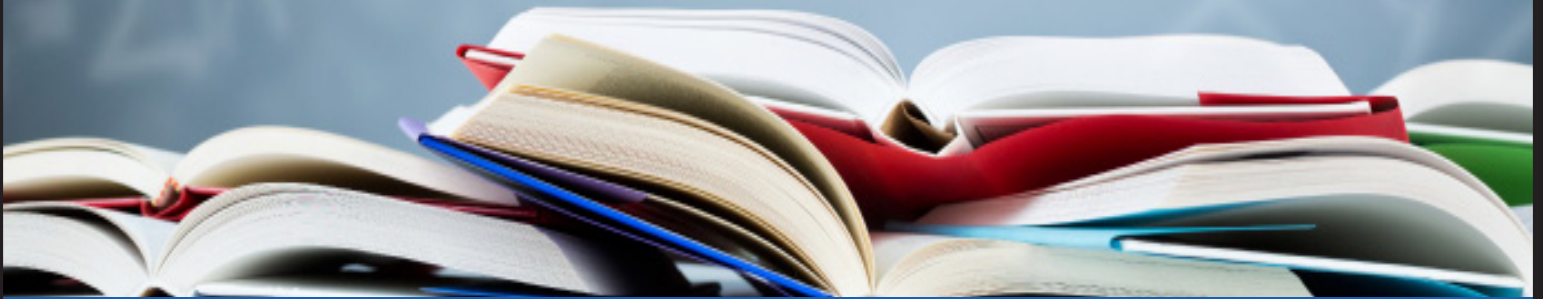


# Ventura Unified School District School Plan for Student Achievement



## Mound Elementary School

56 72652 6056154

**Contact Information:**  
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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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## **The School Plan for Student Achievement**

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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:

Todd Tyner, Principal  
Mound Elementary School  
455 South Hill Road  
Ventura, CA 93003  
(805) 289-1886  
todd.tyner@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
Todd Tyner	X				
Julie Blevins		X			
Tracie Fickenscher		X			
Melissa Fisher		X			
Kristie Wallace			X		
Jennifer deVicente				X	
Natalie Gerardi				X	
Carolyn Grimm-Gregorio				X	
Lindsay Guzik				X	
Darcy Wronkiewicz				X	
Number of members in each category	1	3	1	5	

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:

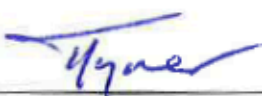
- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student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

Signature of Authorized  
Representative

English Learner Advisory Committee

- 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: Nov. 18, 2020

Attested:

  
\_\_\_\_\_  
Todd Tyner, Principal

12-7-2020  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
SSC Chairperson

12.11.2020  
\_\_\_\_\_  
Date

## District information

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### 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**

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### **School Profile**

During the 2019-20 school year, Mound Elementary School served 587 students in grades K-5. Student enrollment included 8.5% students with disabilities, 7.3% English learners, 24.7% socioeconomically disadvantaged, and 0.2% homeless. Mound Elementary has no attendance boundaries and draws students from throughout the City of Ventura.

Mound Elementary is a magnet school emphasizing science and global citizenship. The instructional day follows a banking time schedule using Friday afternoons for the staff to meet by grade levels and research, collaborate and plan.

The Mound facility is comprised of 23 classrooms, a full-service library, a learning center, and a computer lab with 40 computers. All classrooms have minimum of 12 iPads, classroom sets of laptops, Chromebooks (in the 4<sup>th</sup> and 5<sup>th</sup> grade), and a short throw projector with a teacher workstation (laptop and desktop).

Mound Elementary has a very active Parent Teacher Organization. Parents play an active role in their child's education by volunteering in the classrooms, the school office, the teachers' workroom, the school library, computer lab, and on the playground.

