

Ventura Unified School District

School Plan for

Student

Achievement



Elmhurst Elementary School

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Ventura Unified
SCHOOL DISTRICT

Fiscal Year 2022-2023

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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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5080 Elmhurst Street
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(805) 289-1860
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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 2022-23 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Deanna Baczek	X				
Tim Fries			X		
Alyssa Baarstad		X			
Tiffany Brown		X			
Melissa Frazier		X			
Amanda Bangs				X	
Michael Reyes				X	
Stephanie Hobert				X	
Donna Cowles				X	
Kelly Travis				X	
Number of members in each category	1	3	1	5	

English Learner Advisory Committee Membership

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

Name of Members	Administrator	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Deanna Baczek	X				
Grace Papp				X	
Number of members in each category	1			1	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

☐ The ELAC has voted to give governance to the SSC on this date: _____

☐ The name of the parent ELAC representative to SSC is: _____

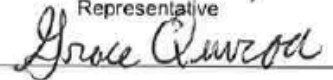
Recommendations and Assurances

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

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

English Learner Advisory Committee

Signature of Authorized
Representative



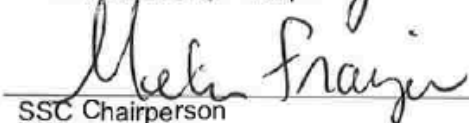
- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis 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: November 1, 2022

Attested:



Deanna Baczek, Principal

11/1/22
Date



SSC Chairperson

11/1/22
Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just over 15,000 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, 1 alternative high school, and 1 independent study school.

During the 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% homeless, and almost 0.4% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District 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.

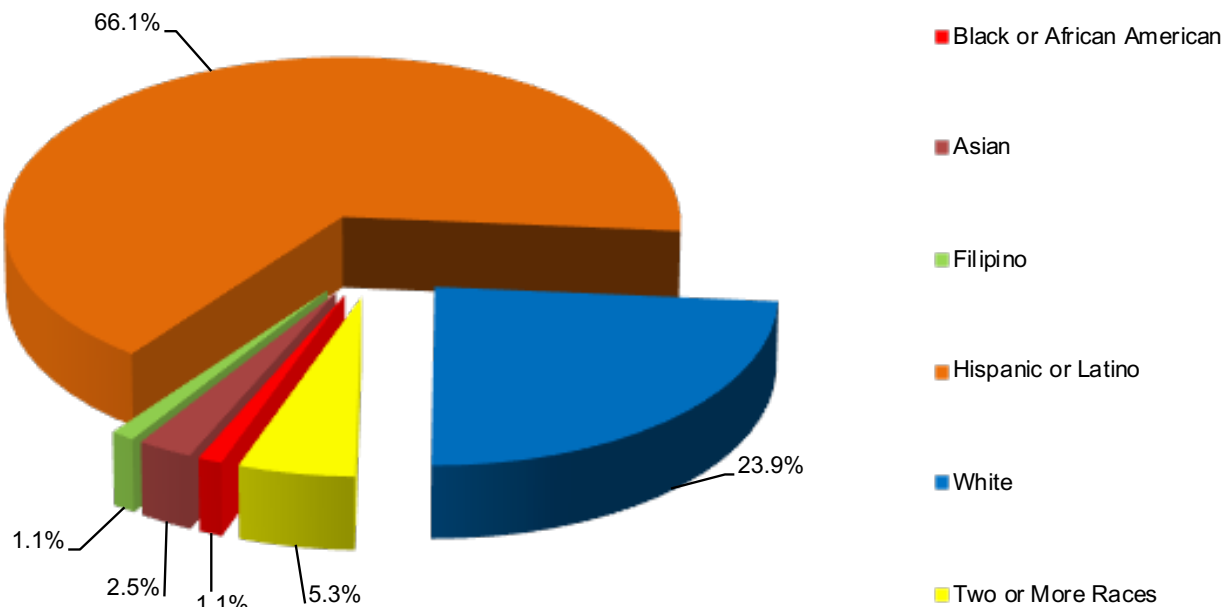
School Information

During the 2021-22 school year, Elmhurst School served 360 students in grades TK-5 following a traditional school calendar. Student enrollment included 16.9% students with disabilities, 16.4% English learners, 71.7% socioeconomically disadvantaged, 3.9% homeless, and 0.8% foster youth. Elmhurst is the home school for the Severely Learning Impaired Special Day Classes serving approximately 40 students from kindergarten to fifth grade.

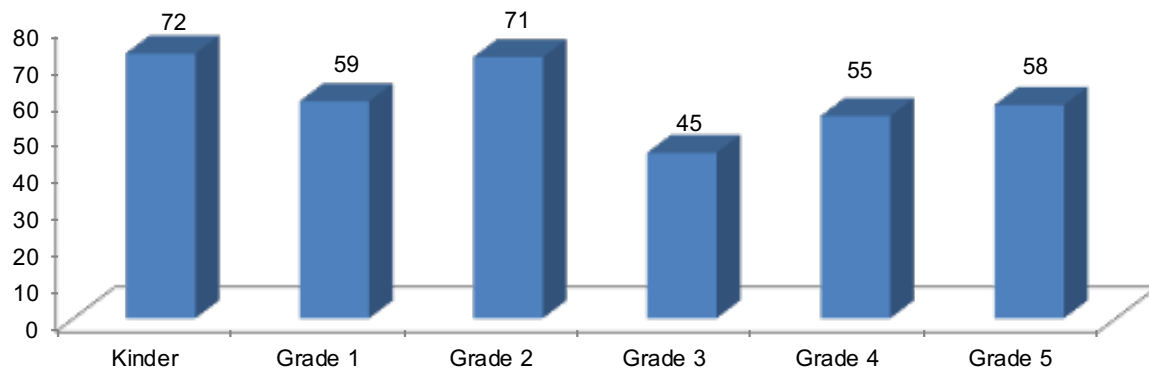
School Vision

The Elmhurst Community is a team of students, teachers, staff, and families that works together and values each student for their unique qualities and diverse backgrounds. Every student will be given a safe, healthy, nurturing environment in which to learn grade level standards. Intervention programs have been developed for students needing extra support. We embrace the building of self-esteem in each child by advancing respect of self and others.

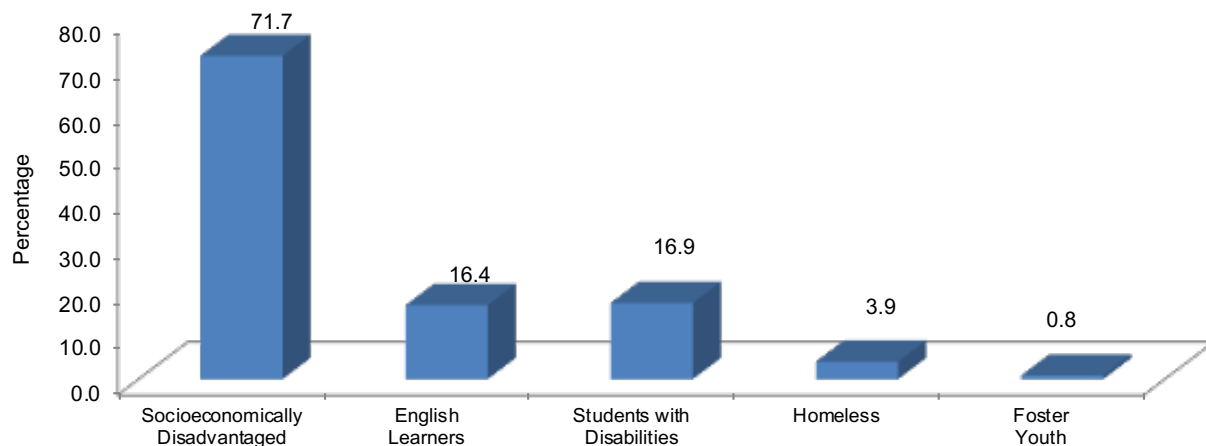
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



Student Enrollment by Student Group – 2021-22



Comprehensive Needs Assessment

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

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - District Benchmarks
 - CAASPP Reports
 - Formative Assessments
- ✓ California School Climate Survey (CHKS)

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

Transition from Preschool to Kindergarten

Ventura Unified School District Office of Educational Services, Child Development Programs Division, manages and coordinates early childhood programs to support the social, emotional, physical, and educational needs of the child in a safe and healthy environment. Teaching staff are fully credentialed through the California Commission on Teacher Credentialing. Support staff are well trained and knowledgeable of community resources, mental health, social services, health, and nutrition.

