

Ventura Unified School District

School Plan for

Student

Achievement



Juanamaria Elementary School

56 72652 6056097

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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, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2021-2022

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The School Plan for Student Achievement

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

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

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

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

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

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(805) 672-0291
mike.askay@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 2021-22 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff / Other Staff	Parent or Community Member	Student
Mike Askay	X				
Tamara Bond		X			
Kathy Fierro		X			
Mary Beth Sheaffer		X			
Jill Powell			X		
Jena Burdick				X	
Larissa Kirby				X	
Melyssa Noren				X	
Mariah Riffel				X	
Nicole Wiese				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:

English Learner Parent Representative

School Staff

Signature of Authorized
Representative

Jucia Beath

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11/15/2021.

Attested:

M. Askay
Mike Askay, Principal

Kathy Flew
SSC Chairperson (C.O.)

11/16/2021
Date

11/16/2021
Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, and 1 alternative high school.

During the 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Logo

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

District Vision

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

District Mission

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

District Governing Principles

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

School Information

School Profile

During the 2020-21 school year, Juanamaria Elementary School served 417 students in grades K-5. Student enrollment included 16.1% students with disabilities, 12.5% English learners, 41.5% socioeconomically disadvantaged, 0.2% migrant, 2.4% homeless, and 1.4% foster youth. Juanamaria Elementary School is located in East Ventura at the base of the coastal foothills surrounded by single family dwellings, community parks and citrus/avocado orchards. Juanamaria Elementary School is named after Juanamaria, the heroine of Scott O'Dell's novel, Island of the Blue Dolphins. It is a fictionalized story based on facts from Accounts of the Lone Woman of San Nicholas Island.

School Vision

At Juanamaria Elementary School, all students will receive an exemplary and balanced education fostering a life-long passion for learning. We will strive to provide a rich environment that nurtures each individual child to achieve his or her maximum potential.

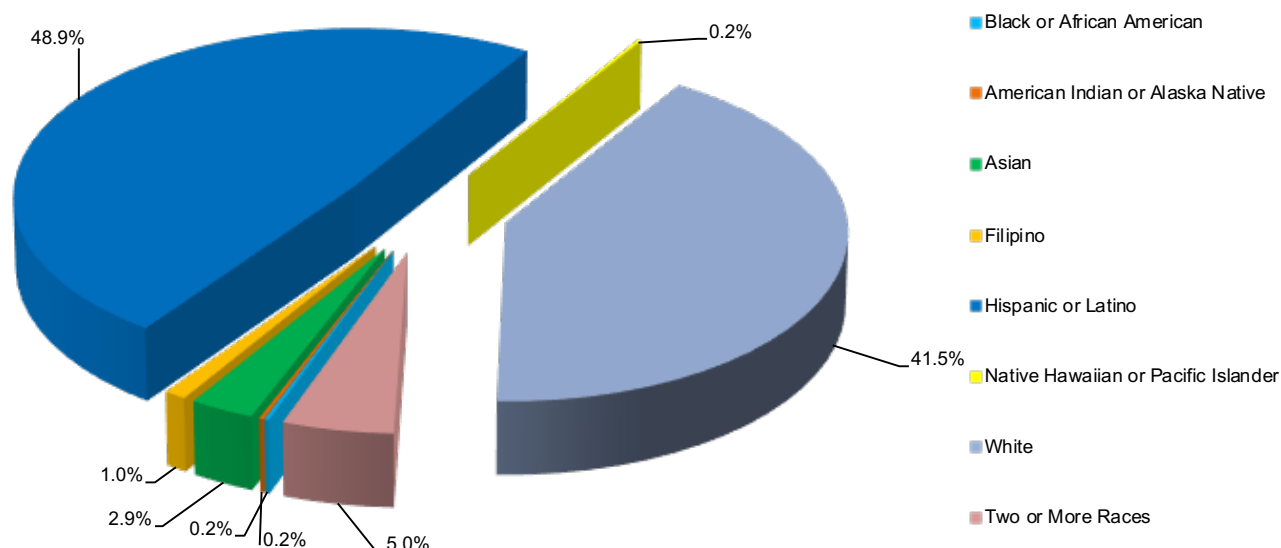
School Mission

Our mission at Juanamaria Elementary School is to positively impact the academic achievement, behavior, and social/physical development of our students. We will facilitate students' success by providing opportunities for students to develop self-confidence, become responsible learners, master the skills of a standard-based curriculum, and develop their individual potential as they prepare to meet the changing needs of society.

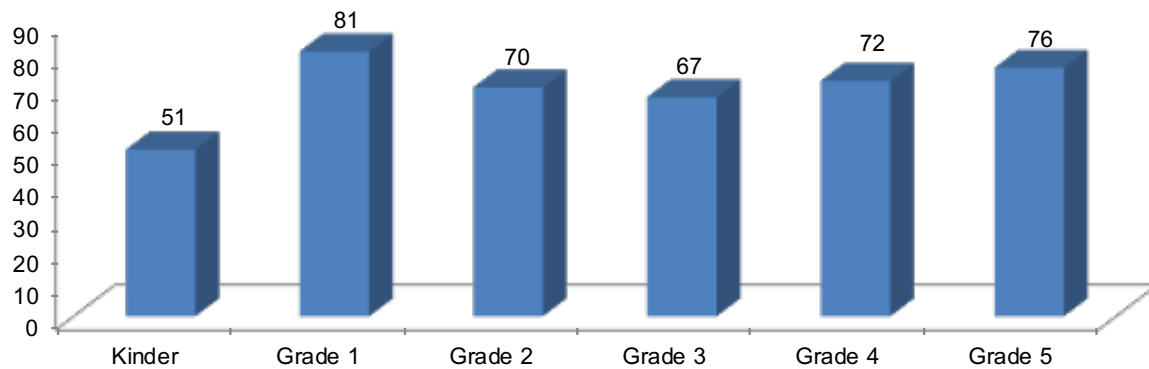
Dolphins Have Heart Pledge

I will have a positive attitude.
I will expect success and come prepared to learn.
I will accept responsibility for my choices and actions.
I will respect myself and others.
I will think before acting and always do my personal best.

