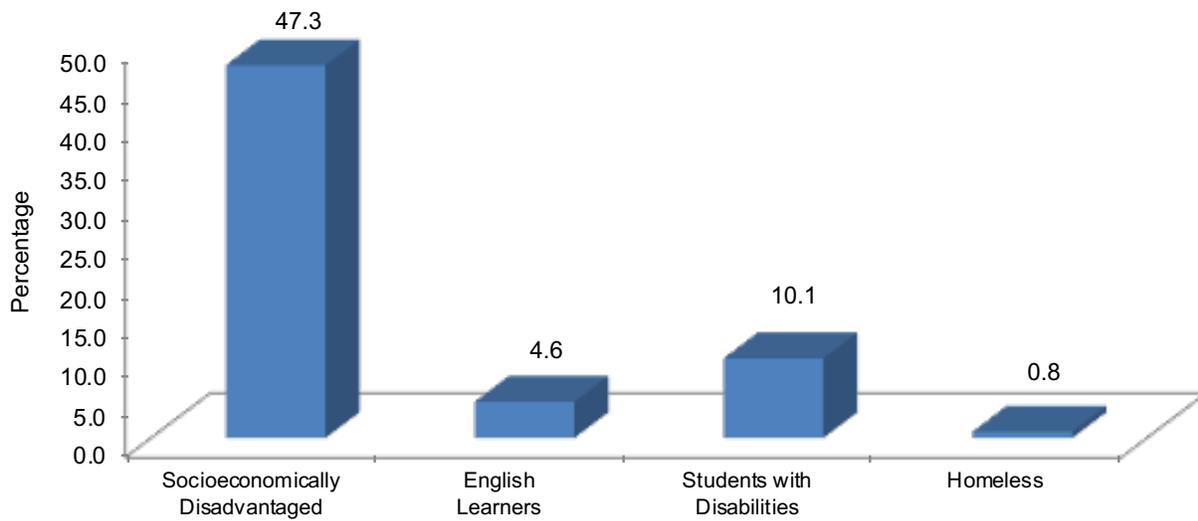
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



Student Enrollment by Student Group – 2019-20



Comprehensive Needs Assessment

Junipero Serra Elementary School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During leadership team meetings, grade level collaboration, and staff meetings, administration and leadership team members considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - ELPAC Results
 - District Assessments
 - CAASPP Results

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified 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.

Junipero Serra Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Junipero Serra Elementary School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students. School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Junipero Serra Elementary School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. During advisory period, students are engaged in activities targeting bully prevention strategies through classroom discussions and special presentations.

Junipero Serra Elementary School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **Digital Citizenship** - An Internet safety program designed to provide teachers with lessons and resources that will comply with the Children's Internet Protection Act (CIPA). All schools are required to provide Internet Safety instruction for all grade levels each year.
- **The Great Body Shop** – includes curricula about harassment/bullying for K-5.
- **Guidelines for Success**

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Junipero Serra Elementary School	56726526056105	11-30-20	

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement).

Junipero Serra is an elementary school that has created a schoolwide program plan to meet the needs of our students.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of this plan is to gather information from all stakeholders to identify areas of specific need on our campus. Specific measurable goals will be set to improve our academic programs for all student groups and strategically decrease the achievement gaps between student groups. Specific goals, strategies and activities will be tied to increasing student achievement, increasing student connections to school and increasing parent involvement and will go hand in hand with the Ventura Unified School District LCAP. The Junipero Serra School plan will focus on increasing student achievement, increasing student connections to our school, and increasing family involvement. These same goals and activities related to the goals are also stated in our Ventura Unified School District LCAP document.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Staff Meetings	9-29-20 and 11-4-20
PTA Board Meeting	11-3-20
SSC Meetings	9-30-20, 10-21-20 and 11-30-20
ELAC Meetings	10-20-20 and 11-23-20

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase Student Achievement – Maintain student achievement levels from 2019 for all students and significant student groups while in Distance Learning/Hybrid schedules.

Identified Need:

Junipero Serra School expects to maintain 2019 levels in proficiency at each grade level in ELA and Math while in Distance Learning/Hybrid schedules.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results for 3 rd through 5 th grades	<p>2018-19 Baseline Data</p> <p><u>Spring 2019 ELA</u> <u>Standard Exceeded and Met</u> 3rd All students – 53.3% Hispanic - 46.4% SED - 37 %</p> <p>4th All students – 57.8% Hispanic – 43.5% SED – 40.7%</p> <p>5th All students – 61.5% Hispanic – 54.8% SED – 44.7%</p> <p><u>Spring 2019 Math</u> 3rd All students – 63.7% Hispanic – 53.7% SED – 55.5%</p> <p>4th All students – 60% Hispanic – 46.1% SED – 43.8%</p> <p>5th All students – 73.5% Hispanic – 45.2% SED – 42.1%</p>	Maintain levels from 2019 and strive to mitigate learning loss. No data from 2019-20 school year due to school closure.
STAR reading scores	Fall 2019 grade level average 3 rd – 3.5 4 th – 4.1 5 th – 5.3	Maintain levels from 2019 and strive to mitigate learning loss. No data from 2019-20 school year due to school closure.
BPST	Spring 2019/beginning of 2019 school year average by grade level K – 14.4 points 1 st – 42.4 points	Maintain levels from 2019 and strive to mitigate learning loss. No data from 2019-20 school year due to school closure.
ORF	Spring 2019 average 2 nd – 9.2 (about Level I)	Maintain levels from 2019 and strive to mitigate learning loss. No data from 2019-20 school year due to school closure.