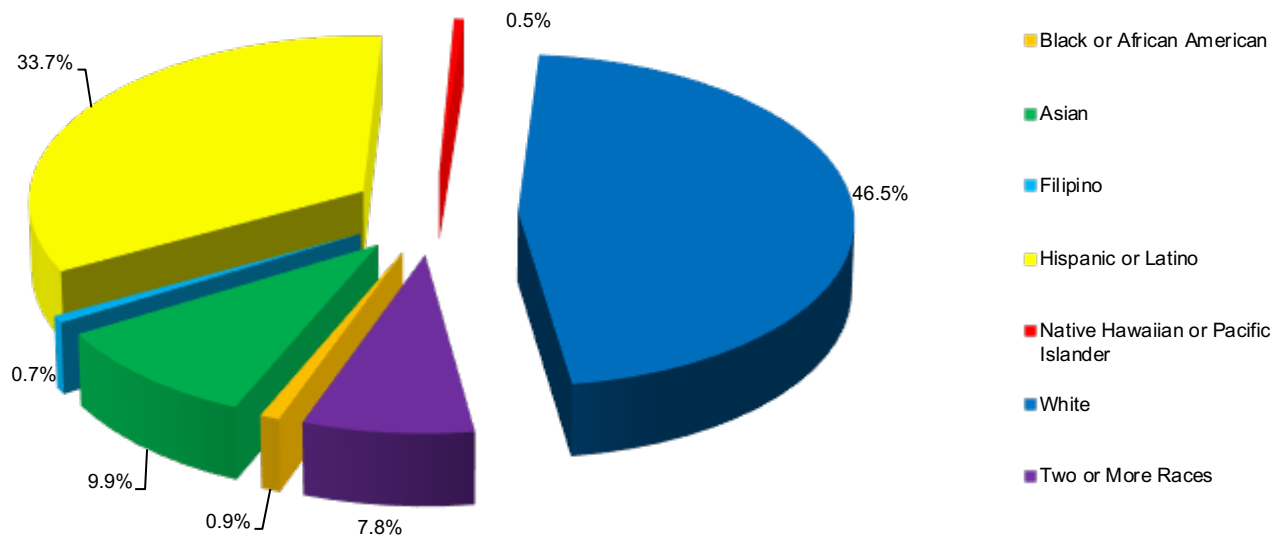
There are 28 certificated teachers, a principal, a part-time school psychologist, a part-time speech therapist, an hourly reading teacher, 15 classified employees including: an office manager, a health assistant, a library media technician, a computer lab technician, three custodians, two kitchen personnel, and four paraeducators.

### **School Vision and Mission**

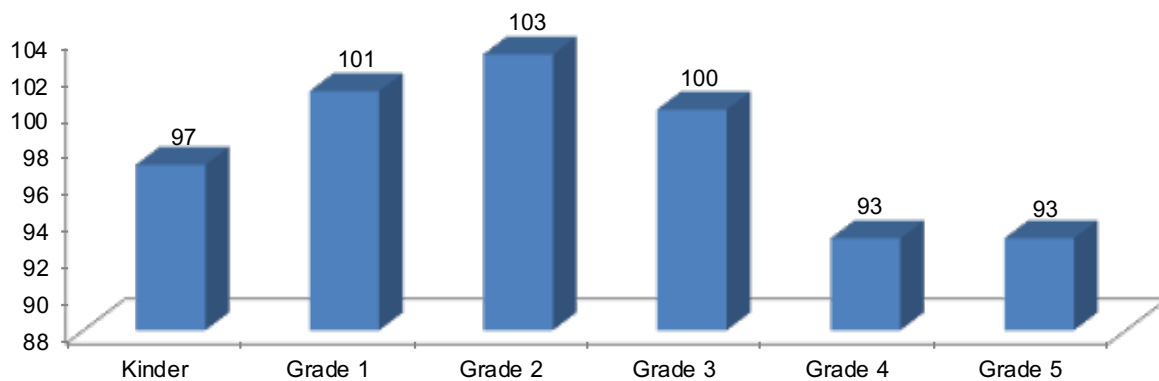
Mound School is a science and global citizenship magnet school and a very special place for children, teachers, staff, and parents. Every child receives a strong foundation in science that will be a necessary tool for life in the 21st century. Our program integrates scientific concepts into ongoing daily routines and all subject areas. We have designed the program to develop critical thinking skills and problem-solving strategies and concepts in our students.

We strongly encourage parental support for student achievement. We have a community of involved parents who support our vision and goals and play an active role in their child's education. When families, education, and community work together the children are the winners! We have great hopes and expectations for all children. We believe that with a little help and support, every child can be successful in school. It is our goal to strive to ensure that every child who transitions from Mound School leaves with the academic and social skills, along with the personal confidence necessary to be successful in middle school and in life.

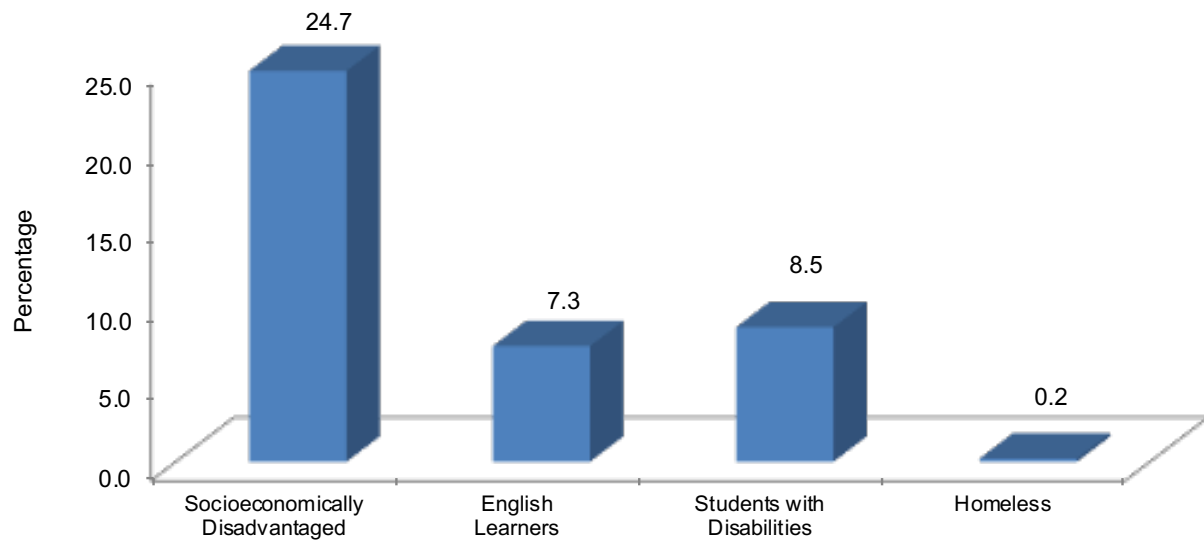
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