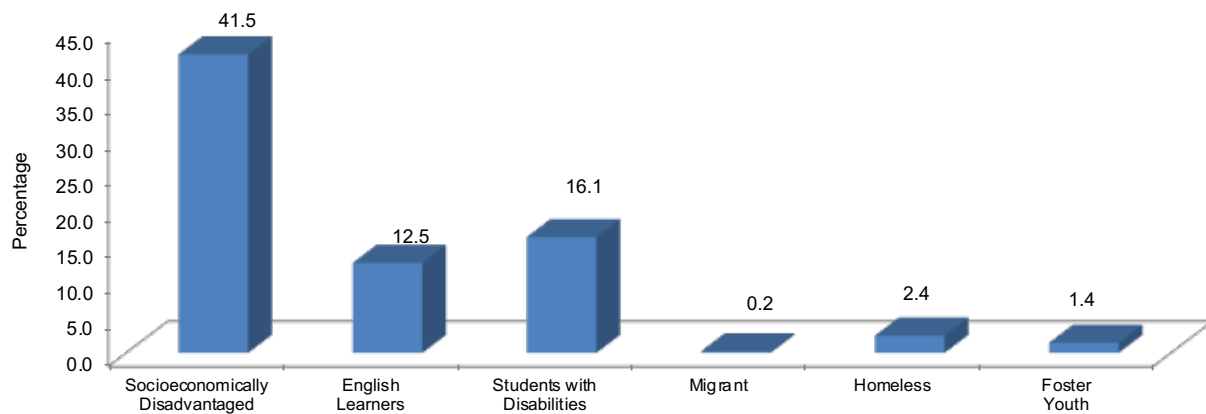
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

Juanamaria 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
 - ELPAC Reports
 - District Benchmarks

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.

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

Juanamaria 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.
- **Zones of Regulation**
- **Guidelines for Success**
- **Growth Mindset**
- **Family Night on Internet Safety**
- **Big Deals/Little Deals**
- **Expectations Assembly (held at the beginning of the school year)**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children. The program will be implemented during the 2021-22 school year at Juanamaria Elementary School.

Community Resource Guide

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Juanamaria Elementary School	56726526056097	11/15/2021	

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)

Juanamaria is a K-5 elementary school that has created a plan for additional targeted support and improvement at our site.

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 school plan for improvement combines a continuation of already implemented strategies while also starting a baseline period of implementation and data collection. This is a result of the school closure due to COVID-19 and challenges of distance/hybrid learning schedules. Our goals will align the VUSD LCAP goals, and will focus on student improvement, increasing the connections of students to our site, and the connections and involvement of families to our school.

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:
Certificated and classified staff meeting	8-20-21, 9-1-21, 10-6-21, 11-3-21
School Site Council Meeting	9-22-21, 10-20-21, 11-15-21
PTA Board Meeting	9-9-21, 10-14-21, 11-10-21
Site Leadership Team Meeting	9-8-21, 10-13-21

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase Student Achievement – Increase student achievement for all students while decreasing performance gaps.

Identified Need:

Due to the Covid-19 school closures that began in March of 2020, daily class instruction schedules were impacted through June of 2021. The goal of Juanamaria Elementary is to maintain the 2019 proficiency levels and mitigate the learning loss that has occurred over the past two school years. Juanamaria will work to implement strategic plans to meet proficiency levels from spring 2019 scores in ELA and Math.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Testing	No previous data has been collected as this is a new pilot assessment for the district- we will use these fall 2021 BOY scores and the spring 2022 scores to guide instruction. The fall and spring scores from the 2021-22 school year will be an additional data piece for the fall 2022 school year	In the 2021-22 school year we expect to see 85% of “all student group” in grades K through 5th to increase at least on level in proficiency on the MAP ELA and Math.
CAASPP results: Grades 3-5	<p>Spring 2019 ELA</p> <p>3rd EL 20% SED 29% 4th EL 36% SED 31% 5th EL 10% SED 31%</p> <p>Spring 2019 Math</p> <p>3rd EL 34% SED 29% 4th EL 9% SED 22% 5th EL 10% SED 25%</p>	No Spring 2020 scores available due to school closures. Spring 2021 scores have yet to be evaluated but included students testing remotely and in-person. Expected outcome for the 2022 CAASPP administration is to maintain the spring 2019 proficiency levels for the “all student group”

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Juanamaria staff and targeted school support will strive to meet the needs of all students, and implement strategies to mitigate learning loss, especially present and observed after the last two years of interrupted in-person learning. The site goal is to reach pre-pandemic proficiency levels, similar to spring 2019 scores, for the “all student” group in grades Kindergarten through 5th in both ELA and Math.

Strategy/Activity

In Fall of 2021, Juanamaria resumed in-person learning on a traditional full instructional day schedule.