The Ventura Unified School District's Curriculum and Instruction Division oversees the following programs:

- **Jumpstart State Preschool Program:** Through a contract with the California Department of Education, Ventura Unified School District operates 14 half-day Jumpstart State Preschool programs. The Jumpstart Program is under the auspices of Ventura Unified School District Office of Educational Services, Child Development Programs.

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

When you visit the Jumpstart classrooms you will observe a print rich environment supporting the developmental process of early literacy. Notably, the importance of a culturally and linguistically sensitive learning environment is demonstrated. Children are engaged daily in language/ literacy lessons, as well as ten developmentally based center activities. Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified Classroom Teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching.

Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified classroom teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching. Morning and afternoon sessions are offered.

The Jumpstart State Preschool Programs offer morning and afternoon sessions at:

- E.P. Foster Elementary
 - Montalvo Elementary
 - Portola Elementary
 - Sheridan Way Elementary
 - A.T.L.A.S.
 - Will Rogers Elementary
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District's Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
 - Citrus Glen Elementary School
 - Elmhurst Elementary School
 - Junipero Serra Elementary School
 - Lemon Grove School
 - Lincoln Elementary School
 - Loma Vista Elementary School
 - Sheridan Way Elementary
 - Sunset School

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.

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

Elmhurst 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.
- **CHAMPS**
- **Digital Citizenship**
- **Recognition Awards for Character Traits**
- **Counselor** – individual and group counseling for anger management
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children.

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
Elmhurst Elementary School	56726526056089	November 2, 2022	

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)

The purpose of this plan is to ensure that we are appropriately identifying and addressing the needs of Elmhurst Elementary School students via our Schoolwide Program, as well as ensure that the funding afforded to the school is being utilized in the most efficient manner possible.

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.

Elmhurst Elementary School's plan to meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state and local programs is to focus on the designated goals of the Ventura Unified School District's LCAP, while using data specific to Elmhurst's students to plan accordingly.

The data shows that students are entering kindergarten lacking basic number sense and letter identification. Many cannot identify their own name in writing. Our students that participate in CAASPP testing are still demonstrating the need for more intensive intervention to assist them in meeting the goals for both Mathematics and English Language Arts.

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:
Elmhurst Staff	September-December 2022
Parents	September 2022
School Site Council	October/November 2022

Resource Inequities

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

Not applicable.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

- Identified Need:

A disproportionate number of students enter kindergarten without any prerequisite skills for school attendance and success, including identification of their name, alphabet, and numbers. This requires the school to meet them where they are, and then move forward. There is a need to offer targeted intervention in both English Language Arts and Mathematics to students in grades kindergarten through fifth grade.

- Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Scores	<p>Grade 3 - CAASPP ELA Summative: 12.77% Exceeded, 10.64% Met Standard, 27.66% Nearly Met Standard, 48.94% Did Not Meet Standard</p> <p>CAA ELA Summative: (3 tested) 100% Level 1</p> <p>Grade 4 - CAASPP ELA Summative: 22.64% Exceeded, 13.21% Met Standard, 16.983% Nearly Met Standard, 47.17% Did Not Meet Standard</p> <p>CAA ELA Summative: (2 tested) 50% Level 1, 50% Level 3</p> <p>Grade 5 - CAASPP ELA Summative: 9.26% Exceeded Standard, 27.78% Met Standard, 25.93% Nearly Met Standard, 37.04% Did Not Meet Standard</p> <p>CAA ELA Summative: data not available</p>	Positive growth in all areas as measured by CAASPP and CAA test results.
Math Scores	<p>3rd Grade - CAASPP Math Summative: 8.51% Exceeded, 23.4% Met Standard, 10.64% Nearly Met Standard, 57.45% Did Not Meet Standard</p> <p>CAA Math Summative: data not available</p> <p>4th Grade - CAASPP Math Summative: 15.09% Exceeded Standard, 16.98% Met Standard,</p>	Positive growth in all areas as measured by CAASPP and CAA test results.

	<p>30.19% Nearly Met Standard, 37.74% Did Not Meet Standard</p> <p>CAA Math Summative: (2 tested) 50% Level 1, 50% Level 2</p> <p>5th Grade - CAASPP Math Summative: 7.41% Exceeded Standard, 11.11% Met Standard, 27.78% Nearly Met Standard, 53.7% Did Not Meet Standard</p> <p>CAA Math Summative: data not available</p>	
VUSD Screeners	Students are below average in their scores on Oral Reading Fluency, Letter and Number identification, and site words.	Provide opportunities to assist students in having scores more commensurate with district averages.

- Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Transitional Kindergarten, kindergarten, first, second, third, fourth and fifth grade students.

Strategy/Activity

Hire competent teachers and ensure they participate in district training and teach as effectively as possible.

Evaluations will be completed both efficiently and thoroughly, and in a timely manner. Teachers will be given opportunities to observe their peers (substitutes will be provided), and will receive ongoing feedback and communication regarding both site and district goals. Open lines of communication will exist between the administration, teachers, and their mentors.

Opportunities will be provided, as they arise, for Elmhurst teachers to participate in AVID training both onsite and off site. We hope to be able to take a group of teachers to the AVID Summer Institute in July. Previously, we had staff registered to attend the Summer Institute, but when it was only offered online, they decided to wait until it was available in person, as that is what they prefer.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Minimal financial cost unless we attend the AVID Conference - \$5,000	Supplemental (AVID)

- Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Kindergarten students in general education classes.

Strategy/Activity

Students in kindergarten will begin their school year participating in an alphabet “boot camp” to ensure they know their letters and sounds.

Teachers will take data before and after the “boot camp” to ensure growth. Concerns will be addressed by offering intervention in English Language Arts, and Social-Emotional needs will be addressed via classroom presentations and small groups. Both “Kelso’s Choice” and “Second Step” curriculum will be utilized to meet Social-Emotional needs. We will also be utilizing BCBAs to assist with behavior plans/strategies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$18,660	Supplemental

- Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in need of English Language Arts and/or Math Intervention classes as indicated by district screenings.

Strategy/Activity

Students will be offered opportunities to participate in targeted English Language Arts and Math Interventions classes.

An intervention teacher will be available to work with students that need additional assistance with English Language Arts and Math. The teachers will use the “Sonday” English Language Arts curriculum, and “Bridges” math curriculum. Teachers will also incorporate additional strategies and resources to meet the needs of their students. The English Language Arts intervention teacher will also utilize Reading A-Z & Raz Kids Licenses.

Students will be placed based on needs, per district screenings and classroom assessments, and available space. Participation will be evaluated at the end of each trimester.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$176,069 for ELA Intervention Teacher, additional Counseling, and 50% Math Intervention Teacher (cost of health and welfare included)	Title 1 The district is paying for half of a Math Intervention teacher this year.
Reading A-Z & Raz Kids Licenses - \$250	Restricted Lottery

- Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students will benefit.

Strategy/Activity

Social Emotional needs will be addressed school wide both individually, and in groups.

“Second Step” and “Kelso’s Choice” curriculum will be used school wide to address social emotional needs. “Second Step” will be taught by classroom teachers and incorporated into morning announcements. The counselor will do “Kelso’s Choice” presentations in classrooms, and all teachers, the principal, and the counselor will incorporate the basic tenets of the curriculum when meeting with students and conferring with parents. The counselor will meet with small groups to address more specific needs such as grief, anxiety, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Site costs for counseling is included above, in strategy 3.	Title 1

- Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All English Language Learners and Kindergarten/First/Second grade students.

Strategy/Activity

A general education para educator will be working with teachers, where needed, to assist with small groups, activities, taking MAP assessments, focusing on behavior, etc.