Strategy/Activity 1

Students to be served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Staff and targeted programs will strive to meet the needs of all students. Staff will strive to maintain and mitigate learning loss of the 2019 proficiency levels for all students and significant student groups in both ELA and Math.

Strategy/Activity

Through Distance Learning and Hybrid Schedules:

- Intervention program (Universal Access) 4 days per week, 1/2 hour per day for grades kindergarten through 5th, utilizing 1 intervention teacher and 1 intervention aide instructing in small groups in collaboration with the grade level classroom teachers.
- Reading intervention teachers to implement Soliday Reading program.
- Library clerk to assist with Accelerated Reader and STAR reading programs, leveling of books, and identifying “good fit” books for grade level groups.
- School counselor to provide individual/small group support to identified students with SEL strategies.
- Maintain access to technology in the classroom/home for all students to utilize computer programs, such as Moby Max, STAR and Accelerated Reader. These programs are academic supplements, specifically filling achievement gaps as based on data.
- Enrichment for GATE students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Reading Intervention teacher \$36,192	\$19,432 Supplemental \$8,906 Supplemental Intervention \$7,854 Low Performing Students Block Grant
Reading Intervention paraeducator \$10,672	Supplemental
Library Technician \$18,516	\$9,492 Site \$9,024 Supplemental
Substitutes for grade level planning and professional development \$2,341	Site
GATE enrichment – Teacher and supplies \$600	\$500 GATE \$100 Site
Translation - ELAC meetings \$357	Supplemental
Curricular/RTI/SEL materials \$9,582	\$6,269 Site \$3,063 Supplemental \$250 Supplemental Intervention
Technology Equipment – new and replacement \$0	

Annual Review:**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID-19 school closure, data from the 2019-20 is incomplete and cannot be evaluated. Our planned strategies/activities were not fully implemented.

ELPAC data: 1 student was redesignated.

The analysis from 2018-19 is:

2018-2019 Goal #1: "Increase student achievement for all students. All student groups (All, Students with Disabilities and Economically Disadvantaged) will increase student achievement in ELA and math while decreasing performance gaps."

The stakeholders evaluating 2018-2019 data felt that the strategic and targeted intervention is working and should continue and grow. There have been some gains in student groups.

The spring 2019 data shows that the percentage of students in Meet and Exceed increased in the following areas:

4th grade ELA (All), 3rd and 5th grades ELA (Students with Disabilities), 3rd and 5th grades Math (All), 3rd, 4th and 5th grade Math (Students with Disabilities) and 3rd and 4th grade Math (Economically Disadvantaged). Other student groups maintained or saw slight decreases in performance.

STAR Reading data for the 2018-19 school year: 59% of students showed growth of more than one year in reading level.

ELPAC data: 3 students were redesignated.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the 2019-20 school year, strategies/activities were not fully implemented and not all expenses were expended due to school closure.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2020-21 school year, we will use and adapt strategies/activities to the Distance Learning/Hybrid Schedules to mitigate learning loss and maintain student proficiency levels.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students.

Identified Need:

Maintain attendance percentage for all students based on attendance from the 2018-19 school year.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Actual Attendance Percentage	2018-19 Baseline Data K-5 th grade attendance 2018-19: 96.03%	Maintain
Suspension Data	2018-19: 1%	Maintain
Participation information in extra-curricular activities	Fifth Grade Leadership 2018-19: 46 students	Maintain
	Battle of the Books – 4 th and 5 th grades 2018-19: 14 students	Maintain
	Cross Country – 3 rd – 5 th grades 2018-19: 33 students	No cross country in 2020-21 due to school closure.

Strategy/Activity 1

Students to be served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Maintain attendance percentage for all students based on attendance from the 2018-19 school year.

Strategy/Activity

Through Distance Learning and Hybrid Schedules:

- Send a tardy letter bi-monthly to students who have an excessive amount of tardies - when the hybrid schedule begins.
- Continue attendance incentives (trimester and end of year awards for perfect attendance).
- Principal and office staff conference with parents regularly about tardy and absence concerns.
- Principal and/or attendance clerk conference with students and parents who are on attendance contracts and refer/provide them with outside resources.
- SARB process is followed with conferences and contracts by the principal.
- Principal, teachers, counselor and attendance clerk contact parents regularly when students do not attend Live Teaching classes.
- Parent conferences via Zoom.
- Home visits, as needed.
- Parent Square absence notifications on a daily basis.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Attendance Incentives \$500	Site

Strategy/Activity 2

Students to be served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be connected to school by participation in engaging programs during the school day and extra-curricular programs as demonstrated by student participation and daily attendance.