- Staff will continue to train on various tech tool platforms including best practices in zoom, Seesaw, Canvas, Moby Max, MAP, etc. Staff will need time to collaborate, participate in training and to incorporate these tools into support their teaching of curriculum in the classroom
- We will focus on student engagement and participation by offering and expanding small group intervention with classroom teacher, para educators, intervention teacher specialist time and small groups with counselor
- Maintain Universal Access intervention program
- Provide the return of structured volunteer support to aid classroom teachers
- Intervention teacher 5 days per week to meet with groups from grades 1-5 for ELA support. These groups take place during school wide Universal Access time to avoid students missing core instruction. Intervention teacher works in collaboration with grade-level teams to support students of highest need
- SSC approved additional intervention teacher to increase the number of students with access to direct small group intervention support, with addition of math support for grades 4-5
- Monthly grade level meetings of teaching staff to collaborate and decide which students would benefit from intervention services.
- School counselors to provide classroom SEL lessons to help students with academic challenges
- Additional of an additional day of site counseling support to include classroom presentations and small group SEL work with students
- Library open/available to assist students in choosing books that meet current needs as well as titles that may challenge to increase understanding and growth.
- Maintain staff understanding of classroom technology to support learning in the classroom. Tools can include the Google Suite for education, Moby Max, MAP when organized and collecting appropriate student data, etc.
- Hiring of Kindergarten paraeducator 1 hours/day per classroom to support our youngest learners
- Maintaining funds for substitute teachers for SST scheduling support in order to address concerns of classroom teachers on student deficits

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Add up to 36 days to our existing intervention teacher ... \$6,924	Paid from remaining balance of Supplemental funds
Addition of intervention teacher up to approx 58 days (4 days/week at same schedule of current intervention teacher)... Approx \$11,000	Paid from site-based funds
Gen Ed Kindergarten paraeducator at 2 hours/day for up to 105 days ... Approx \$11,455	Paid from supplemental funds
Substitute for teacher release for training, SST, curriculum planning... \$2,282	Site-based Funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in EL and SED group to make positive growth in/towards proficiency in ELA and Math.

Strategy/Activity

In addition to all information listed in strategy/activity 1...

- Library setup and organization to increase functions of the school library and highlight library book titles to support EL students... following improvement, spending and additions of previous school year
- Provide resources and training to staff for best practices for EL students.
- Stronger push for ELAC schedule and meetings to support families of English Learners
- Provide MAP and ELLevate support for classroom teachers to track data/information specifically pertaining to both EL and SED students in order to monitor growth.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Add up to 36 days to our existing intervention teacher ... \$6,924	Paid from remaining balance of Supplemental funds
Addition of intervention teacher up to approx 58 days (4 days/week at same schedule of current intervention teacher)... Approx \$11,000	Paid from site-based funds
Gen Ed Kindergarten paraeducator at 2 hours/day for up to 105 days ... Approx \$11,455	Paid from supplemental funds
Substitute for teacher release for training, SST, curriculum planning... \$2,282	Site-based Funding

Annual Review:

SPSA Year Reviewed: 2020-21

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.

There is a lack of data due to the limited end of the year assessments. The assessments that were conducted were a mix of virtual and in-person. Some students did return to hybrid in-person learning in the spring of 2021 on a reduced day schedule, while some students stayed on distance/remote learning. This impacted the validity of the data that could be gathered for end of the school year assessments. CAASPP testing was conducted in the spring of 2021 but analysis of that data will be limited due to the lack of in-person instruction and the variety of ways those assessments were delivered to students. The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities will remain in place from the 2019-20 analysis, as that is the most recent data: 2019 Goal #1: "Increase student achievement for all students, while reducing the achievement gaps for English Learners, Hispanic, Foster Youth, low-income and students with disabilities." The stakeholders for our site felt that the strategic support and targeted interventions were of the highest priority and should continue and be utilized to the fullest extent possible. There was also a discussed need to provide intervention access to as many students as possible, in order to meet the much higher than typical performance concerns due to the interruption of learning over the last two school years.

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 the 2020-21 school year we were unable to spend all funds tied to goals because of general limitations and challenges brought to light during school closures and adjustments of learning schedules. The kinder paraeducator position was not able to be filled through traditional hiring, but district support allowed for general campus support to fill that need as much as possible.

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.

In 2020-21 we will be working hard to mitigate learning loss as we return to in-person learning. We will be implementing/increasing small group intervention instruction access and learning/using metrics used to evaluate programs. We will work to use these methods to focus and monitor through our grade level team meetings. We will work to monitor multiple indicators available to us. Without knowing full details about the CAASPP moving forward, we will rely heavily on district benchmark data (MAP) and program data from Sonday (intervention) and Moby Max.

Goal 2:

Student Connections to School - Provide a safe and secure 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:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
VUSD Annual Attendance Percentage	K-5 All Students: '16-'17 = 96.93% '17-'18 = 96.68% '18-'19 = 96.74%	Work to maintain overall attendance percentages for all students
Participation in extracurricular activities: Choir Battle of the Books	'18-'19 (2 nd -5 th): 83 '19-'20 (3 rd -5 th): 65 '18-'19 (5 th only): 20 '19-'20 (4 th and 5 th): 56	Work to maintain/provide access/participation of all students in Juanamaria extra-curricular activities as much as is possible
School Awards and Incentives	Used '19-'20 as a baseline year to collect information on award/incentive data	Spring data was not collected due to school closures, but the plan will be to re-implement and collect data on number of students earning recognition in various incentives programs (attendance, academic, social emotional domains)
Library Use report tracking number of books being checked out monthly	Baseline to be established during '21-'22 school year	Due to the limitations of library access during '20-'21 school year, we will work to show a high value and use of the library as a classroom extension where students have access to books/stories to increase their reading