## Student Enrollment by Student Group – 2019-20



## Comprehensive Needs Assessment

Mound 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:
  - CAASPP Reports
  - ELPAC Reports
  - District Benchmarks
  - SBAC

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.

Mound Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Mound 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. Mound 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.

At the beginning of the year an assembly is held to discuss school rules, which are reinforced throughout the year by individual teachers in the classroom. Counselors also talk about "*Big Deal, Little Deal*" in both classroom and small group settings throughout the year.

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

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Digital Citizenship** – program that is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology.

### 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](http://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
Mound Elementary School	56726526056154	11-18-20	

## 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)

Mound School is a K-5 elementary school with a K-5 SDC-ASD program.

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 Mound School K-5 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 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:
Mound School Site Council	10/19/2020 and 11/18/2020
Mound Social Emotional Development Committee	11/17/2020
Mound School PTO	11/17/2020

## 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** – Increase student achievement for all students, including SDC-ASD, while decreasing performance gaps.

**Identified Need:**

Due to the Covid-19 school closures that occurred in March of 2020 the goal is to maintain the 2018-2019 proficiency levels and mitigate learning loss during distance learning. Maintain proficiency of spring 2019 scores in ELA and Math.

**Annual Measurable Outcomes:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
CAASPP results for 3 <sup>rd</sup> through 5 <sup>th</sup> grade  1% Increase in ELA and Math for ALL students and 2% increase for 3 <sup>rd</sup> -5 <sup>th</sup> Gr. SED students on 2020 CAASPP	<u><b>Spring 2019 School-wide</b></u> ELA ALL 80%, SED 64% Math ALL 78%, SED 64%  <u><b>Spring 2019 ELA</b></u> 3 <sup>rd</sup> ALL 80%, SED 61% 4 <sup>th</sup> ALL 72%, SED 50% 5 <sup>th</sup> ALL 87%, SED 88%  <u><b>Spring 2019 Math</b></u> 3 <sup>rd</sup> ALL 81%, SED 70% 4 <sup>th</sup> ALL 71%, SED 55% 5 <sup>th</sup> ALL 82%, SED 69%  <u><b>Spring 2019 CAST Science</b></u> 5 <sup>th</sup> ALL and SED (Results to be released in January 2020)	81%, 66% 79%, 66%  81%, 63% 73%, 52% 88%, 90%  82%, 72% 71%, 57% 83%, 71%  1% increase for ALL 2% increase for SED
ELA – Raw Score Average by Grade Level on the BPST from T3 2019 (BOY for Kindergarten) thru T3 2020	K (BOY) 11.1 / 12.1 1 (EOY K) 58.7 / 46.2 2 (EOY 1) 69.8 / 65.7	EOY K – 50.1 / 52.1 EOY 1 <sup>st</sup> – 70.7 / 66.2 EOY 2 <sup>nd</sup> – 82.2 / 79.5
Math – Beginning of Year Screener And End of Year T3 (math)	BOY Math Screener (ALL) % of students who met or exceeded standards / grade level median score BOY K - 87% / 90.0 EOY K '19 – 63% / 76.7 EOY 1 '19 – 67% / 78.8	EOY T3 Math (ALL) % of students who met or exceeded standards / grade level median score EOY K – 95% / 95.0 EOY 1 <sup>st</sup> – 73% / 86.7 EOY 2 <sup>nd</sup> – 75% / 88.8

**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 and strives to mitigate learning loss while in distance learning, maintaining 2019 proficiency levels. .

**Strategy/Activity**

- Use of core curriculum in every class every day
- Reading Intervention program for 1<sup>st</sup> and 2<sup>nd</sup> grade students September 2020 thru May 2021
- Reading and Distance Learning Support teacher to address needs of struggling 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students September 2020 thru June 2021 (small group instruction)
- Library clerk to assist with leveling of books and identifying “right fit” books for grade level groups
- Provide staff development on the IO data system to track student data efficiently for all certificated staff
- Planned and strategic release time for teachers to look at academic data and plan curriculum to meet student needs, and various student group’s needs
- Evaluation of student data at grade level meetings with the goal of moving students between the intervention groups based on data indicators
- School counselor (20%) to provide small group lessons to support identified students with SEL strategies, organizational skills and time management to assist with overall academic achievements
- Maintain access to technology in the classroom for all students to utilize for academic supplements, specifically filling achievement gaps as based on data in programs such as Benchmark Universe and Moby Max

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Intervention Reading Specialist 1 <sup>st</sup> /2 <sup>nd</sup> Gr	\$24,905 Supplemental Intervention
3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> Reading and DL Support	\$10,000 Low Performing Student Block Grant (paid by VUSD)
Library Clerk	\$17,000 Site Based Funds

**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.

The 19/20 school year was interrupted by school closures in March 2020. T2 benchmark scores showed students were on target to meet their goals.