Strategy/Activity

Through Distance Learning and Hybrid Schedules:

- Encourage student participation in school wide programs such as: Battle of the Books, Fifth Grade Leadership, Spirit Days, and district provided Art and Music classes.
- School counselor and staff will implement Social Emotional Learning lessons in class through Great Body Shop and Second Step curriculum. Staff will also implement school wide programs such as: Guidelines for Success, Zones of Regulation, CHAMPS, Big Deals vs. Little Deals, Bucket Filling, Expected vs. Unexpected Behaviors, Growth Mindset and restorative justice practices.
- Accelerated Reader Program is managed by the library clerk and teachers. Recognition is celebrated in classrooms as students meet their goals.
- Principal's Handshake awards and Awards Assemblies are utilized school wide to recognize students for academic, behavioral and social/emotional successes and improvements.
- Teachers will implement Second Step curriculum.
- Teachers/principal will research, create and implement schoolwide language for communication/problem solving skills.
- Professional development for staff, which may include conferences, in strategic areas, such as SEL strategies and Second Step curriculum.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Assemblies \$2,000	PTA
Incentives/Materials for various student recognition activities \$500	Site
Fifth Grade Leadership materials \$100	Site
Battle of the Books materials \$200	\$100 Site \$100 PTA

Annual Review:**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID-19 school closure, data from the 2019-20 is incomplete and cannot be evaluated. Our planned strategies/activities were not fully implemented.

The analysis from 2018-19 is:

2018-19 Goal #2: “The school will provide programs, activities and a climate where all students are supported with the resources they need to achieve academic mastery and social-emotional growth.”

Attendance: Rate decreased from 96.58% to 96.03%.

Suspension: Rate decreased from 3% (18 suspensions) to 1% (5 suspensions).

Fifth Grade Leadership: Participation increased from 22 to 46 students.

Number of Spirit Days and intramural sports maintained for the 2018-19 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the 2019-20 school year, strategies/activities were not fully implemented and not all expenses were expended due to school closure.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During Distance Learning/Hybrid schedules, attendance and engagement data will be reviewed on a regular basis.

Goal 3:

Family Involvement - Maintain parent and community involvement.

Identified Need:

Serra staff will strive to maintain parent and family involvement for all student groups while in Distance Learning/Hybrid schedules.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation and attendance at school events	<p>2018-19 Baseline Data There is little data for a baseline other than observation. For the 2018-19 Spring parent conferences, 95% of parents invited to a conference, attended the conference.</p> <p>Serra has many parents that attend classroom and school wide events.</p> <p>In the 2019-2020 school year, a baseline will be obtained for Back to School nights and Fall and Spring parent conferences.</p> <p>Parent sign-in sheets, pictures of events, and volunteer log sign-in sheets at front office will be obtained.</p>	Maintain parent participation through Zoom meetings and events, as possible during Distance Learning/Hybrid schedules for the 2020-21 school year.
Student Attendance data	2018-2019 - 96.03 % actual attendance percentage	Maintain attendance percentage for all students based on attendance from the 2018-19 school year

Strategy/Activity 1

Students to be served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups.

Strategy/Activity

Through Distance Learning/Hybrid Schedules:

- Advertise and invite families to virtual events, using multiple strategies: School/PTA newsletters, Parent Square posts, school and PTA websites, PTA Facebook page, and classroom communication.
- Create diverse offerings for families to get involved: PTA, School Site Council, and ELAC meetings via Zoom.
- Encourage parents to become Canvas Observers.
- Encourage and teach families to use Parent Square.
- Host events for parents and families to be engaged with our school community through virtual events: Back to School Night, parent conferences, and Awards Assemblies.
- Advertise and encourage Serra family participation in district virtual parent events; parent education workshops (Zoom, Canvas, Seesaw), district meetings and school information fairs.

**Junipero Serra Elementary School School Plan for Student Achievement
Fiscal Year 2020-2021**

- Office staff to assist with event information and advertising through Parent Square posts, Q mass emails and updates to the school website.
- Bilingual staff (site and district) assist with parent phone calls, home to school communication and at parent conferences via Zoom.
- Share school wide language with families though online newsletters and at virtual events.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Parent Teacher Liaison for translation of materials and at meetings \$400	Supplemental
Materials for parent meetings/events \$1,000	Site \$500 Supplemental \$500

Annual Review:

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID-19 school closure, data from the 2019-20 is incomplete and cannot be evaluated. Our planned strategies/activities were not fully implemented.