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students to maintain previous attendance levels from 2018-19 (Maintain 2018-2019 data baselines) with focused attention given to SWD and SED groups

Strategy/Activity

Students returned to full-time instruction to in-person learning in the Fall of 2021:

- Small group counseling with school counselor
- Whole group class lessons with age-specific topics
- Introduction of Second Step SEL curriculum, with counselors supporting classroom teachers
- Teacher-based interventions including but not limited to, phone calls, alternate assignments, parent meetings.
- Front office closely monitoring attendance data through A2A platform and making calls home when excessive absences and/or tardies occur.... office conferences will also be used in this way.
- Implement attendance incentives in the classroom to increase Monday and Friday attendance ("Music Mondays", "Fun Fridays", Dolphin Ticket Drawings, etc.) – continue to work with grade-level and MTSS leadership to implement ideas.
- As community access to campus is restored, work to increase school connectedness of students by providing fun and engaging extra-curricular activities as possible (Battle of the Books, Choir, K Kids, Family Movie Night, PTA events, and field trips).
- Provide fun and robust Saturday Attendance Academies that help to bolster attendance in a positive way.
- Improve, increase Outdoor Learning spaces on campus by extending the classrooms outside as much as possible.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Battle of the Books	PTA/Family Donation
Library Improvements/Maintenance	Site Funds, PTA
Outdoor Furniture	Funded through VUSD and site funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students will be engaged by school wide programs designed to increase the feeling of connectivity with peers adults at school

Strategy/Activity

- Teaching staff will provide instruction in health and social emotional learning through The Great Body Shop and Second Step lessons at each grade level.
- PTA sponsored events such as a read-a-thon, winter boutique, Book It! reading program, Reflections arts program
- Teaching staff will teach digital citizenship lessons through VUSD and Common Sense Media
- School Counselor will teach social emotional lessons through small groups and whole group instruction (big deals and little deals, bucket filling, the zones of regulation, coping strategies, growth mindset, expected and unexpected behaviors, etc.)
- School counselors will work with staff and families to connect students to appropriate services when applicable (STAR referrals, etc.)
- Site staff will work with district SAP counselors and general education behavior team to assist with students and families at the highest level of need.
- Continue work with staff training involving best practices of MTSS, UDL, PBIS, SEL, and ELD.
- Provide additional opportunities for staff development in above areas

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Classroom needs, Staff needs (TBD)	Site Funds, Restricted Lottery Funds, PTA

Annual Review:

SPSA Year Reviewed: 2020-21

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.

Data to evaluate is very limited due to school closures of the last two years. Previous analysis for the previous 3 years had our attendance at just under 97%, and so maintaining this high level during after distance learning will be important. Over time programs have been put in place (attendance awards/incentives, Monday and/or Friday activities to reduce absences on either end of weekend, Saturday attendance academies, individual student meetings, etc) to maintain attendance levels.

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

Distance/virtual learning posed a great challenge to attendance during the '20-'21 school year, and this was made even more difficult due to student absences due to quarantine upon return to in-person learning.

In 2019-2020 student attendance and connectedness data was being calculated as baseline data. Some new initiatives and focus had begun and will continue (principal attendance recognition via sing-alongs with classes of perfect attendance and playing of music at recess). Attendance in such programs such as choir and Battle of the Books was consistent though interrupted by school closures..

In 2018-2019 There was a slight gain for the "all student" group in actual attendance percentage, and we will work to maintain previous levels.

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.

The library position was again not filled at the start of the 21-22 school year due to the unknowns of school schedules and necessity. The position will instead be run by staffing of ESSA position, and will be utilized to the greatest extent possible.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

During distance learning, Juanamaria staff will work to continue to maintain family/community involvement at the school site.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-ins at family events:		As health and safety guidelines ease for family/community access to our site, we will work to provide safely structured events that include all families at Juanamaria as much as safely possible during our return to in-person learning.
Family Movie Night (Nov)	'19-'20 will be baseline	
Juanamaria Community Meet-Up (Feb)	'18-'19 = 16 signatures	
Art Walk & Silent Auction (Feb)	'18-'19 = 48 signatures	Most events will strive to set new baseline during Spring of '21-'22
School Needs Assessment Survey (Sept)	'19-'20 = 97 participants (will be baseline, also includes staff participation)	We expect family involvement to return to very high previous levels as in the past.
Classroom Volunteer Agreements	'19-'20 will be baseline year	Maintain partnership with families and community members to directly support the students of Juanamaria
Student Attendance Data	'19-'20 = 96.74%	Maintain a high level of overall attendance for all students and very low overall rate for student suspension
Student Suspension Data	'19-'20 = less than 1%	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students at Juanamaria.

Strategy/Activity

Students returned to full-time instruction to in-person learning in the Fall of 2021:

- Encourage parents to fully participate in the ParentSquare application, which is the new home to school communication tool in the school district. Continue activities to encourage student/family participation and engagement.
- Provide many opportunities as is safe for families to be involved and present in the school setting. Events may include: back to school coffee, Dining with Dolphins, PTA meetings, Family Picnics, Curbside Coffee with VPD, Awards Assemblies, Fundraisers, family movie nights, vision/hearing screening, parent conferences, spelling bee, art walk and book fair night, silent auction, choir performances, kindergarten celebration, 5th grade promotion.
- Continue/increase family communications home about important dates/events through email, phone calls, PTA Facebook, and ParentSquare.
- Contribute to new/updated Juanamaria school website and collaborate with VUSD as it rolls out
- Continue to translate important communications in Spanish and support Spanish speaking families
- Continue to work towards providing ELAC opportunities for families of English Learners

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
School Events	PTA
Printing for events	Site Funds

Annual Review:**SPSA Year Reviewed: 2020-21**

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.