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

COVID 19 school closure March-June 2020

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.

All academic goals from 19/20 are rolled over in 20/21

**Goal 2:**

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

**Identified Need:**

While in distance learning the goal is to maintain previous attendance levels from 2018-19 (Maintain 2018-2019 data baselines)

**Annual Measurable Outcomes:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Annual Attendance percentage	K-5 <sup>th</sup> grade all students 2017 97.81% 2018 97.63% 2019 97.60%	Increase in 2019/20 attendance by .4% (4/10 of one percent) to 98.0%
Increased participation information in extra-curricular activities: Cross Country team Gr 3-5 Battle of the Books Gr.4/5 Student Council Gr 4/5 Lunchtime Sports Gr 4/5	<u>2019</u> 60 members 35 members 35 candidates 100 participants	2020 participation numbers to increase: 64 38 38 110
School Awards and Attendance incentives	135 perfect attendance awards in June 2019	140 perfect attendance awards in June 2020

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

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

All Students.

**Strategy/Activity**

- Monitor attendance daily by calling home for students who have not reported their absence
- Letters from A2A for chronic absentees
- Friendly Letter from Principal for chronic tardiness students (monthly)
- Attendance incentives such as theme dress-up days and assemblies
- Principal and or counselor parent conferences with at risk students and parents who are on attendance contracts to refer/ provide outside resources
- 5 Saturday School Academy make-up opportunities with engaging activities offered during the Saturday Academy to increase attendance at the event
- Extra Clerical staff to make phone calls and mail home all Saturday School flyers and make follow up phone calls to boost attendance at Saturday School
- School connection activities through various extracurricular programs, such as Student Council, Cross Country Team, Lunchtime Sports program, Battle of the Books, Field trips, school dance, etc.
- School connectedness through field trips such as Middle School college visitations yearly where transportation to the college campuses is provided
- 3 SEL assemblies currently scheduled with Razzle Bam Boom during distance learning (Oct, Nov, Dec)
- Implementation of an intentional Social Emotional Learning program, utilizing the Great Body Shop Health and Wellness curriculum, whole group lessons to each class by the counselor, homework designed to stimulate family discussions, daily mindfulness, recess activities and assemblies focused on monthly themes:
- October - Upstander / Resilience
- November - Friendship

December - Kindness  
 January - Diversity / Empathy / Inclusion  
 February - Self Care and Self Love  
 March - Making Healthy Choices  
 April - Coping Strategies / Anxiety / Moundfulness  
 May/June - Positive Communication

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
SEL Focused Assemblies = \$3,000	PTO
SEL Focused Spirit Days and Theme Dance	PTO

**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.

The 19/20 school year was interrupted by school closures in March 2020. Prior to that, Mound students and staff experienced clear monthly themes in SEL. Themes were publicized in newsletters, marquee, facebook and the school website. Teachers presented at least two theme related lessons per month and whole group lessons were provided by the counselor. Focus of student led spirit days was based in in SEL theme of the month (ie: Stand UP tricycle races - class competition)

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

None

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.

Themes have been supplanted during distance learning in favor of daily SEL videos posted to Canvas and Parent Square (provided by Razzle Bam Boom).

**Goal 3:**

**Family Involvement** - Increase parent and community involvement.

**Identified Need:**

During virtual learning, Mound staff will strive to maintain parent and family involvement in all student groups on campus.

**Annual Measurable Outcomes:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
PTO Volunteer Sign-up (crosswalks, Jogathon, B2SN, Fall Festival, Library)	2019 – 65 parents	2020 – 68 parents
Parent Participation in PTO meetings	Avg Parent Attendance (2019) - 15	Avg Parent Attendance (2020) - 17
SSC Annual Parent Survey	Spring 2019 159 parent responses (representing 226 students)	Spring 2020 167 parent responses (representing 230 students)

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

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

All Students (including SDC-ASD).