The analysis from 2018-19 is:

2018-2019 #3 Goal: “Increase parent and community involvement.”

Spring parent conferences: 95% of parents invited to the parent conference attended the conference.

SSC and PTA: Both groups had at least 80% of members attending meetings.

ELAC: Averaged 3 parents attending meetings

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the 2019-20 school year, strategies/activities were not fully implemented and not all expenses were expended due to school closure.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

School staff will strive to continue to engage families through virtual events, meetings and participation in students’ Live Teaching classes. Communication for 20-21 is vital; staff will encourage all parents to use Parent Square, our new communication tool. We will continue to encourage parents to sign up for Q Parent Connect, as well.

Budget

Other Federal, State and Local Funds

The School Site Council intends for Junipero Serra Elementary School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2019-20 Carryover	\$0.00
Title I 2020-21 Allocation	\$0.00
Title I 2020-21 Parent Involvement	\$0.00

Subtotal of additional federal funds included for this school: **\$0.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Site-Based Funds 2019-20 Carryover	\$3,216.00
Site-Based Funds 2020-21 Allocation	\$18,686.00
Supplemental Funds 2019-20 Carryover	\$5,922.00
Supplemental Funds 2020-21 Allocation	\$26,100.00

Subtotal of state or local funds included for this school: **\$53,924.00**

Total of federal, state, and/or local funds for this school: **\$53,924.00**

2020-21 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare English Learners at all grade levels for college and career success. Department staff supports English Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for English Learners in VUSD include Structured English Immersion, English Language Mainstream and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

Curriculum & Instruction

The Curriculum & Instruction Department provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator and secretary.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support

and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-6) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 3 English Language Arts/Literacy – 2018-29

	English Language Arts/Literacy						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	81	77	77	32.47%	20.78%	23.38%	23.38%
Male	40	39	39	30.77%	20.51%	17.95%	30.77%
Female	41	38	38	34.21%	21.05%	28.95%	15.79%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	43	41	41	21.95%	24.39%	21.95%	31.71%
Hawaiian or Pacific Islander							
White (not Hispanic)	31	29	29	51.72%	6.90%	27.59%	13.79%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	37	36	36	19.44%	19.44%	27.78%	33.33%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	13	10	10	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

**Junipero Serra Elementary School School Plan for Student Achievement
Fiscal Year 2020-2021**

CAASPP – Grade 3 Mathematics – 2018-19

	Mathematics						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	81	77	77	25.97%	37.66%	20.78%	15.58%
Male	40	39	39	28.21%	35.90%	20.51%	15.38%
Female	41	38	38	23.68%	39.47%	21.05%	15.79%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	43	41	41	21.95%	31.71%	24.39%	21.95%
Hawaiian or Pacific Islander							
White (not Hispanic)	31	29	29	31.03%	44.83%	17.24%	6.90%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	37	36	36	16.67%	33.33%	25.00%	25.00%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	13	10	10	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

**Junipero Serra Elementary School School Plan for Student Achievement
Fiscal Year 2020-2021**

CAASPP – Grade 4 English Language Arts/Literacy – 2018-19

	English Language Arts/Literacy						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	92	89	89	34.83%	22.47%	14.61%	28.09%
Male	48	46	46	32.61%	15.22%	15.22%	36.96%
Female	44	43	43	37.21%	30.23%	13.95%	18.60%
African American							
American Indian or Alaskan Native							
Asian	4	4	4	*	*	*	*
Filipino							
Hispanic or Latino	40	39	39	17.95%	25.64%	23.08%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	39	37	37	45.95%	18.92%	5.41%	29.73%
Two or More Races	9	9	9	*	*	*	*
Socioeconomically Disadvantaged	44	42	42	21.43%	19.05%	19.05%	40.48%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	11	11	11	9.09%	0.00%	18.18%	72.73%
Migrant Education							
Homeless	*	*	*	*	*	*	*

**Junipero Serra Elementary School School Plan for Student Achievement
Fiscal Year 2020-2021**

CAASPP – Grade 4 Mathematics – 2018-19

	Mathematics						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 4							
All Students Tested	92	89	89	30.34%	29.21%	25.84%	14.61%
Male	48	46	46	30.43%	26.09%	28.26%	15.22%
Female	44	43	43	30.23%	32.56%	23.26%	13.95%
African American							
American Indian or Alaskan Native							
Asian	4	4	4	*	*	*	*
Filipino							
Hispanic or Latino	40	39	39	12.82%	33.33%	30.77%	23.08%
Hawaiian or Pacific Islander							
White (not Hispanic)	39	37	37	43.24%	21.62%	24.32%	10.81%
Two or More Races	9	9	9	*	*	*	*
Socioeconomically Disadvantaged	44	42	42	16.67%	28.57%	30.95%	23.81%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	11	11	11	9.09%	9.09%	18.18%	63.64%
Migrant Education							
Homeless	*	*	*	*	*	*	*