Family involvement data was greatly interrupted by the school closures of the last two school years. Moving forward into 2021-22 we will monitor parent connectedness within current guidelines to offer involvement to the greatest extent possible.

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

Expenditures were used as intended as a best effort to meet our goals. Implementation will continue in the 21-22 school year in various ways to meet the need of creating a high level of school connected for students and their families.

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.

Safety guidelines are constantly evolving at this point in time as they pertain to volunteers on campus and school wide events. These topics will likely impact the parent engagement and connectedness components of this goal to a large degree and we will closely monitor and adjust as necessary.

Budget

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2020-21 Carryover	\$0.00
Title I 2021-22 Allocation	\$0.00
Title I 2021-22 Parent Involvement	\$0.00

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

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2020-21 Carryover	\$2,729.00
Site-Based Funds 2021-22 Allocation	\$12,510.00
Supplemental Funds 2020-21 Carryover	\$4,170.00
Supplemental Funds 2021-22 Allocation	\$41,952.00

Subtotal of state or local funds included for this school: **\$61,361.00**

Total of federal, state, and/or local funds for this school: **\$61,361.00**

2021-22 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

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

Multilingual/Multicultural Education

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

Migrant Education

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

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

Indian Education

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

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

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

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

References

CAASPP – Grade 3 English Language Arts/Literacy – 2020-21

	English Language Arts/Literacy						
	2020-21						
		Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	67	57	57	22.81%	22.81%	31.58%	22.81%
Male	32	28	28	17.86%	25.00%	28.57%	28.57%
Female	35	29	29	27.59%	20.69%	34.48%	17.24%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	36	30	30	13.33%	30.00%	33.33%	23.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	25	22	22	36.36%	13.64%	31.82%	18.18%
Two or More Races	5	4	4	*	*	*	*
Socioeconomically Disadvantaged	27	23	23	8.70%	17.39%	34.78%	39.13%
English Learners	7	6	6	*	*	*	*
Students with Disabilities	12	8	8	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 3 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	67	57	57	22.81%	28.07%	22.81%	26.32%
Male	32	28	28	21.43%	28.57%	21.43%	28.57%
Female	35	29	29	24.14%	27.59%	24.14%	24.14%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	36	30	30	13.33%	20.00%	36.67%	30.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	25	22	22	27.27%	45.45%	9.09%	18.18%
Two or More Races	5	4	4	*	*	*	*
Socioeconomically Disadvantaged	27	23	23	8.70%	17.39%	26.09%	47.83%
English Learners	7	6	6	*	*	*	*
Students with Disabilities	12	8	8	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 4 English Language Arts/Literacy – 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	77	70	70	31.43%	18.57%	22.86%	27.14%
Male	42	38	38	21.05%	15.79%	28.95%	34.21%
Female	35	32	32	43.75%	21.88%	15.63%	18.75%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	35	33	33	15.15%	15.15%	24.24%	45.45%
Hawaiian or Pacific Islander							
White (not Hispanic)	32	30	30	50.00%	16.67%	26.67%	6.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	25	24	24	16.67%	8.33%	20.83%	54.17%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	19	14	14	0.00%	14.29%	14.29%	71.43%
Migrant Education							
Homeless							

CAASPP – Grade 4 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	77	70	70	17.14%	24.29%	32.86%	25.71%
Male	42	38	38	15.79%	23.68%	26.32%	34.21%
Female	35	32	32	18.75%	25.00%	40.63%	15.63%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	35	33	33	9.09%	18.18%	33.33%	39.39%
Hawaiian or Pacific Islander							
White (not Hispanic)	32	30	30	30.00%	33.33%	30.00%	6.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	25	24	24	8.33%	8.33%	41.67%	41.67%
English Learners	6	6	6	*	8.00%	*	*
Students with Disabilities	19	14	14	0.00%	7.14%	35.71%	57.14%
Migrant Education							
Homeless							

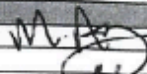
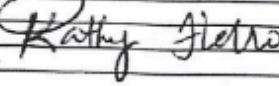

CAASPP – Grade 5 English Language Arts/Literacy – 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	74	65	65	20.00%	24.62%	23.08%	32.31%
Male	32	30	30	20.00%	33.33%	23.33%	23.33%
Female	42	35	35	20.00%	17.14%	22.86%	40.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	37	34	34	0.00%	17.65%	23.53%	58.82%
Hawaiian or Pacific Islander							
White (not Hispanic)	30	24	24	37.50%	33.33%	25.00%	4.17%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	35	32	32	6.25%	12.50%	31.25%	50.00%
English Learners	11	11	11	0.00%	9.09%	9.09%	81.82%
Students with Disabilities	11	8	8	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 5 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	74	65	65	23.08%	16.92%	21.54%	38.46%
Male	32	30	30	33.33%	16.67%	20.00%	30.00%
Female	42	35	35	14.29%	17.14%	22.86%	45.71%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	37	34	34	2.94%	14.71%	17.65%	64.71%
Hawaiian or Pacific Islander							
White (not Hispanic)	30	24	24	37.50%	25.00%	29.17%	8.33%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	35	32	32	9.38%	18.75%	15.63%	56.25%
English Learners	11	11	11	0.00%	0.00%	18.18%	81.82%
Students with Disabilities	11	8	8	*	*	*	*
Migrant Education							
Homeless							