By providing a bilingual paraeducator, our English Language Learning students are offered the opportunity to meet with her for individualized help. She will be on site daily, for a limited number of hours, to work with students that need assistance with language acquisition. Additionally, she will provide assistance in our communication with our Spanish speaking families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$16,619.5 - Bilingual/Gen Ed Paraeducator	Title 1
\$16,619.5 - General Education Para Educator	Title 1

- Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will benefit.

Strategy/Activity

Students will have access to individualized read aloud books to take home and read with their family. Books will be offered in both English and English/Spanish.

Books will be available to give to students to ensure that they have ample access beyond what is available in the library. Donated books will be available for students to keep, as well as books from the "We Both Read" program that will enable students and their parents to read together and grow the love of reading. These books will focus on skills such as alphabet letters and sounds, the joy of reading, phonics, English/Spanish translations, reading fluency, etc., and will be available in English and English/Spanish. The students may keep the books and begin to grow their home library.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	Title 1

Annual Review:**SPSA Year Reviewed: 2021-22**

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.

VUSD was in continual recruitment for para educators, but we were unable to find one to hire until August of 2022. Therefore, we did not have the benefit of this additional person during the 2021-2022 school year, but do have her daily for half of the day in the 2022-2023 school year.

Students had not been on site to take standardized tests during the previous two years, and many were significantly behind due to Covid and absences, so our test scores did not improve as we had hoped.

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

We are encountering significant behavioral challenges due to the trauma of the Covid 19 pandemic. This is impacting learning at all levels and requiring staff to focus on the basic needs of our students in order to meet them where they are to move forward with their academic expectations. Teachers are experiencing a greater diversity of student abilities in the classroom creating challenges for teaching. We also have three combination classes this year, which presents challenges in the classroom to address two different sets of standards, especially when combined with behavioral challenges and students new to our school. (We tend to have a more transient student population that moves frequently, and it takes time to recognize and assess the needs of new students.)

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.

We have new teachers in the ELA and Math Intervention positions this year. They are working with students to assess where they are academically, and all participation in intervention is data based. The two teachers are also working with the district TOSAs and attending professional development to ensure the time they spend with students is focused and worthwhile, as well as addressing specific, identified needs.

Goal 2:

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

- Identified Need:

Many of the students at Elmhurst Elementary School are in need of Social Emotional skills learning. Additionally, student attendance is impacting student learning due to too many days missed. There are a number of reasons for poor attendance ranging from social emotional stresses to lack of knowledge by their parents regarding the importance of steady attendance. Undesired behaviors often result in students that are lacking social emotional skills.

- Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	No students were suspended.	No students suspended.
ELA Scores	Same as in Goal #1 above.	Same as in Goal #1 above.
Math Scores	Same as in Goal #1 above.	Same as in Goal #1 above.
Attendance Data	No actual data available, but we did hold SART meetings and make many home visits during the 2021-2022 SY.	Improved attendance for all students.

- Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served.

Strategy/Activity

Elmhurst provides additional funds to support having a full time counselor to meet the needs of students. The counselor teaches lessons in class/virtually to address social emotional needs, offers a variety of groups to address anger, grief, conflict management, problem solving, etc., and utilizes the Kelso's Choice curriculum to assist students in making desired choices. Additionally, she makes referrals for students, does an evening virtual story reading once a month, makes home visits with the principal, works directly with the principal in addressing behavior concerns, and is a vital member of our Student Study Team. She also attends events, such as awards ceremonies and school events, as our eagle mascot.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
The additional cost for our counselor is reflected in Goal #1	Title 1

- Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups at Elmhurst.

Strategy/Activity

Elmhurst will continue to strive to improve student attendance by educating parents and providing incentives to students for improved attendance, fewer tardies, attending Saturday Attendance Academies, etc.

Parents received a letter addressing the importance of attendance and their child's educational success. All families received an Elmhurst refrigerator magnet with the VUSD calendar on it showing the days students are in school, minimum days, conferences, and days they are on break. The calendar also has the attendance line phone number and the email address to report absences.

Students will be recognized bimonthly at the Elmhurst Awards Assemblies for various attendance improvements. They will meet with the principal and counselor during lunch to receive their choice of incentive (Elmhurst pencil, magnet or window cling, certificates, attendance bag tags) and be given personal recognition for their accomplishment.

Students that do not receive recognition will be counseled on how they can be recognized next time by making attendance changes. Unfortunately, sometimes the students' poor attendance is out of their control and in the hands of their parents.

The principal and attendance clerk will continue to have phone conferences and personal conferences with parents to discuss attendance, and will utilize the VUSD SARB board as needed. Home visits are being made as needed, and we are working with the Ventura Police Department and Child Welfare Department.

Multiple ways of communicating with parents will be utilized to remind parents: email, phone calls, newsletters, calendars, Parent Square messages, etc.

Elmhurst purchases and provides parents with a monthly "Parent Institute" magazine that address ways families can partner with the school to help their children succeed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Unknown as supplies are still on hand. approx. \$750	Title 1

- Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups will benefit from this strategy.

Strategy/Activity

Elmhurst piloted the *Second Step* curriculum that focuses on social emotional learning. All teachers were trained, and teachers in grades kindergarten through grade 5 began using the lessons. The district adopted the program. The program is now being used in grades TK-5 and all teachers have ample materials/kits. With time, we expect to see added benefit from continuing with this program. Beginning in October, the principal makes an "all school" announcement in the morning with a weekly focus. The topic is incorporated into conversations/discussions with both parents and students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
There is no cost to the site	VUSD provided the materials

- Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students will benefit from this goal.

Strategy/Activity

Build relationships amongst staff members, students and family members by focusing on positive interactions, communication, conferences, phone calls, and culture building activities.

Staff building activities will continue to be held during the year, staff meetings will include discussions on relationship building, the principal will make positive calls/send positive emails home, teachers will conference with parents, etc. Site wide, we use positive "Golden Tickets" to distribute to students to recognize positive behavior, kindness, hard work, etc. The "Golden Tickets" have an area to tear off at the bottom, to be entered into a drawing at the end of each month. The prizes vary depending on the winner, some have chosen to pick something from the treasure box, while others chose the opportunity to eat lunch with various staff members. Students retain their "note" to take home and share with their family. The notes are on gold paper and are now referred to as "Golden Tickets."

Awards are now able to be held in the cafeteria as an assembly, as we did prior to Covid. The student's family is notified that they will be recognized, and the principal presents their award and speaks about them in front of their peers, then sends their awards home. This has been very well received by teachers, students and families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	Title 1 & Site Funds

Annual Review:**SPSA Year Reviewed: 2021-22**

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.

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

We continue to focus on safety every day at Elmhurst, as well as building trusting relationships and helping our students learn academically, socially, and emotionally. We work hard to “teach” our students appropriate behavior and complement/reward exceptional behavior/kindness. Never-the-less, this year has started out rough. We are experiencing unprecedented behavior challenges and the teachers have felt demoralized due to the ongoing negotiations process. Our safety drills have been efficient and well received. (Fire Drills, Lockdown Drills, Earthquake Drills)

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

Our expenditures for this goal were less than anticipated so the proposed amount has been modified. However, we are exploring hiring someone to work directly with our teachers on behavior, so that will be an additional cost that will need to come out of our Title 1 Budget.

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.

We have behaviorists from the district that will be doing a presentation at our November Faculty Meeting to assist teachers/staff with ongoing behavioral challenges. The principal is also putting together materials to assist with classroom management and consistencies throughout campus when dealing with behavior.

Goal 3:

Family Involvement - Increase parent and community involvement.

• Identified Need:

Increasing parent and community involvement continues to be an area of growth for Elmhurst. We continually try new ideas to meet the needs of our families and encourage them to be more active/knowledgeable in what is happening at their child's school.

• Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent, Staff & Friends Organization Membership	All positions have been filled for the 2022-2023 school year.	We would like to have all of the PSFO board positions filled every year with increased parental involvement when we have events/activities.
English Language Advisory Committee participation	Attendance at ELAC meetings has dropped. No one, other than site personnel, attended the meetings held over the last few years.	ELAC meetings will have parents in attendance. Meetings will be held at differing times in order to encourage participation.
Activities and programs held at the school will have parents and community members in attendance.	Elmhurst has increased parent attendance and involvement in the last few years, but we'd like it to increase even more. Now that we are able to welcome families back onto campus, we have already seen better attendance at our Back-to-School Night, our Color Run, classroom volunteers, and field trip chaperones.	Involving community groups with the activities at Elmhurst, as well as increasing the number of parents in attendance, and actively participating, in their child's school.

• Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Elmhurst would like for the parents of all students to be actively involved in their school community.

Strategy/Activity

Frequent contact with parents both in person, via Parent Square, the calendar, letters home, phone, Class Dojo, and by visiting with parents at school events. We used to send home our School Parent Connection Newsletter in both English and Spanish every month with brief articles and ideas/suggestions on how parents can interact with their children to provide better learning opportunities, as well as health tips, and ways parents can get involved in the school, but it was discontinued, but we have found a new Newsletter that will be sent monthly via Parent Square and will be on the school website.

We will send personal invites to parents, will offer a Book Fair opportunity for parents to purchase books (as well as continue to give away free books), and provide school spirited items such as pens, pencils, stickers, etc. to improve school spirit amongst students, parents, and staff. We will be able to offer our Harvest Festival again this year in person. This always draws a large crowd and is a fun evening. Last year we held it via a Drive-Thru event.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
To be determined	Title 1

- Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be impacted by this goal.

Strategy/Activity

Encourage and support our PSFO in providing a wide range of parent involvement activities such as our Harvest Festival, Color Run, Loteria Night, Kindness Rocks Project, Beautification Days, AVID Night, Classroom Read Alongs, Lunch with your student, and "Grandparents Day" when grandparents or other family members will come to school and eat lunch with the children. In addition, we have an on site "Pumpkin Patch" for our students with exceptional needs.

Due to the pandemic, some of these activities were able to take place last school year, but others were cancelled/postponed. We are excited to welcome families back to campus and encourage school involvement.

So far, during the 2022-2023 school year we have had Back-to-School Night, dine out nights, Picture Day, a Color Run, a "Pumpkin Patch", etc. The PSFO is currently working on our Harvest Festival and we are trying to find grants to enable our fifth grade students to have an end-of-year outdoor experience.

Additionally, Elmhurst will participate in Ventura Unified School District's annual School of Choice Night to share what our school has to offer with the local community.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	Title 1 Parent Involvement

- Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Special Education students and any other students that can benefit.

Strategy/Activity

Elmhurst provided a "calming room" at our Fun Fall Festival in 2019 for students that may have been over-stimulated. We will seek to include this at all future events as a place students and families can go to take a break from the noise and activity.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
No expense involved	N/A

- Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with special needs as well as all students.

Strategy/Activity

In conjunction with the PSFO, Elmhurst will again try to offer a Sensory Night. We offered this in 2018 and it was quite successful. We will offer more sensory opportunities for students with special needs, as well as students in general, to have opportunities to explore sensory activities and create sensory crafts.

In 2019 we had a Sensory Walk created in the lower hallway that students are able to access daily. We created/painted obstacle courses and sensory activities on our playground in the spring of 2021.

All students benefit from sensory opportunities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	PSFO and Title 1

- Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will benefit from this strategy.

Strategy/Activity

Provide solutions that may be impacting parent involvement by providing childcare during our AVID Night or any other event held on campus to allow parents the opportunity to experience the evening without young children distracting them or keeping them from attending.

Schedule our ELAC Meetings during the school day to see if that improves attendance. Continue to reach out to parents and the community to give them opportunities to be as involved as they'd like. Personal invitations often make a big difference on whether people participate.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$150	Title 1

Annual Review:**SPSA Year Reviewed: 2021-22**

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.

We continue to encourage all families to participate in school events, or on committees such as our Parent Staff Friends Organization (PSFO), Parent Advisory Committee (PAC), Special Education District Advisory Committee (SEDAC), English Learners Advisory Committee (ELAC), School Site Council (SSC), Counseling Advisory Committee, as a school or classroom volunteer, or in any way they may choose. Our families with students in our Moderate to Severe Special Education classes have really stepped up their participation and this continues to strengthen our integration on site.

We are also cognizant that some families have to work multiple jobs in order to afford to live in our community, some do not have vehicles, etc. that impacts their ability to participate.

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

We are always exploring new ideas and ways to make everyone feel included. One of the booths at our Harvest Festival this year will be a photo booth that will enable students, families and staff to take photos and receive them immediately with an Elmhurst logo on them.

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.

Staff will continue to reach out to families with positive messages to ensure families feel informed and aware of what is happening at Elmhurst. Parents will be notified of all upcoming events, drills, exceptional successes and any challenges they should be aware of. As we continue to use Parent Square and Class Dojo, teachers are finding ways to share immediate information, photos of school activities, etc. Families that are unable to attend an event often receive photos from teachers so that they can feel as though they were able to attend (example: bi-monthly awards assemblies, pumpkin patch). The principal sends out messages to all families as well as specific messages to only a select few that it pertains to.

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

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

Federal Programs	Allocation (\$)
Title I 2022-23 Pre-Allocation	\$209,308.00
Title I 2022-23 Allocation	\$20,960.00

Subtotal of additional federal funds included for this school: **\$230,268.00**

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 2021-22 Carryover	\$3,492.00
Site-Based Funds 2022-23 Allocation	\$19,800.00
Supplemental Funds 2021-22 Carryover	\$9,713.00
Supplemental Funds 2022-23 Allocation	\$60,760.00

Subtotal of state or local funds included for this school: **\$93,765.00**

Total of federal, state, and/or local funds for this school: **\$324,033.00**

2022-23 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services 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.

Multilingual/Multicultural Education

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

Program models offered for Multilingual 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.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

Curriculum & Instruction

The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, 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-5) 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 – 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	47	47	47	12.77%	10.64%	27.66%	48.94%
Male	25	25	25	16.00%	8.00%	40.00%	36.00%
Female	22	22	22	9.09%	13.64%	13.64%	63.64%
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	29	29	29	13.79%	10.34%	20.69%	55.17%
Hawaiian or Pacific Islander							
White (not Hispanic)	14	14	14	7.14%	7.14%	42.86%	42.86%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	33	33	33	9.09%	12.12%	18.18%	60.61%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education							
Homeless	4	4	4	*	*	*	*

CAASPP – Grade 3 Mathematics – 2021-22

	Mathematics						
	2021-22						
	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	47	47	47	8.51%	23.40%	10.64%	57.45%
Male	25	25	25	16.00%	24.00%	4.00%	56.00%
Female	22	22	22	0.00%	22.73%	18.18%	59.09%
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	29	29	29	6.90%	20.69%	10.34%	62.07%
Hawaiian or Pacific Islander							
White (not Hispanic)	14	14	14	7.14%	28.57%	7.14%	57.14%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	33	33	33	6.06%	24.24%	6.06%	63.64%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education							
Homeless	4	4	4	*	*	*	*

CAASPP – Grade 4 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	53	53	53	22.64%	13.21%	16.98%	47.17%
Male	26	26	26	19.23%	7.69%	19.23%	53.85%
Female	27	27	27	25.93%	18.52%	14.81%	40.74%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	33	33	33	21.21%	9.09%	18.18%	51.52%
Hawaiian or Pacific Islander							
White (not Hispanic)	13	13	13	30.77%	15.38%	15.38%	38.46%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	30	30	30	13.33%	10.00%	16.67%	60.00%
English Learners	10	10	10	*	*	*	*
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 Mathematics – 2021-22

	2021-22						
	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	53	53	53	15.09%	16.98%	30.19%	37.74%
Male	26	26	26	19.23%	11.54%	34.62%	34.62%
Female	27	27	27	11.11%	22.22%	25.93%	40.74%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	33	33	33	12.12%	15.15%	24.24%	48.48%
Hawaiian or Pacific Islander							
White (not Hispanic)	13	13	13	30.77%	15.38%	30.77%	23.08%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	30	30	30	6.67%	10.00%	30.00%	53.33%
English Learners	10	10	10	*	*	*	*
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	54	54	54	9.26%	27.78%	25.93%	37.04%
Male	29	29	29	10.34%	17.24%	24.14%	48.28%
Female	25	25	25	8.00%	40.00%	28.00%	24.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	39	39	39	10.26%	23.08%	28.21%	38.46%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	43	43	43	9.30%	23.26%	30.23%	37.21%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 Mathematics – 2021-22