**Strategy/Activity**

- Intentional use of a variety of tools for communication – marquee, PTO newsletter, mass email/phone calls, newspaper, website, flyers and Facebook to publicize opportunities
- Create diverse volunteer opportunities for families to get involved on campus; classroom assistance, field trips, Saturday Academy, spelling bee, student council, School Site Council, SEL Committee, Safety Committee, awards assemblies, noon aides, library, garden, crosswalks and PTO meetings
- Host a variety of events for parents, families and community to visit campus and be engaged with our school community; Back to School Night, Fall Festival, Talent Show, Parent Night Out, End of Year School Dance, Jogathon
- Advertise and encourage Mound family participation in district parents events; parent education workshops, school information fairs
- Office staff to assist with delivery of event information, advertising, Flyers and logging of volunteer hours in office sign in book, ensure translations are completed to communicate with all families, plan for Saturday School events
- Continued partnerships to support and work with TGA Premiere Golf/Tennis program and SEEAG/Student Eco Education in Agriculture
- Share school wide SEL strategies and language with families (ie: big deals/little deals, being an upstander) through newsletters and at events

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
Fall Harvest Festival \$2,500	PTO

**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.

The 2019 Fall Harvest Festival was possibly the best example Mound has ever had in terms of a parent/student involvement. 500 Pumpkins farmed by a school family were sold as a fundraiser for Outdoor Education. Purple pumpkins were painted to raise funds and bring awareness to the Epilepsy Foundation in support of a handful of students who live with that condition. There was a band, carnival games, food trucks, a costume contest and the Principal was even taped to the wall. Approximately 700 people attended the 2019 Fall Harvest Festival. Approximately 60 volunteers put the event on, including high school students who managed the carnival games.

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

In terms of attendance and family involvement the Fall Festival was more successful than expected and will make a reappearance in 2021.

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.

PTO will continue their support in terms of filling needs on campus that also offer opportunities to increase parent involvement (PTO meetings, social teas, back to school night, crosswalk volunteers, jogathon, library assistance, science lab assistance, etc.)

**Budget****Other Federal, State and Local Funds**

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

<b>Federal Programs</b>	<b>Allocation (\$)</b>
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.

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Site-Based Funds 2019-20 Carryover	\$3,468.00
Site-Based Funds 2020-21 Allocation	\$22,159.00
Supplemental Funds 2019-20 Carryover	\$3,654.00
Supplemental Funds 2020-21 Allocation	\$7,420.00

Subtotal of state or local funds included for this school: **\$36,701.00**

Total of federal, state, and/or local funds for this school: **\$36,701.00**

## **2020-21 Centralized Support for Planned Improvements in Student Performance**

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### **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 – 2018-19

	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
All Students Tested	90	90	90	60.00%	20.00%	16.67%	3.33%
Male	45	45	45	53.33%	24.44%	17.78%	4.44%
Female	45	45	45	66.67%	15.56%	15.56%	2.22%
African American							
American Indian or Alaskan Native							
Asian	7	7	7	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	24	24	24	41.67%	20.83%	29.17%	8.33%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	49	49	49	61.22%	22.45%	14.29%	2.04%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	23	23	23	60.87%	0.00%	34.78%	4.35%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	6	6	6	*	*	*	*

## 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	90	90	90	46.67%	34.44%	13.33%	5.56%
Male	45	45	45	53.33%	28.89%	13.33%	4.44%
Female	45	45	45	40.00%	40.00%	13.33%	6.67%
African American							
American Indian or Alaskan Native							
Asian	7	7	7	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	24	24	24	29.17%	41.67%	16.67%	12.50%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	49	49	49	46.94%	36.73%	12.24%	4.08%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	23	23	23	39.13%	30.43%	26.09%	4.35%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	6	6	6	*	*	*	*

## 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	93	90	90	47.78%	24.44%	16.67%	11.11%
Male	52	50	50	44.00%	26.00%	12.00%	18.00%
Female	41	40	40	52.50%	22.50%	22.50%	2.50%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	6	6	6	*	*	*	*
Filipino							
Hispanic or Latino	21	21	21	38.10%	19.05%	28.57%	14.29%
Hawaiian or Pacific Islander							
White (not Hispanic)	54	51	51	49.02%	29.41%	11.76%	9.80%
Two or More Races	10	10	10	*	*	*	*
Socioeconomically Disadvantaged	22	22	22	36.36%	13.64%	31.82%	18.18%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education							
Homeless	6	6	6	*	*	*	*

## 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	93	90	90	34.44%	36.67%	20.00%	8.89%
Male	52	50	50	38.00%	36.00%	18.00%	8.00%
Female	41	40	40	30.00%	37.50%	22.50%	10.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	6	6	6	*	*	*	*
Filipino							
Hispanic or Latino	21	21	21	23.81%	33.33%	28.57%	14.29%
Hawaiian or Pacific Islander							
White (not Hispanic)	54	51	51	35.29%	41.18%	17.65%	5.88%
Two or More Races	10	10	10	*	*	*	*
Socioeconomically Disadvantaged	22	22	22	27.27%	27.27%	31.82%	13.64%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education							
Homeless	6	6	6	*	*	*	*

## 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	89	89	89	61.80%	24.72%	11.24%	2.25%
Male	44	44	44	54.55%	27.27%	13.64%	4.55%
Female	45	45	45	68.89%	22.22%	8.89%	0.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	7	7	7	*	*	*	*
Filipino							
Hispanic or Latino	17	17	17	47.06%	35.29%	17.65%	0.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	60	60	60	61.67%	23.33%	11.67%	3.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	16	16	16	50.00%	37.50%	12.50%	0.00%
English Learners							
Students with Disabilities							
Migrant Education							
Homeless	*	*	*	*	*	*	*