2021-22 Supplemental Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Supplemental Funds			
Site: Juanamaria		20/21 Carryover	4,170
		21/22 Allocation	41,952
Resource = 0100			0
		Total	46,122
Object #	Classification		
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i>	<i>Revise</i>
1101	Teacher, Contractual		
1103	Teacher, Hourly	41,557	
1106	Teacher, Sub		
1107	Stipend, Certificated		
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	4,531	
2103	Paraed, Hourly		
2201	Family Liaison		
2203	Translations, hourly		
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional		
2403	Office Translations		
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly		
SUBTOTAL		46,088	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	34	
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		34	0
Total:		46,122	0
Principals Signature for Adjustment: 			
Date: 2/17/2022			
School Site Council Approval: (Chairman)  Kathy Nietro			
Date: 2/18/22			
English Learner Advisory Committee Review			
Date:			
Director, Special Projects Approval: 			
Date: 2/28/2022			

2021-22 Site Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Site Based Funds			
Site: Juanamaria		20/21 Carryover	2,729
Resource = 0000		21/22 Allocation	12,510
			0
			0
		Total	15,239
Object #	Classification		
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i>	<i>Reverse</i>
1101	Teacher, Contractual		
1103	Teacher, Hourly	11,000	
1106	Teacher, Sub	2,282	
1107	Stipend, Certificated		
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2106	Paraed, Sub		
2201	Library Tech		
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional		
2403	Clerk, Hourly		
2406	Clerk, Sub		
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly		
SUBTOTAL		13,282	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	229	
4300	Other Supplies		
4400	Equip Not Capitalized (\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual	1,728	
5710	Publications, District Office		
5717	Capital Improvements		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect	1,957	0
SUBTOTAL		15,239	0
Total			
Principals Signature for Adjustment <i>M. Asbj</i> Date <i>1/15/2021</i> School Site Council Approval (Chairman) <i>Lally Hervo</i> Date <i>1/15/2021</i> Director, Special Projects Approval <i>[Signature]</i> Date <i>1/16/21</i>			

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; 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 district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

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

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

Support for programs that reach parents/guardians and family members at home, in the community, and at school

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

Any other activities and strategies that the district determines are appropriate and consistent with this policy. If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

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

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (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

Juanamaria Elementary School Parent Volunteer Form



Juanamaria Volunteer Information and Guidelines

School volunteers are a vital asset to Juanamaria Elementary School. Volunteers show our children that we care about their education and support the school.

- All volunteering must be scheduled and approved by the teacher or principal with advance notice.
- When volunteering on campus, report to the office, sign in, and pick up your volunteer badge. When your on campus volunteer activity is complete, sign out at the office and return your badge.
- If you are unable to volunteer on a scheduled time contact the classroom teacher and leave a message on their phone or email.
- When on campus please use the adult restrooms in the office, NOT the student restrooms.

Tips for Working in the Classroom

We hope you will find these tips helpful when volunteering in the classroom.

1. Treat all children fairly and equally. Use respectful communication at all times with the students, teacher and/or other volunteers.
2. Allow each child to work at his or her own pace.
3. Encourage children to ask questions and make responses.
4. Be sensitive and responsive to the feelings of the children.
5. Listen with interest to what children have to tell you.
6. Allow students the time, space, and opportunity to do a task independently before offering assistance.
7. Remember, you are there to assist all the children in the classroom, not just your own child (if applicable).

8. If you have a concern regarding a specific student, discuss it with the teacher. Remember that it is not your place to discuss a student's behavior and/or progress with their family. Similarly, it is not appropriate to discuss the progress and/or behavior of any student with other families.
9. In the event of an emergency, stay calm and the children will follow your example.
10. Ask the teacher for help if you can't handle a problem.

Please remember the following guidelines when it comes to any discussion regarding students or teachers/classrooms:

1. Any information regarding a student's school performance or behavior is confidential. It is not to be discussed with anyone else.
2. Questions regarding a specific child or incident at school should be referred to the teacher or principal.
3. Comparisons of either teachers or classrooms are not to be discussed with other community members. You are in a trusted position, and with trust comes the responsibility of confidentiality.
4. Concerns regarding the classroom procedures should be discussed with the teacher.

Home-school unity and cooperation are keys to our school success.

Please cut this portion and return to the teacher.

"I have read and understand Juanamaria's volunteer guidelines"

Volunteer name (print)_____ Date_____

Volunteer signature_____

Professional Development Plan

Juanamaria 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 2021-22 school year, teachers at Juanamaria Elementary School will focus on the following trainings:

- ELLevate for English Learners
- MAP Assessment System
- School/Student Safety Topics
- Second Step

2020-21 School Accountability Report Card

Published January 2022



JUANAMARIA ELEMENTARY SCHOOL
100 SOUTH CROCKER AVENUE, CA 93004
(805) 672-0291

MIKE ASKAY, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

The purpose of this School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about Ventura Unified School District is also provided.

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

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Juanamaria Elementary School offers a welcoming, stimulating environment where students are actively engaged in learning academics as well as developing positive values. Through our hard work, our students will be challenged to reach their maximum potential.

District Vision Statement

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

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

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

Juanamaria Elementary School

Juanamaria Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2020-21 school year, 417 students were enrolled, including 16.1% in special education, 12.5% qualifying for English Language Learner support, 2.4% homeless, 1.4% foster youth, 0.2% migrant, and 41.5% qualifying for free or reduced price lunch.