	Mathematics						
	2021-22						
	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	54	54	54	7.41%	11.11%	27.78%	53.70%
Male	29	29	29	10.34%	13.79%	20.69%	55.17%
Female	25	25	25	4.00%	8.00%	36.00%	52.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	39	39	39	2.56%	15.38%	23.08%	58.97%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	43	43	43	2.33%	13.95%	25.58%	58.14%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

2022-23 Supplemental Funds Program Budget

2022-23 BUDGET**School Site:****Elmhurst Elementary****Program:****Supplemental**

2021-22 Carryover	\$	9,713.00
2022-23 Allocation	\$	60,760.00
Total Available Funding:	\$	70,473.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ 500.00
	Other	\$ -
2000s - Classified Salaries		
	Health Tech .13 FTE - Sandra Avila	\$ 4,347.00
	Paracd, Extra hours	\$ -
	Clerical, Extra hours	\$ -
	Other - .5 Gen Ed Para & Part Time BCBA	\$ 35,000.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ 116.00
	35.63% for Classified	\$ 16,560.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ 1,500.00
	Materials and Supplies	\$ 11,150.00
	Equipment not Capitalized	\$ 1,000.00
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 300.00
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 70,473.00
Budget Balance		\$ -

MK 12/15

Principals Signature:	<i>Deanna Baayek</i>
Date:	<i>November 15, 2022</i>
School Site Council Approval: (Chair)	<i>Melissa Frazer</i>
Date:	<i>11-15-22</i>
English Learner Advisory Committee Review:	<i>Jose Quiroa</i>
Date:	<i>11-15-22</i>
Director, Special Projects Approval:	<i>J. Mohr</i>
Date:	<i>1/3/23</i>

2022-23 Site Funds Program Budget

2022-23 BUDGET**School Site:****Elmhurst Elementary****Program:****Site Based Fund**

2021-22 Carryover	\$	3,492.00
2022-23 Allocation	\$	19,800.00
Total Available Funding:	\$	23,292.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ -
	Clerical, Extra hours	\$ -
	Other	\$ 1,000.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	35.63% for Classified	\$ 356.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 17,936.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ 2,000.00
	Operating Lease	\$ -
	Graphics	\$ 2,000.00
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
	Communications	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 23,292.00
Budget Balance		\$ -

MC 12/15

Principals Signature:	<i>Deanna Sawyer</i>
Date:	<i>November 15, 2022</i>
School Site Council Approval: (Chair)	<i>Melissa Fray</i>
Date:	<i>11-15-22</i>
Director, Special Projects Approval:	<i>Gross</i>
Date:	<i>1/3/23</i>

2022-23 Title I Funds Program Budget

2022-23 BUDGET

School Site:

Elmhurst Elementary

Program:

Title I

2022-23 Pre Allocation	\$	209,308.00
2022-23 Additional Allocation	\$	20,960.00
Total Available Funding:	\$	230,268.00

		Budget
Pre-Allocated Expenditures		
1000s - Certificated Salaries		
	Elementary Counseling 0.42FTE	\$ 28,578.00
	Intervention 1.5FTE	\$ 91,877.00
		\$ -
2000s - Classified Salaries		
	Paraed 0.80 FTE	\$ 26,377.00
		\$ -
3000s - Employee Benefits		
	Certificated	\$ 55,614.00
	Classified	\$ 6,862.00
Total		\$ 209,308.00

		Budget
Additional Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	
	Teachers, Sub	\$ 5,000.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ 400.00
	Other	
3000s - Employee Benefits		
	23.16% for Certificated	\$ 1,158.00
	35.63% for Classified	\$ 143.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ 500.00
	Materials and Supplies	\$ 11,259.00
	Equipment not Capitalized	\$ 1,000.00
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 750.00
	Rentals and Repairs	
	Operating Lease	
	Graphics	\$ 750.00
	Contracted Services	
	Internet Publications/Software	
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 20,960.00

Budget Balance		\$ -
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mk 12/15

Principals Signature:	Deanna Baer
Date:	November 15, 2022
School Site Council Approval: (Chair)	Melissa Frayser
Date:	11-15-22
Director, Special Projects Approval:	[Signature]
Date:	1/3/23

VUSD - Parent Involvement Policy

The Educational Services 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.

Multilingual/Multicultural Education

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

Program models offered for Multilingual 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.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

Curriculum & Instruction

The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, 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-5) 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.

Elmhurst Elementary School Parent Involvement Policy

Elmhurst
School Parent Involvement Policy
2022 - 2023

Elmhurst Elementary School shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of students with disabilities, and parents of migratory students, including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

While we are beginning the year with parents on campus, we are fully aware that this could change at any point, and we may encounter new restrictions, which could impede certain activities from taking place.

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 should stay informed of upcoming events and school activities through the monthly calendar, the school website, the PSFO website, weekly classroom reports, Parent Square communication, district calls/emails/texts, and informational flyers. Some participation on site may be limited due to COVID protocols. Opportunities to participate include, but are not limited to the following.

Opportunities to Volunteer:

Classroom Helper
Office Helper
Library Helper
Playground Supervision
School Events
PSFO Fundraising
School Beautification
Picture Day

Committees:

English Learner Advisory Council (ELAC)
District English Advisory Council (DELAC)
Parent, Staff & Friends Organization (PSFO)
Superintendent's Parent Advisory Council (PAC)
Counseling Advisory Committee
PSFO Planning Committees
Special Education District Advisory Council (SEDAC)

School Events and Activities:

Back to School Night, Open House
Kindness Rock Project
Fun Fall Festival
Classroom field trips
Family Picnics
Awards Assemblies
Read Across America with Anacapa Students
AVID Night, Title 1 Night
Parent/Student Park or Sports Day
Kindergarten Orientation
School Site Council
Career Day
Curbside Chat with Ventura PD
Parent/Teacher Conferences
Spelling Bee
Saturday Attendance Academics
Coding in the Classroom with Anacapa
Eagle Ninja Warrior Obstacle Course
Book Fair
Fifth Grade Promotion
Kindergarten Celebration
Loteria/Navidad Night
Eagles Dine Out
Buena High School Football players read to classes
School Assemblies
Movie Night

SSC chair: Mehi Fraji 10/12/20

Elmhurst Elementary School Parent Calendar 2022-2023

AUGUST 2022 - Punctuality

- 18 - Pre Service/Training
- 19 - Pre Service/Training
- 22 - In Service/ PSFO Breakfast/Staff Meeting/Lockdown & Active Shooter Training/Mandated Reporter Training
- 23 - All School District Celebration @ VHS
- 23 - Noon Kindergarten Orientation
- 23 - 5 pm Class Lists Posted on Q
- 24 - FIRST DAY OF SCHOOL
- 25 - Rules Assemblies/Earthquake drill
- 29 - PSFO Meeting via Zoom

SEPTEMBER 2022 - Responsibility

- 2 - Fire Drill
- 5 - LABOR DAY - NO SCHOOL
- 16 - Jog-a-thon
- 22 - Back to School Night
- 23 - Spirit Day: Sports Fan Day
- 22 - Picture Day
- 26 - Non-Student Contact Day
- 26 - PSFO Meeting
- 28 - ELAC Meeting

OCTOBER 2022 - Courtesy

- 3 - Fire Drill
- 4 - School Site Council Meeting
- 7 - Awards
- 11 - School Site Council Meeting
- 17 - PSFO Meeting via Zoom
- 21 - The Great Shakeout
- 21 - SpEd Pumpkin Patch
- 20 - Counseling Advisory Committee Meeting
- 21 - Spirit Day: Crazy Hair Day
- 24 - 28 - FALL BREAK
- 10/31 - RETURN FROM FALL BREAK