## 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	89	89	88	55.68%	26.14%	15.91%	2.27%
Male	44	44	44	50.00%	31.82%	15.91%	2.27%
Female	45	45	44	61.36%	20.45%	15.91%	2.27%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	7	7	7	*	*	*	*
Filipino							
Hispanic or Latino	17	17	17	47.06%	29.41%	23.53%	0.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	60	60	59	52.54%	27.12%	16.95%	3.39%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	16	16	16	37.50%	31.25%	31.25%	0.00%
English Learners							
Students with Disabilities							
Migrant Education							
Homeless	*	*	*	*	*	*	*

## 2020-21 Supplemental Funds Program Budget

VUSD BUDGET: 2020/2021			
<b>PROGRAM: Supplemental Funds</b>			
<b>Site: Mound</b>	<b>19/20 Carryover</b>	<b>3,654</b>	
	<b>20/21 Allocation</b>	<b>7,420</b>	
		<b>0</b>	
<b>Resource = 0100</b>	<b>Total</b>	<b>11,074</b>	
<b>Object #</b>	<b>Classification</b>		
<b>Personnel Costs and Benefits</b>		<b>Must reflect amounts on Staffing Charts</b>	
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i>	<i>Revise</i>
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated		
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	Library Tech	9,948	
2203	Health Tech- PTL, 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		
<b>SUBTOTAL</b>		<b>9,948</b>	<b>0</b>
<b>Discretionary Funds</b>			
4200	Other Books		
4300	Instructional Supplies	1,126	
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		
<b>SUBTOTAL</b>		<b>1,126</b>	<b>0</b>
<b>Total:</b>		<b>11,074</b>	<b>0</b>
Principals Signature for Adjustment: <i>[Signature]</i> Date: <i>10/22/2020</i> School Site Council Approval: (Chairman) <i>[Signature]</i> Date: <i>10/22/2020</i> English Learner Advisory Committee Review Date: _____ Director, Special Projects Approval: <i>[Signature]</i> Date: <i>12/9/2020</i>			

JB 10/23/20

## 2020-21 Site Funds Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Site Based Funds			
Site: Mound		19/20 Carryover	3,468
		20/21 Allocation	22,159
			0
			0
Resource = 0000		Total	25,627
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	1,378	
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	Library Tech	7,746	
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		9,124	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	13,660	
4300	Other Supplies		
4400	Equip Not Captizd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual	2,843	
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		16,503	0
Total:		25,627	0
Principals Signature for Adjustment: <i>[Signature]</i>			
Date: 10/22/2020			
School Site Council Approval: (Chairman) <i>[Signature]</i>			
Date: 10/22/2020			
Director, Special Projects Approval: <i>[Signature]</i>			
Date: 11/5/20			

JB 10/23/20

### 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 Policy

Mound Elementary School will follow the guidelines developed with parent input as listed below in accordance with the No Child Left Behind Act of 2001. This policy will be distributed to parents of students participating in the Title I program and will be updated periodically.

#### Policy Guidelines

- Involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, such as:
  - Single plan for student achievement (NOTE: The school will submit any parent comments on the plan when the school makes the plan available to the LEA)
  - Parent involvement policy
  - School-Parent Compact, a written agreement of what schools and parents are each supposed to do to help students achieve
  - Plans for training school staff on how to strengthen ties between home and school
- Provide parents of participating students with
  - Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing so
  - Timely responses to suggestions
  - Description and explanation of curriculum to be used
  - The forms of academic assessment used to measure student progress
  - Proficiency levels that students are expected to meet
  - Materials and training on how to improve their child's achievement
  - Information sent home in a language and format parents can understand
- Coordinate and integrate, as appropriate, parent involvement with Head Start, Even Start and other public preschool programs
- Develop appropriate roles for community-based organizations and businesses and encourage partnerships with elementary, middle and high schools
- Offer a flexible schedule of meetings that is convenient to parents
- Provide other reasonable support for parental involvement at parents' request

### Professional Development Plan

Mound Elementary School 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 Mound Elementary School will participate in the following trainings:

- Technology – Use of Google, Zoom, Canvas and SeeSaw for instructional purposes in Distance Learning

# 2019-20 School Accountability Report Card

Published January 2021



**MOUND ELEMENTARY SCHOOL**  
455 SOUTH HILL ROAD, VENTURA, CA 93003  
(805) 289-1886

TODD TYNER, PRINCIPAL  
GRADES K-5

## PRINCIPAL'S MESSAGE

Mound Elementary School is a very special place for children, teachers, staff, and parents. Every student receives a strong foundation in science applications and global citizenship, necessary tools for life in the 21st century. Our program integrates science into ongoing daily routines and all subject areas. We have designed the program to develop critical thinking skills and problem-solving strategies and concepts in our students.