**Junipero Serra Elementary School School Plan for Student Achievement
Fiscal Year 2020-2021**

CAASPP – Grade 5 English Language Arts/Literacy – 2018-19

	English Language Arts/Literacy						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 5							
All Students Tested	100	97	97	26.80%	34.02%	19.59%	19.59%
Male	59	58	58	24.14%	34.48%	15.52%	25.86%
Female	41	39	39	30.77%	33.33%	25.64%	10.26%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	42	42	42	16.67%	38.10%	21.43%	23.81%
Hawaiian or Pacific Islander							
White (not Hispanic)	51	49	49	32.65%	34.69%	18.37%	14.29%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	47	46	46	8.70%	39.13%	17.39%	34.78%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	15	13	13	15.38%	7.69%	7.69%	69.23%
Migrant Education							
Homeless							

**Junipero Serra Elementary School School Plan for Student Achievement
Fiscal Year 2020-2021**

CAASPP – Grade 5 Mathematics – 2018-19

	Mathematics						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	100	97	97	32.99%	23.71%	27.84%	15.46%
Male	59	58	58	36.21%	18.97%	27.59%	17.24%
Female	41	39	39	28.21%	30.77%	28.21%	12.82%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	42	42	42	21.43%	23.81%	42.86%	11.90%
Hawaiian or Pacific Islander							
White (not Hispanic)	51	49	49	40.82%	24.49%	16.33%	18.37%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	47	46	46	10.87%	30.43%	36.96%	21.74%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	15	13	13	7.69%	0.00%	23.08%	69.23%
Migrant Education							
Homeless							

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2020-2021

2020-21 Supplemental Funds Program Budget

VUSD BUDGET: 2020/2021		
PROGRAM: Supplemental Funds		
Site: Junipero Serra	19/20 Carryover	5,922
Resource = 0100	20/21 Allocation	26,100
	Total	32,022
Object #	Classification	
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i> <i>Revise</i>
1101	Teacher, Contractual	
1103	Teacher, Hourly	8,906
1106	Teacher, Sub	
1107	Stipend, Certificated	
<i>Complete Time Sheet Authorization Form</i>		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	10,672
2103	Paraed, Hourly	
2201	Library Tech	9,024
2203	Parent Teacher Liaison, Hourly	
<i>Complete Time Sheet Authorization Form</i>		
2401	Clerk, Positional	
2403	Clerk, Hourly	
<i>Complete Time Sheet Authorization Form</i>		
2903	Other Classified, Hourly	357
SUBTOTAL:		28,959 0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	3,063
4300	Other Supplies	
4400	Equip Not Captlzd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL:		3,063 0
Total:		32,022 0
Principals Signature for Adjustment: <i>Kevin E. Senesac</i>		
Date: <i>11-30-20</i>		
School Site Council Approval: (Chairman) <i>Kevin E. Senesac</i>		
Date: <i>11/30/20</i>		
English Learner Advisory Committee Review: <i>Suzanne Corleao</i>		
Date: <i>11/24/20</i>		
Director, Special Projects Approval: <i>Salvador Nishizawa</i>		
Date: <i>12/10/2020</i>		

KES
12/10/20

2020-21 Site Funds Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Site Based Funds			
Site:	Junipero Serra	19/20 Carryover	3,216
Resource =	0000	20/21 Allocation	18,686
			0
		Total	21,902
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub	2,341	
1107	Stipend, Certificated	99	
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	Library Tech	9,492	
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional		
2403	Clerk, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly		
SUBTOTAL		11,932	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	6,269	
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual	3,701	
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		9,970	0
Total:		21,902	0
Principals Signature for Adjustment: <i>Shawn P. Senesac</i>			
Date: <i>11-30-20</i>			
School Site Council Approval: (Chairman) <i>Christina Mary</i>			
Date: <i>11/30/20</i>			
Director, Special Projects Approval: <i>Carney</i>			
Date: <i>11/30/20</i>			

*K9
11/11/20*

VUSD Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504).

VUSD Board Policy 6020, USC Title 20

Parent Involvement Calendar

****All events will be held virtually or in Drive-Through format****

<p>July</p>	<p>January PTA Meeting Newsletter District School Information Night School of Choice Window ELAC Meeting</p>
<p>August TK/K Orientation – in person 1st – 5th Orientation – drive through</p>	<p>February PTA Meeting SSC Meeting Book Fair</p>
<p>September PTA Meeting Newsletter SSC Meeting Back to School Night Axxess Fundraiser Distribution Day</p>	<p>March PTA Meeting Newsletter Parent Conferences Award Assemblies SSC Meeting</p>
<p>October PTA Meeting SSC Meeting PTA Reflections Contest ELAC Meeting Distribution Day</p>	<p>April PTA Meeting ELAC Meeting Battle of the Books</p>
<p>November PTA Meeting SSC Meeting ELAC Meeting Parent Conferences Newsletter</p>	<p>May PTA Meeting Newsletter Staff Appreciation Week SSC Meeting</p>
<p>December PTA Meeting Cheers for Children Awards Assemblies</p>	<p>June PTA Meeting Award Assemblies Kindergarten and 5th Grade Promotion Ceremonies</p>