NOVEMBER 2022 - Cooperation

- 2 - Picture Retakes
- 1 - School Site Council Meeting
- 2 - Fire Drill
- 4 - Harvest Festival
- 11 - No School - Veterans' Day
- 15 - School Site Council Meeting
- 16 - 22 - Parent Teacher Conferences
- 18 - Spirit Day: Silly Sock Day
- 19 - Saturday Attendance Academy
- 23 - 25 - THANKSGIVING BREAK
- 28 - PSFO Meeting
- 30 - End Trimester 1

DECEMBER 2022 - Kindness

- Cheers for Children
- 2 - Fire Drill
- 8 - ELAC Meeting
- 9 - Awards
- 10 - Saturday Attendance Academy
- 16 - Spirit Day: Disney or (Red/Green)
- 19 - WINTER BREAK BEGINS

JANUARY 2023 - Honesty

- 3 - School Resumes
- 4 - Fire Drill
- 16 - MLK DAY - NO SCHOOL
- 19 - Earthquake Drill
- 27 - Spirit Day: Pajama/Flannel Day
- 30 - INSERVICE
- 23 - PSFO Meeting via Zoom
- 26 - Ventura Police Dept. Curbside Chat
- ? - Spelling Bee



SSC Chair

Melissa Fray

10/12/22



ELMHURST ELEMENTARY SCHOOL PARENT CALENDAR 22-23



FEBRUARY 2023 - Respect

2 - Fire Drill
10 - Awards
4 - Saturday Attendance Academy
15 - ELAC Meeting
13 - No School - LINCOLN'S BIRTHDAY
20 - No School - PRESIDENTS' DAY
24 - Spirit Day: Twin Day
27 - PSFO Meeting
? - Read Across America

MARCH 2023 - Sportsmanship

2 - Fire Drill
16 - 21 - Parent Teacher Conferences
17 - End Trimester 2
28 - School Site Council Meeting
24 - Spirit Day: Superhero Day
24 - Awards
20 - PSFO Meeting via Zoom



10/12/22

APRIL 2023 - Punctuality

10 - Fire Drill
4/3 - 4/7 - SPRING BREAK
18 - Earthquake Drill
4/20 - Spring Pictures
22 - Saturday Attendance Academy
24 - PSFO Meeting
26 - Administrative Professional's Day
28 - Spirit Day: Future Career Day
Testing Window Begins
? - Book Fair Week

MAY 2023 - Self Control

TESTING
2 - Fire Drill
2 - 6 - Staff Appreciation
18 - ELAC Meeting
19 - Awards
23 - School Site Council Meeting
22 - PSFO Meeting via Zoom
25 - Counseling Advisory Committee Meeting
26 - Spirit Day: Patriotic Day
29 - NO SCHOOL - Memorial Day

JUNE 2023 - Compassion

2 - Fire Drill
12 - Beach Day 4th/5th
15 - Kindergarten Celebration, 8:30 am
15 - 5th Gr. Promotion, 10:00 am
15 - Spirit Day: Hawaiian/Aloha
15 - Last Day - Minimum Day

School – Parent Compact

**Elmhurst Elementary
School****School – Parent Compact****What is a school-parent compact?**

A school-parent compact is a written commitment that describes the expectations of all members of a school community.

Developed together:

Parents, students, teachers, and staff members worked together to develop our school-parent compact. This compact is specially developed to meet the needs and goals of our school and our students.

District Goals:

We are committed to providing:

- A safe, healthy and positive school environment in each school
- Rigorous and relevant academics that challenge each student
- Engaging environments that stimulate curiosity and empower students to have a voice in their learning.
- Experiences and connections of the real world inside and outside the classroom to cultivate creativity, critical thinking, and an appreciation of the world we live in.
- A consistent, enthusiastic and unwavering stimulation of each of the children, so they can discover who they want to become academically, personally and socially

Elmhurst Elementary School Goals:

The goals of the school and the goals of the district's LCAP are:

- Increase student achievement for all students while decreasing achievement gaps
- Provide a safe environment for all staff and students.
- Increase parent and community involvement

Teacher / School Responsibilities:

We believe that all students can learn. To ensure a bright future for each student we will:

- Create a safe and welcoming learning environment.
- Provide high-quality curriculum and instruction in an engaging learning environment that allows the student to meet common basic California standards through:
 - Rigorous curriculum
 - Differentiated instruction that is driven by data
 - Follow the Response to Intervention Model
 - Learning opportunities Practices
- Communicate frequently with parents about student achievement, academic progress and behavior through multiple modes of communication.
- Model a growth mindset for all of our students
- Invite families to volunteer and welcome families to participate in their children's learning.



SSC Chair, *Melissa Fray* 10/12/20

Student Responsibilities:

Students at Elmhurst Elementary School joined the staff to develop ideas on how they can succeed in school:

- I will show responsibility by keeping organized, be punctual and come to school prepared.
- I will read every day, I will study and I will finish my homework
- I will have a positive attitude and I will be kind to others
- I will participate in the class discussion and ask academic questions.
- I will take care of my school and treat everyone with respect.

My personal learning goal is: _____

To reach my goal, I will do: _____



Family Responsibilities:

I want my child to be successful in all walks of life. To ensure my child's academic success this school year, I will:

- Nurture my child's social and emotional health and ensure that my child understands his or her valuable contribution to their community.
- Make school attendance a priority by ensuring that my child arrives at school on time daily, prepared and ready to learn.
- Encourage academic responsibility at home by limiting electronic devices, setting time for reading and assignments, and creating a quiet study space.
- Communicate regularly with my child's teacher and the school via email, phone call, daily agenda and scheduled conferences.
- Reinforce the expectations of the school, the bus and the classroom.
- Expand learning at home through family discussions, task completion, and create opportunities for new research ideas.

When possible, participate in the school community of my student by volunteering in the classroom, the library, PSFO or preparing materials at home.

Parent Involvement:

There are many opportunities for parents to participate and learn about Elmhurst Elementary School. Family Night / AVID (Advancement Via Individual Determination) Standards / SSC (School Site Council) / ELAC (English Learner Advisory Committee) / PSFO (Parents, Staff, Friends, Organization) / Back to School Night / Awards Assemblies / Open House / School Newsletters / Website / PSFO Social Network. Please contact our school to learn more about these opportunities or contact our parent organization at ElmhurstPSFO@gmail.com or <https://www.elmhurstventura.com/>

Communication on student learning:

Elmhurst Elementary School is committed to providing two-way communication with families about student learning through the following methods:

- Elmhurst website
- Newsletters
- Phone / email
- Parent conferences / report card
- Social networks
- Class Dojo
- PSFO Website
- Parent Square

ELMHURST ELEMENTARY SCHOOL
5080 ELMHURST ST
VENTURA, CA 93003
(805) 289-1860



Professional Development Plan

Elmhurst 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 2022-23 school year, teachers at Elmhurst Elementary School will focus on the following trainings:

- Advancement Via Individual Determination (AVID)
- Lockdown Safety
- NWEA MAP Assessments
- Social Emotional Learning (SEL)

2021-22 School Accountability Report Card

Published January 2023



ELMHURST ELEMENTARY SCHOOL

5080 ELMHURST STREET, VENTURA, CA 93003
(805) 289-1860

DEANNA BACZEK, PRINCIPAL
GRADES TK-5

PRINCIPAL'S MESSAGE

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials, 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.

Elmhurst Elementary School is the only AVID school in the Ventura Unified School District. AVID (Advancement via Individual Determination) teaches students fundamental learning, study and academic behavioral skills. It is designed to be embedded into daily instruction. It encompasses writing, collaboration, organization, and reading, and utilizes research-based strategies that have proven to be successful.

At Elmhurst Elementary School, we model and encourage having a growth mindset, focus on character development and the importance of kindness and equity. In 2020 we had the Ventura County Teacher of the Year and in 2021 we worked on our AVID room and created a butterfly garden at the front of the school. We are working to develop our science lab, and are continually expanding our technology opportunities. We have recently begun a beautification project to try to give our school a "face lift." In 2019-2020 the school mural, "Elmhurst, Where Kindness Matters" was completed by a local artist on the front wall of the school. We also had a "Sensory Walk" painted in our lower hallway." Additionally, we

collaborate with our middle and high school students to provide diverse learning opportunities.