We strongly encourage parent involvement. Much of the strength of Mound Elementary School's Magnet program comes from the consistent parental support for student achievement. Parents play an active role in their child's education such as:

- Participation with their children in homework. There are a number of very specific strategies for continuing the learning process at home.
- Communication with staff regarding their child's progress in school.
- As classroom volunteers, supervision on field trips, participation and service in PTO and School Site Council.

We believe that children, staff, and parents working together equate to successful student learners.

## District Vision Statement

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

## District Mission Statement

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

## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

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

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



qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

### Mound Elementary School

At the beginning of the 2019-20 school year, 587 students were enrolled, including 8.5% in special education, 7.3% qualifying for English Language Learner support, 0.2% homeless, and 24.7% 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	0.9%	Kindergarten	97
American Indian or Alaskan Native	0.0%	Grade 1	101
Asian	9.9%	Grade 2	103
Filipino	0.7%	Grade 3	100
Hawaiian or Pacific Islander	0.5%	Grade 4	93
Hispanic or Latino	33.7%	Grade 5	93
White	46.5%	Grade 6	0
Two or More Races	7.8%	Grade 7	0
Socioeconomically Disadvantaged	24.7%	Grade 8	0
English Learners	7.3%		
Students with Disabilities	8.5%		
Homeless	0.2%		
Foster Youth	0.0%		
		Total Enrollment	587

Enrollment is open to all students living in the city of Ventura and selected through a formal lottery process. School staff place a strong emphasis on parent support at home and at school. Science is the primary academic backbone of the educational program, teaching alternative ways to see and solve scientific issues.

Mound Elementary School hosts three special education classrooms for grades K-5 for students with moderate levels of Autism Spectrum Disorder (ASD). Our staff looks for opportunities to mainstream students in general education when appropriate.

Before- and after-school day care is offered on campus by Child Development Centers (a private company) from 6:30 a.m. to 6:00 p.m. for Mound Elementary's students (grades K-5). Breakfast is available in the morning and structured sports and computer programs are offered in the afternoon.

## 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, school newsletters, teacher newsletters, flyers, and the school website. Contact the PTO representative or family liaison at (805) 289-1886 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

- Classroom Helper
- Chaperone Field Trips
- Library Helper
- Computer Lab Helper
- Copy Cats (parent volunteer group)
- Noon Aides
- Crossing Guards
- School Garden
- Garden Committee
- Science Lab

### Committees

- School Site Council
- Parent Teacher Organization
- Safety Committee
- Superintendent's Parent Advisory Council

### School Activities

- Art Walk
- Back to School Night
- Student Performances
- Jog-a-Thon
- Field Day
- Spelling Bee
- Awards Assemblies
- Cultural Assemblies

## STUDENT ACHIEVEMENT

## Physical Fitness

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

California Physical Fitness Test Results  
2019-20

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
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 (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the

Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

California Assessment of Student  
Performance and Progress Test Results in Science  
All Students

## Percentage of Students Meeting or Exceeding the State Standards

	Mound		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5, 8, & 10)	74	N/A	39	N/A	30	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: 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

	Mound		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English Language Arts/Literacy	80	N/A	55	N/A	48	N/A
Mathematics	78	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
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
Hawaiian or Pacific Islander	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

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. Mound Elementary School's original facilities were built in 1940; 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 repairs or improvements in the 2019-20 school year included flooring replacement projects.

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 (one full-time and one part-time) are assigned to Mound Elementary School. The day custodian is responsible for:

- Restrooms
- Cafeteria Setup/Cleanup
- Office Areas
- Routine Maintenance

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

Campus Description	
Year Built	1940
Acreage	7.9
Bldg. Square Footage	40385
	Quantity
# of Permanent Classrooms	16
# of Portable Classrooms	8
# of Restrooms (student use)	3 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Science Lab	1
Autism Spectrum Disorder Rooms	3

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

### Facilities Inspections

The district's maintenance department inspects Mound Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Mound 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 21, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Mound Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in November 2020 and throughout the year at faculty meetings.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district,

schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

### 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, crossing guards, the principal and teachers are strategically assigned to designated entrance areas and the playground. During recess, the principal and two teachers on the primary playground and two teachers on the upper grades playground supervise student activity. The principal and noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, crossing guards, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: September 21, 2020		Good	Fair	Poor
		Repair Needed and Action Taken or Planned		
Systems	✓			
Interior Surfaces	✓			Building A Girls RR East, Building A Boys RR West - Excessive paint peeling at the ceiling; Building A Boys RR East - Excessive paint peeling at the ceiling and at the windows; Building A Girls RR West - Excessive paint peeling at the ceiling above the toilets; Classroom K1 - Broken window at the southeast corner (covered in film), ceiling tiles falling in various locations in the room; Classroom K2 - Water damaged ceiling tile
Cleanliness	✓			
Electrical	✓			Classroom 16 - Phone outlet is hanging from the wire mold in the southeast corner, broken outlet cover plate in the southwest corner wire mold
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			Cafeteria Exterior - Excessive peeling paint at the east windows exterior, dry rot present at east window frames; Classroom 9 - Broken window next to the north elevation, no protective film installed
Overall Summary of School Facility Good Repair Status				
		Exemplary	Good	Fair
Overall Summary			✓	