Professional Development Plan

Junipero Serra Elementary believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2020-21 school year, teachers at Junipero Serra Elementary School will focus on the following trainings:

- Teaching Math and ELA through Distance Learning – Best Practices
- Social Emotional Learning
- 2nd Ste Curriculum
- Conflict Resolution Strategies for Students and Improving Communication Skills for Students
- Sondag Program – for Intervention

2019-20 School Accountability Report Card

Published January 2021



JUNIPERO SERRA ELEMENTARY SCHOOL
8880 HALIFAX STREET, VENTURA, CA 93004
(805) 672-2717

KAREN SENESAC, PRINCIPAL
GRADES TK-5

PRINCIPAL'S MESSAGE

Welcome to Junipero Serra Elementary! Our school accountability report card shares with parents and the community valuable information about the school's achievements, curricular practices and programs, and quality of professional staff, student services, and learning environment. Comparative district and state information is provided in some areas.

The dedicated staff at Junipero Serra Elementary School is committed to providing a safe learning environment that gives students an opportunity to enjoy learning while working to perform to their potential. The staff are both skilled and dedicated to the success of their students.

We encourage family and community partners to join alongside us as we celebrate academic excellence and growth as well as positive character traits. As a team, we encourage our students to do their best and strive for excellence. We are proud of our student and family centered tradition at Junipero Serra Elementary 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.

Honors & Awards

2020 California Distinguished School Award



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

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

District Administration

- DR. ROGER RICE
SUPERINTENDENT

- DR. GREG BAYLESS
DIRECTOR OF SECONDARY EDUCATION
- GINA WOLOWICZ
DIRECTOR OF ELEMENTARY EDUCATION

- DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

- REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org



Junipero Serra Elementary School

Junipero Serra Elementary School serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2019-20 school year, 495 students were enrolled, including 10.1% in special education, 4.6% qualifying for English Language Learner support, 0.8% homeless, and 47.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.2%	Kindergarten	100
American Indian or Alaskan Native	0.4%	Grade 1	69
Asian	2.2%	Grade 2	78
Filipino	0.4%	Grade 3	77
Hawaiian or Pacific Islander	0.0%	Grade 4	78
Hispanic or Latino	45.7%	Grade 5	93
White	44.8%	Grade 6	0
Two or More Races	5.3%	Grade 7	0
Socioeconomically Disadvantaged	47.3%	Grade 8	0
English Learners	4.6%		
Students with Disabilities	10.1%		
Homeless	0.8%		
Foster Youth	0.0%		
		Total Enrollment	495

The school takes great pride in its parent volunteers, dedicated staff, and wonderful students. Strong community support and school spirit create a cohesive, family atmosphere.

Two of the Junipero Serra Elementary's classrooms are dedicated to before and after-school day care provided by the Los Posas Child Care Program. Students may arrive one hour before school starts and remain for after-school supervision until 6:00 p.m.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare (automated phone and email system), the school marquee, the school website, email, voicemail, parent conferences, personal correspondence, flyers, and PTA newsletters. Contact the school office manager (Shannon Reveles) or the Principal Karen Senesac at (805) 672-2717 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Fundraisers
- Office Helper
- Chaperone

Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Association
- Superintendent's Parent Advisory Council

School Activities

- Back to School Night
- Battle of the Books
- Book Fairs
- Student Performances
- Art Night
- Family Movie Nights
- Sport-a-Thon
- Spirit Days
- Student Awards Assemblies

STUDENT ACHIEVEMENT

Physical Fitness

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

California Assessment of Student Performance and Progress (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 Physical Fitness Test Results 2019-20			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards	Junipero Serra		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
	Science (Grades 5, 8, & 10)	46	N/A	39	N/A	30

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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	Junipero Serra		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
	English-Language Arts/Literacy	57	N/A	55	N/A	48
Mathematics	60	N/A	44	N/A	37	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative 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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2019-20										
	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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. Junipero Serra Elementary School's original facilities were built in 1966; 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. Campus repair and/or improvement projects for the 2019-20 school year include the following:

- Gas line replacement project

Every morning before school begins, the principal and day custodian inspect 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 are assigned to Junipero Serra Elementary School. The day custodian is responsible for:

- General Cleaning & Custodial Functions
- Restrooms
- Cafeteria Setup/Cleanup

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.