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 Elmhurst Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, we will challenge our students to reach their maximum potential.

We encourage you to:

Read to your child - It is a great way to expand their vocabulary, model the love of reading and spend quality time together. Make attendance a priority - When students are absent from school, for any reason, they are missing learning opportunities. Get involved - Join the PSFO, become a School Site Council member, represent Elmhurst at monthly PAC meetings with the superintendent, volunteer in the classroom or library, help at recess, or assist in organizing a school event.

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

Board of Education

SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
AMY (YAMAMOTO) CALLAHAN
JAMES FORSYTHE
CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

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



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.

Elmhurst Elementary School

Elmhurst Elementary School serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2021-22 school year, 360 students were enrolled, including 16.9% in special education, 16.4% qualifying for English Language Learner support, 3.9% homeless, 0.8% foster youth, and 71.7% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.6%	Kindergarten	72
Male	49.4%	Grade 1	59
Non-Binary	0.0%	Grade 2	71
American Indian or Alaskan Native	0.0%	Grade 3	45
Asian	2.5%	Grade 4	55
Black or African American	1.1%	Grade 5	58
Filipino	1.1%		
Hispanic or Latino	66.1%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	5.3%		
White	23.9%		
English Learners	16.4%		
Foster Youth	0.8%		
Homeless	3.9%		
Migrant	0.0%		
Socioeconomically Disadvantaged	71.7%		
Students with Disabilities	16.9%		
Total Enrollment			360

Elmhurst Elementary School is the "home" school for the severely learning impaired special education program which provides services to approximately 40 students throughout the Ventura Unified School District and neighboring school districts within the region.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, school newsletters, teacher newsletters, the school website, PSFO Facebook and Instagram page, teacher websites, the PSFO website, and flyers. Contact the school office manager or PSFO President at (805) 289-1860 for more information on how to become involved in your child's learning environment.

- Opportunities to Volunteer
- Classroom, Office or Library Helpers
 - Chaperone Field Trips
 - Gardening / Beautification
 - School Events
 - Student Supervision

- Committees
- School Site Council (SSC)
 - English Learner Advisory Council (ELAC)
 - District English Learner Advisory Council (DELAC)

California Physical Fitness Test Results					
2021-22					
% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	100.0%	95.0%	95.0%	95.0%	95.0%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Test Results in Science					
All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Elmhurst		VUSD		CA
	20-21	21-22	20-21	21-22	20-21 21-22
Science (Grades 5, 8, & 10)	33.33	22.64	30.74	32.31	28.72 29.47

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

- Parent Staff Friends Organization (PSFO)
- Special Education District Advisory Committee (SEDAC)
- Superintendent's Parent Advisory Council (PAC)

School Activities

- AVID Nights
- Back to School Night
- Book Fair
- Character Development
- Conferences
- Curbside Chat with Ventura PD
- Family Education Nights
- Family Picnics
- Fundraising
- Fun Fall Festival
- Kindness Rocks
- Loteria Night
- Multicultural Events
- Open House
- Read Across America
- Sensory Night
- Spelling Bee
- Student Performances
- Student Promotions
- Student Recognition Events

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, Elmhurst Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in

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

	2021-22				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	54	53	98.15	1.85	22.64
Female	25	24	96	4	29.17
Male	29	29	100	0	17.24
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	38	97.44	2.56	13.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	42	97.67	2.33	16.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

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

Percentage of Students Meeting or Exceeding the State Standards

	Elmhurst		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	31	N/A	47	N/A	47
Mathematics	N/A	26	N/A	35	N/A	33

Note: 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.

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

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA.

The "Percent Met and Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3 - Alternate) on the CAA's divided by the total number of students who participated in both assessments.

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

	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	163	162	99.39	0.61	31.48	163	162	99.39	0.61	25.93
Female	77	77	100	0	37.66	77	77	100	0	22.08
Male	86	85	98.84	1.16	25.98	86	85	98.84	1.16	29.41
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	107	107	100	0	28.04	107	107	100	0	22.43
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	40	39	97.5	2.5	35.9	40	39	97.5	2.5	33.33
English Learners	22	22	100	0	13.64	22	22	100	0	18.18
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	111	110	99.1	0.9	26.36	111	110	99.1	0.9	20
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	29	28	96.55	3.45	3.57	29	28	96.55	3.45	0

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level/percentages. The achievement level/percentages are calculated using only students who received scores.

California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf.

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. Elmhurst Elementary School's original facilities were built in 1960; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

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

- General Cleaning and Custodial Functions
- Restrooms
- Cafeteria Setup/Cleanup
- Routine Maintenance

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

Campus Description	
Year Built	1960
Acreage	8
Bldg. Square Footage	40010
	Quantity
# of Permanent Classrooms	22
# of Portable Classrooms	8
# of Restrooms (student use)	3 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Resource Room	1
Speech Room	1
MakerSpace/Science Lab	1

- Office Areas
- Restrooms
- Classrooms
- Routine Maintenance

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

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, two paraeducators, and four ground supervisors are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, the principal and campus supervisors monitor playground activity. The principal, noon supervisors, and paraeducators monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and campus supervisors monitor student behavior to ensure a safe and orderly departure.

Elmhurst 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 Elmhurst Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in November 2022 and throughout the year at faculty meetings.

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

Facilities Inspections

The district's maintenance department inspects Elmhurst Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Elmhurst 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 August 30, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: August 30, 2022		Good	Fair	Poor
		Repair Needed and Action Taken or Planned		
Systems	✓			Classroom 5 - The return air grill for the furnace is damaged
Interior Surfaces	✓			Classroom 9 - Ceiling tile is falling out of grid at the electrical box in the northwest corner; Classroom 28 - Floor cove base missing from the north wall
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			Classroom 24 - Sink drain is leaking; Classroom 26 Computer Lab - The drinking fountain does not shut off unless hit very hard; Classroom 28 - Classroom sink faucet is leaking when turned on, toilet flush handle sticks and the toilet does not shut off
Safety	✓			
Structural	✓			Building 27-29 Exterior - Entrance ramp surface at classroom 29 is deteriorated/peeling and has holes in it, trip hazard
External	✓			Kindergarten Play Area, Playfields - Excessive weeds growing in fall surface wood chips; Classroom 12 - Broken glass in upper window (second from the south)
Overall Summary of School Facility Good Repair Status				
		Exemplary	Good	Fair
Overall Summary			✓	

Percentage Description Rating:

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

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	394	391	189	48.3
Female	197	196	100	51
Male	197	195	89	45.6
American Indian or Alaska Native				
Asian	9	9	3	33.3
Black or African American	5	5	3	60
Filipino	5	5	0	0
Hispanic or Latino	255	254	125	49.2
Native Hawaiian or Pacific Islander				
Two or More Races	21	21	13	61.9
White	99	97	45	46.4
English Learners	61	60	24	40
Foster Youth	5	5	3	60
Homeless	23	23	18	78.3
Socioeconomically Disadvantaged	278	276	142	51.4
Students Receiving Migrant Education Services				
Students with Disabilities	80	78	43	55.1

Suspensions and Expulsions								
	Elmhurst			VUSD			CA	
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21
Suspensions	0.24%	0.00%	0.00%	2.53%	0.17%	2.74%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.07%

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.

Suspensions & Expulsions by Student Group (2021-22)		
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%

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Elmhurst Elementary School's discipline policies are based upon a schoolwide discipline plan and Guidelines for Success, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss

consequences for poor or disruptive behavior in the classroom. At grade level assemblies, the principal emphasizes the importance of following expectations for student behavior. Elmhurst Elementary School employs CHAMPS, a positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity. Elmhurst also utilizes "Kelso's Choice" to assist with decision-making, as well as daily announcements, classroom lessons, and school rules. Elmhurst Elementary School utilizes "Second Step" social emotional curriculum to aid students in gaining confidence, making better decisions, setting goals, and collaborating with others.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Elmhurst Elementary School for the 2021-22 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."