Board of Education

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

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. ANTONIO CASTRO
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MR. BRETT TAYLOR
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. 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, 2020-21, and 2021-22 school years due to the ongoing 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



**Ventura Unified
SCHOOL DISTRICT**

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.7%	Kindergarten	51
Male	52.3%	Grade 1	81
Non-Binary	0.0%	Grade 2	70
American Indian or Alaskan Native	0.2%	Grade 3	67
Asian	2.9%	Grade 4	72
Black or African American	0.2%	Grade 5	76
Filipino	1.0%		
Hispanic or Latino	48.9%		
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	5.0%		
White	41.5%		
English Learners	12.5%		
Foster Youth	1.4%		
Homeless	2.4%		
Migrant	0.2%		
Socioeconomically Disadvantaged	41.5%		
Students with Disabilities	16.1%		
			Total Enrollment 417

Juanamaria Elementary School places significant emphasis in making a positive impact on student behavior, academic achievement, and social and physical development. All staff members are dedicated to providing a safe and comprehensive learning environment with instructional programs tailored to meet the individual needs of each student.

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, the school website, the school marquee, PTA email (juanamariapta@gmail.com) and PTA Newsletters. Contact your child's teacher, the principal, office manager, or PTA President at (805) 672-0291 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Office Helper
- Library Helper

Committees

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

School Activities

- Back to School Night
- Art Night
- Sport-a-Thon
- Student Performances
- Book Fairs
- School Event Nights
- Awards Assemblies

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

Physical Fitness

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

California Physical Fitness Test Results 2020-21			
% of Standards Met:			
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

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. Juanamaria Elementary School's original facilities were built in 1962; 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. During the 2020-21 school year, the following campus improvements were completed:

- New student desks and chairs in all classrooms
- New outdoor furniture and umbrellas

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

- General Cleaning
- Cafeteria Setup/Cleanup
- Computer Lab Cleaning
- Event Setup/Cleanup
- Restrooms

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

- Classrooms
- School Office
- Library
- Restrooms
- Routine Maintenance

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Juanamaria		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	33.85	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards

	Juanamaria		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

*Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	74	65	87.84	12.16	33.85
Female	42	35	83.33	16.67	34.29
Male	32	30	93.75	6.25	33.33
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American					
Filipino	--	--	--	--	--
Hispanic or Latino	37	34	91.89	8.11	17.65
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	30	24	80	20	50
English Learners	11	11	100	0	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	25	22	88	12	13.64
Students Receiving Migrant Education Services					
Students with Disabilities	12	9	75	25	--

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

2020-21

	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	218	192	88.07	11.93	46.88	218	192	88.07	11.93	43.75
Female	112	96	85.71	14.29	50	112	96	85.71	14.29	41.67
Male	106	96	90.57	9.43	43.75	106	96	90.57	9.43	45.83
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	108	97	89.81	10.19	29.9	108	97	89.81	10.19	25.77
Native Hawaiian or Pacific Islander										
Two or More Races	12	9	75	25	--	12	9	75	25	--
White	87	76	87.36	12.64	63.16	87	76	87.36	12.64	65.79
English Learners	24	23	95.83	4.17	17.39	24	23	95.83	4.17	0
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	61	54	88.52	11.48	22.22	61	54	88.52	11.48	24.07
Students Receiving Migrant Education Services										
Students with Disabilities	43	31	72.09	27.91	16.13	43	31	72.09	27.91	12.9

Note: N/T values indicate this school did not test students using the CAASPP for ELA.

Double dashes (--) appear in the table when the number of students in ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Juanamaria 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 and updated in October 2021, and shared with school staff in January 2022.

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

Facilities Inspections

The district's maintenance department inspects Juanamaria Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Juanamaria 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 October 12, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Juanamaria Elementary School's discipline policies are based upon a schoolwide discipline model and Guidelines for Success to create a positive behavior management program and promote responsibility, respect, and thoughtfulness. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Juanamaria 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. The principal presents school-wide expectations at assemblies for all students at the start of the school year to reinforce the importance of good

citizenship and following school rules. Dolphins Have Heart Pledge: "I will have a positive attitude. I will expect success and come prepared to learn. I will accept responsibility for my choices and actions. I will respect myself and others. I will think before acting and always do my personal best."

Guidelines for Success:
Have a Positive Attitude
Expect Success
Accept Responsibility
Respect Ourselves and Others
Think before Acting

Suspensions & Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

Suspensions and Expulsions								
	Juanamaria			VUSD			CA	
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20
Suspensions	1.00%	1.45%	0.00%	2.70%	2.53%	0.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.10%	0.01%	0.09%	0.00%

The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: October 12, 2021	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			Room 23 Library - Wall surface is bubbling and peeling and the cove base is damaged at the southeast corner of the room; Classroom 19 - Ceiling tiles falling at the southwest corner of the room and at the door
Cleanliness	✓			
Electrical	✓			Classroom 15 - Wire mold end cap missing at the northeast corner; Classroom 18 - Four light bulbs burnt out in room
Restrooms/Fountains	✓			Building B Exterior - Bottle filter does not function; Building C Girls RR - Second toilet from right is out of order
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

Chronic Absenteeism by Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	460	444	35	7.9
Female	217	212	14	6.6
Male	243	232	21	9.1
American Indian or Alaska Native	12	12	0	0
Asian	1	1	0	0
Black or African American	1	1	0	0
Filipino	4	4	0	0
Hispanic or Latino	224	220	27	12.3
Native Hawaiian or Pacific Islander	1	1	0	0
Two or More Races	23	22	0	0
White	194	183	8	4.4
English Learners	57	57	6	10.5
Foster Youth	7	7	0	0
Homeless	13	13	3	23.1
Socioeconomically Disadvantaged	201	195	26	13.3
Students Receiving Migrant Education Services	1	1	0	0
Students with Disabilities	89	84	10	11.9