Facilities Inspections

The district's maintenance department inspects Junipero Serra Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Junipero Serra 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 18, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and teachers are strategically assigned to designated entrance areas and the playground. During recess, the principal, paraeducators, and teachers supervise playground activity. Noon aides monitor lunch time activity in the cafeteria and on

the playground. At the end of the day when students are dismissed, the principal, teachers, and health technician monitor student behavior to ensure a safe and orderly departure.

Junipero Serra 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 Junipero Serra 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 October 2020.

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

Campus Description	
Year Built	1962
Acreage	8.2
Bldg. Square Footage	37000
	Quantity
# of Permanent Classrooms	20
# of Portable Classrooms	10
# of Restrooms (student use)	4 sets & 1 unisex
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Resource Room	1
Speech/Language Room	1
Staff Lounge	1
Teacher Work Room	1

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: September 18, 2020	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			Classroom 4 - Broken ceramic tile next to the west door; Classroom 10 - Ceiling tile has fallen above duct work in the southwest corner; Building E Boys RR - Missing cover plate at floor sewer cleanout
Cleanliness	✓			
Electrical	✓			Building E Girls RR - Light fixture does not function
Restrooms/Fountains	✓			Classroom 18 - Drinking fountain valve would not shut off
Safety	✓			
Structural			✓	Building H Exterior - Excessive peeling paint at the north eaves; Classroom 30 - Roof is rusted through at the east side of the building, excessive rust damage at modular joint line, foundation is rotted at the north; Classroom 31 - Roof is rusted through at the east side, ramp supports have failed, ramp dips at the door when stepped on, excessive rust at the west eaves; Classroom 32 - Bottom ramp supports have failed at the asphalt to ramp transition, foundation is rotted at the west side
External	✓			Building F Boys RR - The bottom of the toilet partition for the ADA stall is not longer secured to the floor on the hinge side of the stall door; Playfields - Excessive weeds in the wood chips at the play equipment
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
			✓	

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.

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.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Junipero Serra Elementary School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Positive behavior reinforcement strategies are used schoolwide, and expectations to be respectful, responsible and safe are clearly outlined at the beginning of the school year by the principal who leads grade level assemblies. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Throughout the year on an as needed basis, the principal may visit individual classrooms to address trends in behavior.

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				
2017-18				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	24.0		4	
1	21.0	2	1	
2	22.0		4	
3	18.0	1	4	
4	33.0			3
5	20.0	2	3	
Other**				
2018-19				
K	26.0		4	
1	25.0		3	
2	23.0		3	
3	23.0		4	
4	30.0		3	
5	27.0	1	2	1
Other**	13.0	1	1	
2019-20				
K	20.0	2	3	
1	23.0		3	
2	29.0	2	1	
3	29.0	2	1	
4	23.0		3	
5	29.0		3	
Other**	15.0	2	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.

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 2018-19, 2019-20, and 2020-21 school years, the teachers at Junipero Serra Elementary School had the opportunity to participate in districtwide staff development training focused on:

2018-19 and 2019-20 Trainings:

- History-Social Science
- Next Generation Science Standards
- School Safety
- Special Education
- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Distance Learning Plans
- Elementary Resource
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Sunday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet
- Videoconferencing

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 2019-20 school year, Junipero Serra Elementary School's staff development activities concentrated on:

- English Language Arts
- Guidelines for Success
- Mathematics
- Next Generation Science Standards (NGSS)
- Using Screeners to Inform Intervention
- Zones of Regulation

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

Suspensions and Expulsions									
	Junipero Serra			VUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions (%)	1.40%	0.50%	0.61%	3.00%	2.70%	2.53%	3.50%	3.60%	
Expulsions (%)	0.00%	0.00%	0.20%	0.15%	0.05%	0.10%	0.08%	0.09%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

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

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

Professional Development Days Three-Year Trend		
2018-19	2019-20	2020-21
2	2	3

Instructional Materials

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

Ventura Unified School District is currently piloting 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 NGSS-aligned bridge supplemental materials. History-Social Science curriculum is

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 (TK)	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	My Big Day (TK)	0%
Science			
2008	Yes	Pearson-Scott Foresman: <i>California Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>Our Communities</i>	0%

scheduled to be piloted in the 2020-2021 year with adoption and implementation for the 2021-2022 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 22, 2020, 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 #20-24 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 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 2020-21 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.

	Teacher Credentials and Assignments					
	Junipero Serra			VUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	22	25	21	721	715	694
Teachers with Full Credential	21	25	21	690	678	664
Teachers without Full Credential	1	0	0	31	37	30
Teaching Outside Subject Area (with full credential)	0	0	0	105	89	89
Misassignments of Teachers of English Learners	0	0	0	0	1	0
Total Teacher Misassignments*	0	0	0	1	2	0
Teacher Vacancies	0	0	0	3	4	3

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.

PROFESSIONAL STAFF

Teacher Assignment

During the 2019-20 school year, Junipero Serra Elementary School had 25 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.