#### Percentage Description Rating:

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

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

## CLASSROOM ENVIRONMENT

### Class Size

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

Average Class Size and Class Size Distribution				
2017-18				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	32.0		2	1
1	24.0		4	
2	20.0	1	4	
3	24.0		4	
4	32.0		3	
5	30.0		3	
2018-19				
K	31.0		2	1
1	4.0		4	
2	24.0		4	
3	19.0	1	4	
4	31.0		3	
5	30.0		3	
Other**	10.0	2		
2019-20				
K	30.0		3	1
1	24.0		4	
2	30.0	1	2	2
3	24.0		4	
4	24.0		3	
5	31.0		3	
Other**	7.0	2		

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

\*\* "Other" category is for multi-grade level classes.

Suspensions and Expulsions								
	Mound			VUSD			CA	
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19
Suspensions (%)	0.00%	0.00%	0.17%	3.00%	2.70%	2.53%	3.50%	3.60%
Expulsions (%)	0.00%	0.00%	0.00%	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.

### Discipline & Climate for Learning

Mound 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. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Mound Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

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

- 2018-19 and 2019-20 Trainings:
  - History-Social Science
  - Multi-Tiered Systems of Support (MTSS)
  - Next Generation Science Standards
  - School Safety
  - Social Emotional Learning (SEL)
  - Special Education
  - Strategies for Formative Assessments
  - Technology Training
  - Universal Design for Learning

2020-21 Trainings:

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

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, Mound Elementary School's staff development activities concentrated on:

- Anti-Bullying, Citizenship, Character Traits Assemblies
- Next Generation Science Standards (NGSS)
- Technology Training

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

administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

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

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

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 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.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
<b>Reading/Language Arts</b>			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
2018	Yes	My Big Day	0%
<b>Math</b>			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	My Big Day	0%
<b>Science</b>			
2008	Yes	Pearson-Scott Foresman: <i>California Science</i>	0%
<b>Social Science</b>			
2007	Yes	Pearson-Scott Foresman: <i>Our Communities</i>	0%

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 SARC's 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.

## PROFESSIONAL STAFF

### Teacher Assignment

During the 2019-20 school year, Mound Elementary School had 26 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	Mound			VUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	25	27	28	721	715	694
Teachers with Full Credential	25	26	27	690	678	664
Teachers without Full Credential	0	1	1	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.*

### Counseling & Support Staff

Mound Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Mound 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	0.2
Health Technician	1	0.4
Psychologist	1	0.6
School Nurse	1	0.2
Library Clerk	1	0.5
Average Number of Students per Academic Counselor		587

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

## SARC DATA & INTERNET ACCESS

### DataQuest

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

### California School Dashboard

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

### 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.

## 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 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					
Dollars Spent Per Student					
Expenditures Per Pupil	Mound	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,816	N/A	N/A	N/A	N/A
Restricted (Supplemental)	857	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,959	6,501	91.7%	13,080	45.6%
Average Teacher Salary	80,477	77,464	103.9%	81,939	98.2%

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

## School Site Council Bylaws

**BYLAWS OF THE MOUND SCHOOL SITE COUNCIL****Article I - Name**

The name of the council shall be the "Mound School Site Council".

**Article II - General Purpose**

The Council will assist school staff in the development, implementation and evaluation of educational programs as required by the annual Mound School Site Plan.

**Article III – Membership**Section 1. Members

The Council shall consist of ten (10) elected members constituted to ensure parity between principal, teachers, and other school personnel and parents. Members are:

- A. 1 Principal\*
- B. 4 School Staff (three certificated, one classified)
- C. 5 Parents, community members, guardians and/or relatives of K-5 students:

*\*Responsibilities: The principal has the responsibility to see 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 before the end of October.
- 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. In case of a scenario where all council members of a particular peer group (staff or parents) begin their terms in the same year, two members will be asked to volunteer for one year terms in order to set up a rotation of new SSC members each year. All terms shall commence at the first meeting of the year (November).

**Article VI - Voting Rights**

Each member shall be entitled to vote and may cast that vote on a matter submitted. Should a member be unable to attend a Council meeting, he/she will contact the elected alternate who shall vote in the stead of the representative. Absentee ballots shall not be permitted.

**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, a Vice-Chairperson, a Secretary 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.
5. Sign and Approve the School Budget, Single School Plan, and the School Safety Plan

**B. The Vice-Chairperson shall:**

1. Represent the Chairperson during his/her absence.

**C. The Secretary shall:**

1. Keep an accurate record of all meetings of the Council.
2. Be prepared to refer to minutes of previous meetings.
3. Prepare a list of unfinished business for the Chairperson.
4. Keep a current copy of the Bylaws.
5. Distribute minutes of the meetings to members.

**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 455 S. Hill Rd., Ventura, California.

**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 (6) 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 at least six (6) elected Council members.

*Approved by the Mound SSC October 18, 2010*