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				
Grade Level	Average Class Size	2019-20		
		Number of Classes*		
		1-20	21-32	33+
K	20.0	1	4	
1	20.0	2		
2	19.0	2		
3	24.0		2	
4	20.0		2	
5	34.0			2
Other**	23.0	4	1	2
2020-21				
K	18.0	2	2	
1	18.0	1	2	
2	35.0		1	1
3	24.0		2	
4	28.0		2	
Other**	16.0	3	2	
2021-22				
K	30.0		2	1
1	23.0		2	
2	36.0		1	1
3	21.0	1	1	
4	26.0		2	
5	27.0		2	
Other**	12.0	5	1	

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

** "Other" category is for multi-grade level classes. The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

CURRICULUM & INSTRUCTION

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 2022-23 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 October 11, 2022, 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 #22-40 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 2022-23 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.

Staff Development

All curriculum and instructional improvement activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on 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 2020-21, 2021-22, and 2022-23 school years, the teachers at Elmhurst Elementary School had the opportunity to participate in districtwide staff development training focused on:

- 2020-21 Trainings:
 - Behavior Team's Role during Distance Learning (Special Education)
 - Canvas Basics & Gradebook
 - Distance Learning Plans
 - Elementary Resource
 - English Learner Support and Review and ELPAC
 - Facilitated Canvas Course Customization Support (Special Education)
 - GATE Icons
 - Google Basics
 - Grade Level Meetings with District Lesson Builders
 - Paraeducator Role during Distance Learning
 - Positive Behavioral Interventions & Supports
 - Screen Casting with Screencastify
 - Sunday Reading
 - Video Conferencing
 - Utilizing Behavioral Strategies from the Family Guide to Distance Learning
 - Zoom and Google Meet
 - Videoconferencing

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%

2021-22 Trainings:

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

2022-23 Trainings:

- Active Assailant
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Digital Platforms (Let's Take a Tech Trip)
- Ellevation Training
- ELPAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training
- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

Supplemental site-based training takes place during faculty and grade level meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2021-22 school year, Elmhurst Elementary School's staff development activities concentrated on:

- AVID Strategies
- Lockdown/Safety
- MAP Assessments
- Social Emotional Learning (SEL)

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-

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

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

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

PROFESSIONAL STAFF

Counseling & Support Staff

Elmhurst 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 Elmhurst 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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1	
Misassignments	0	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	1	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	0	
Total Out-of-Field Teachers	0	

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7	

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.5	88	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	1	5.33	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	65.1	10.03	12115.8	4.41
Unknown	1.2	6.67	29.7	4.57	18854.3	6.86
Total Teaching Positions	18.7	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
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.

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.

Teacher Preparation and Credentials

The charts below identify the number of teachers at Elmhurst 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 Elmhurst 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.

Academic Counselors and Other Support Staff		
2021-22		
	No. of Staff	FTE*
Academic Counselor	0	0.00
Health Technician	1	0.75
Psychologist	1	0.80
School Nurse	1	0.20
Library Technician	1	0.25
Occupational Therapist	As needed	
Adaptive PE Specialist	As needed	
Speech/Language/Hearing Specialist	2	1.3
School Counselor	1	0.75
Bilingual Paraeducator	1	0.25

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

SARC DATA

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 Elmhurst 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 and the school facilities section was acquired in December 2022.

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: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 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/csl/. (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
2020-21**

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	54,370
Mid-Range Teacher Salary	69,145	82,680
Highest Teacher Salary	95,772	106,610
Average Principal Salaries:		
Elementary School	117,729	135,282
Middle School	123,578	141,243
High School	132,064	152,955
Superintendent Salary	228,637	264,366
Percentage of Budget For:		
Teacher Salaries	30.35	33.09
Administrative Salaries	4.93	5.03

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

**Expenditures Per Pupil and School Site Teachers Salaries
2020-21**

Expenditures Per Pupil	Dollars Spent Per Student				
	Elmhurst	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	338	N/A	N/A	N/A	N/A
Restricted (Supplemental)	215	N/A	N/A	N/A	N/A
Unrestricted (Basic)	123	157	78.7%	6,593	2.4%
Average Teacher Salary	349	77,987	N/A	88,358	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 2020-21 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
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

School Site Council Bylaws

ELMHURST SCHOOL SITE COUNCIL BYLAWS**ARTICLE I**

Name of Council

The name of this council shall be the Elmhurst School Site Council.

ARTICLE II

Role of Council

The Single Plan for Student Achievement (SPSA) shall be developed and recommended by the School Site Council (SSC). The SSC, following approval of a SPSA by the Ventura Unified School District (VUSD) governing board, shall have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the SPSA and to assess periodically the effectiveness of such program. Modifications or any improvement to the SPSA shall be developed, recommended, and approved or disapproved in the same manner. The SSC shall carry out all other duties and responsibilities assigned to it in the Education Code of the State of California.

ARTICLE III

Membership

The needs and resources of the SPSA require that staff membership include broad representation of parents and staff, including socioeconomic and ethnic groups represented in the school attendance area. The minimum standards for the representation on the SSC shall be: the principal and representatives of teachers at the school, other school personnel selected by other school personnel at the school, and parents of pupils attending the school selected by such parents.

The SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel and (b) parents or other community members selected by parents. Classroom teachers shall comprise the majority of those persons representing school staff.

SSC members representing parents or other community members shall not be employees of Elmhurst School.

All members of the SSC shall serve for a two-year term. However, in order to achieve staggered membership, one-half, or the nearest approximation thereof, of the members representing parents or community members and one-half, or the nearest approximation thereof, of the members representing teachers and other school personnel (except the principal) shall serve for a one-year term only during the first year of the SSC's existence. After the first year of the SSC's existence, all terms shall be two years in length. At the first regular meeting of the SSC, a chance method shall be used to determine which member shall serve one-year terms. At the conclusion of a member's term, said member may be reelected for another term of office.

SSC Chair, Meli Fran 10/12/20

Section 3 - Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section 4 – Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of the area or no longer meets the membership requirements under which they were selected, e.g. a parent becomes employed by Elmhurst School. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of three consecutive meetings. The SSC, by affirmative vote of the majority of all of the members, can suspend or expel a member.

Section 5 – Transfer of Membership

Membership in the SSC is not transferable or assignable.

Section 6 – Resignation

Any member may resign by filing a written resignation with the VUSD governing board.

Section 7 – Vacancy

Any vacancy on the SSC shall be filled for the remainder of the school year by appointment by the chairperson. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

ARTICLE IV

Officers

Section I – Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary and such other officers as the SSC may deem desirable.

Section 2 – Election and Term of Office

The officers of the SSC shall be elected annually and serve for one year or until each successor has been elected.

Section 3 – Removal

Any officer may be removed by a majority vote of all members sitting on the SSC whenever, in the judgment of the SSC, the best interests of the SSC would be served thereby.

Section 4 – Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the SSC for the unexpired portion on the term.

Section 5 – Chairperson

The chairperson shall preside at all meetings of the SSC and may sign all letters, reports, and other communications of the SSC. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the SSC from time to time.

Section 6 – Secretary

The secretary shall keep the minutes of the meetings, both regular and special, of the governing board and shall promptly transmit to each of the members, to the school district, and to such other persons as the SSC may deem, true and correct copies of the provisions of these bylaws; be custodian of the SSC records; keep a register of the address and telephone number of each member of the SSC, which shall be furnished to the secretary by such member; and in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or the SSC.

ARTICLE V

Committees

Section 1 – Subcommittees

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

Section 2 – Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

ARTICLE VI

Meetings of the School Site Council

Section 1 – Regular Meetings

SSC shall meet regularly at least five times a year.

Section 2 – Special Meetings

Special meetings may be called by the chairperson or by majority vote of the SSC.

Section 3 – Place of Meetings

The SSC shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4 – Notice of Meetings

Public notice shall be given of regular meetings at least 72 hours in advance of the meeting. Any change in the established date, time or location must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting and shall be delivered either personally or by mail to each member not less than 72 hours or more than two weeks prior to the date of such meeting.

Section 5 – Decisions of the School Site Council

All decisions of the SSC shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 6 – Quorum

The presence of 51% of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the SSC. No decision of the SSC shall be valid unless a majority of the members then holding office concur therein by their votes.

Section 7 – Conduct of Meetings

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

Section 8 – Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section 4 of this article.