Counseling & Support Staff

Junipero Serra 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 below illustrates the availability of non-instructional support staff to Junipero Serra 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 2019-20		
	No. of Staff	FTE*
Academic Counselor	1	0.5
Health Technician	1	0.5
Psychologist	1	0.5
School Nurse	1	0.2
Library Technician	1	0.4
Average Number of Students per Academic Counselor		495

*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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2018-19 school year, Ventura Unified School District spent an average of \$11,502 of total general funds to educate each student (based on 2018-19 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 2018-19		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	47,778	52,484
Mid-Range Teacher Salary	68,801	81,939
Highest Teacher Salary	95,296	102,383
Average Principal Salaries:		
Elementary School	117,542	129,392
Middle School	120,713	136,831
High School	135,503	147,493
Superintendent Salary	227,500	254,706
Percentage of Budget For:		
Teacher Salaries	32	34
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/>.

Expenditures Per Pupil and School Site Teachers Salaries 2018-19					
Expenditures Per Pupil	Junipero Serra	VUSD	Dollars Spent Per Student		
			% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,316	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,076	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,240	6,501	96.0%	13,080	47.7%
Average Teacher Salary	74,957	77,464	96.8%	81,939	91.5%

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 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- Classified School Employee Professional Development Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education

SARC DATA & INTERNET ACCESS

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Junipero Serra Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 November 2020 and the school facilities section was acquired in December 2020.

School Site Council Bylaws

BY-LAWS OF THE JUNIPERO SERRA ELEMENTARY SCHOOL SITE COUNCIL

Article I – Name

The name of the council shall be the Junipero Serra Elementary School Site Council (“Council”).

Article II – General Purpose

The Council will assist school staff in the development, implementation and evaluation of educational programs as required by the Junipero Serra School Plan for Student Achievement.

Article III – Membership

Section 1. Members

The Council shall consist of ten members constituted to ensure parity between principal, teachers, and other school personnel and parents. Members are:

- A. Principal (1)*
- B. School Staff: teachers (3); staff (1)
- C. Parent, guardians and relatives of TK – 5 students (5)

*Responsibilities: The principal has the responsibility for seeing that district programs, legal code requirements, district administrative regulations and board policies be considered and adhered to in program determination. The principal shall be responsible for the promotion of full and effective compliance with plans.

Section 2. Termination/Removal

Council membership shall terminate automatically when a member no longer meets the criteria set forth in Article III, Section 1. The Council can suspend or expel a member with a majority vote of the full Council membership.

Section 3. Resignation

Any member may resign by filing a written resignation with the Council.

Article IV – Procedure for Electing Members

- A. The group he/she represents shall elect each council member. Elections will be held during the months of August and September.
- B. Council members may nominate themselves.
- C. Any vacancy of the Council shall be filled by selection by the peer group on the Council in which the vacancy occurs.

Article V – Term of Office

The Principal shall serve as a permanent member of the Council. Remaining Council terms will be for two (2) consecutive years. All terms shall commence in the beginning of the school year and terminate at the end of the school year. Members may not serve more than 2 consecutive terms or a total of four (4) years, with the exception of the Principal.

Article VI – Voting Rights

Each member shall be entitled to vote and may cast that vote on a matter submitted.

Article VII – Officers

Section 1. General

The Council shall hold an election at the first meeting of each term and by the majority vote elect a Chairperson and such officers as deemed necessary by the Council. Each officer shall serve a one year term. Officers can be removed in accordance to Article III, Section 2.

Section 2. Duties

A. The Chairperson shall:

1. Coordinate the work of officers and the Council to facilitate the promotion of the stated purpose.
2. Preside at all meetings of the Council.
3. Prepare and distribute meeting agendas.
4. Meet regularly with the Principal.

Article VIII – Council Meetings

Section 1. Meetings/Special Meetings

There shall be a minimum of five meetings a year. Additional meetings may be called by agreement of the Principal and Chairperson or by majority vote of the Council.

Section 2. Meeting Location

Council meetings will be held at the school at 8880 Halifax St. Ventura, California or via Zoom.

Section 3. Notice of Meetings

Public notice shall be given no less than seventy-two (72) business hours in advance of the meeting and shall include the date, time, location, and agenda topics. Any change in the date, time or location must be given special notice.

Section 4. Quorum

The presence of six elected Council members shall be required in order to constitute a quorum necessary for the transaction to conduct business of the Council. All decisions of the Council except as required by the Bylaws shall be made by a majority vote of the members in attendance provided a quorum exists.

Section 5. Conduct of the Meeting

All regular and special meetings of the Council shall be conducted in accordance with Robert's Rules of Order which may be revised and modified from time to time.

Section 6. Agenda Items

Council members who wish to place an item(s) on the agenda shall submit such in writing to the Principal at least five (5) school days in advance of the scheduled meeting.

Article IX – Amendments

Amendments to the Bylaws shall be made with the vote of a quorum of elected Council members.

Updated and Approved by SSC – 9-30-20