- 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
- Sonday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

2021-22 Trainings:

- Bridges Math Intervention
- Benchmark & Math Expressions
- Implicit Bias
- Number Corner Refresher (Kinder)
- NGSS Curriculum Training
- Canvas

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 2020-21 school year, Juanamaria Elementary School's staff development activities concentrated on:

- Collaboration with the Counselor to Increase Attendance
- Distance Learning
- Grade Level Focus on RtI
- Social Emotional Learning Needs of Students
- Student Information to Guide Instruction and Identify Areas of Focus
- 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

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	21.0	1	3	
1	21.0	1	2	
2	25.0		3	
3	22.0	1	3	
4	33.0		1	1
5	18.0	2	3	
Other**				
2018-19				
K	17.0	2	3	
1	27.0		3	
2	21.0		3	
3	27.0	1	1	1
4	26.0		3	
5	27.0	1	1	1
Other**				
2019-20				
K	25.0		3	
1	18.0	1	3	
2	24.0		3	
3	22.0		3	
4	18.0		2	
5	31.0		2	
Other**	17.0	4	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.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Juanamaria Elementary School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

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 2019-20, 2020-21, and 2021-22 school years, the teachers at Juanamaria Elementary School had the opportunity to participate in districtwide staff development training focused on:

2019-20 Trainings:

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

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Distance Learning Plans

consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials 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 History-Social Science curriculum in the 2021-22 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 21, 2021, 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 #21-25 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 the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>History Social Science for California</i>	0%

PROFESSIONAL STAFF

Counseling & Support Staff

Juanamaria 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 Juanamaria 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		
2020-21		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.5
Psychologist	1	0.8
School Nurse	1	0.2
Library Technician	1	0.3
Occupational Therapist	As needed	
Adaptive PE Specialist	As needed	
Speech/Language/Hearing Specialist	1	1.0
School Counselor	1	0.5

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

Teacher Preparation and Credentials

The charts below identify the number of teachers at Juanamaria Elementary School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Juanamaria Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

SARC DATA

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 Juanamaria Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2021 and the school facilities section was acquired in November 2021.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2019-20		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,852
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
Dollars Spent Per Student					
Expenditures Per Pupil	Juanamaria	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,104	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,356	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,748	6,041	95.2%	8,444	71.5%
Average Teacher Salary	72,073	78,453	N/A	86,376	N/A

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 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- 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
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

School Site Council Bylaws

JUANAMARIA SSC BYLAWS
Revised/Approved 10/20/2021

Article I
Duties of the School Site Council

The school site council of Juanamaria School, hereinafter referred to as the school site council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed Single Plan for Student Achievement from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Evaluate the progress made toward school goals to raise the academic achievement of all students each trimester.
- Carry out all other duties assigned to the school site council by the district governing board and by state law.

Article II
Members

Section A: Composition

The school site council shall be composed of 10 members, selected by their peers, as follows:

- 3 Classroom teachers
- 1 Other school staff member
- 5 Parents or community members
- The school principal shall be an ex officio member of the school site council.

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

School site council members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the

first regular meeting of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the school site council. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The school site council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson.

Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by appointment of the school site council for the period of time until the next regular election.

**Article III
Officers**

Section A: Officers

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and other officers the school site council may deem desirable.

The chairperson shall:

- Preside at all meetings of the school site council.
- Sign all letters, reports and other communications of the school site council.
- Perform all duties incident to the office of the chairperson.
- Have other such duties as are prescribed by the school site council.

The vice-chairperson shall:

- Represent the chairperson in assigned duties.
- Substitute for the chairperson in his or her absence.

The secretary shall:

- Keep minutes of all regular and special meetings of the school site council.

- Transmit true and correct copies of the minutes and agenda of such meetings to members of the school site council before each meeting.
- Provide all notices in accordance with these bylaws.
- Be custodian of the records of the school site council.
- Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairpersons of school advisory committees, (ELAC, GATE, PTA) and others with whom the school site council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the school site council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the 1st meeting of the school site council and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, for the remaining portion of the term of office.

Article IV Committees

Section A: Subcommittees and other special committees.

The school site council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the school site council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the school site council.

Section B: Membership

Unless otherwise determined by the school site council, the school site council chairperson shall appoint members of subcommittees or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section C: Terms of Office

The school site council shall determine the terms of office for members of a committee.

Section D: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the school site council, or policies of the district governing board.

Section E: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V Meetings of the School Site Council

Section A: Meetings

The school site council shall meet regularly 5 times a year. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

Section B: Place of Meetings

The school site council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the school site council.

Section C: Notice of Meetings

Notice of the meeting shall be posted at the school site, or other appropriate place accessible to the public at least 72 hours before the time set for the meeting. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (Education Code 35147). Notice of meetings shall be delivered either personally or by mail to each member not less than forty-eight hours or more than two weeks prior to the date of such meeting.

All required notices shall be delivered to school site council and committee members no less than 72 hours of the meeting personally, by mail, or by e-mail.

Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the school site council shall be conducted in accordance with the rules of order established by Education Code Section 3147 (c), and with Robert's Rules of Order or an adaptation thereof approved by the school site council.

Section F: Meetings Open to the Public

All meetings of the school site council, and of committees established by the school site council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI Amendments

An amendment of these bylaws may be made at any regular meeting of the school site council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to school site council members at least 72 hours prior to the meeting at which the amendment is to be considered for adoption.