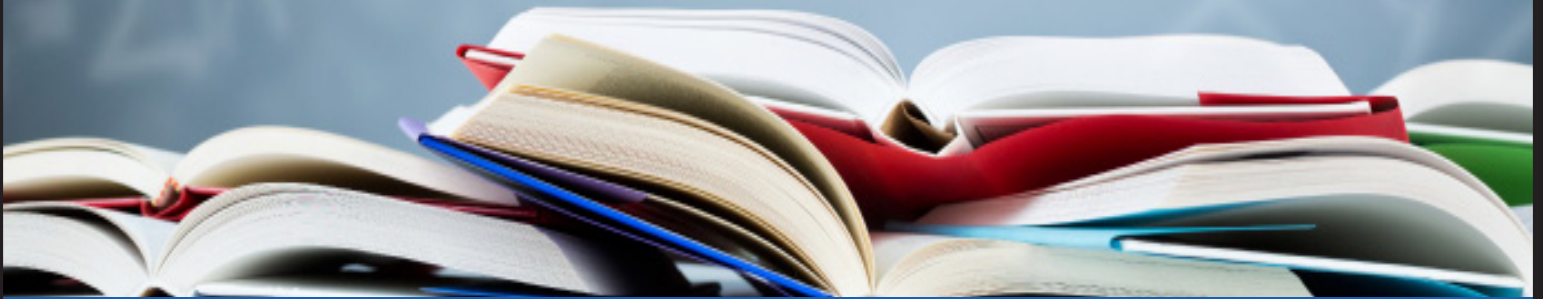


# Ventura Unified School District School Plan for Student Achievement



## Junipero Serra Elementary School

56 72652 6056105

### Contact Information:

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## Fiscal Year 2022-2023

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# Junipero Serra Elementary School      School Plan for Student Achievement Fiscal Year 2022-2023

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## **The School Plan for Student Achievement**

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

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

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

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

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

Anna Belitski, Principal  
Junipero Serra Elementary School  
8880 Halifax Street  
Ventura, CA 93004  
(805) 672-2717  
[anna.belitski@venturausd.org](mailto:anna.belitski@venturausd.org)

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

# Junipero Serra Elementary School      School Plan for Student Achievement Fiscal Year 2022-2023

## 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
Karen Senesac	X				
Kelley King		X			
Maria Richards		X			
Karen Rose		X			
Shannon Reveles			X		
Lindsey Stachurski				X	
Patsy Hooper				X	
Kim Halamicek				X	
Kristyn Meyer				X	
Megan Verardo				X	
Number of members in each category	1	3	1	5	

# Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2022-2023

## English Language Advisory Council (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Karen Senesac	X				
Maria Geib				X	
Candee Terranova				X	
Juanita Gills				X	
Jess Salas				X	
Josiah Salas					X
Number of members in each category	1			4	1

## Recommendations and Assurances

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

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

English Learner Advisory Council

Signature of Authorized  
Representative

N/A

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11.10.2022

Attested:

  
Anna Belitski, Principal

11.18.22  
Date

  
SSC Chairperson

11-18-22  
Date

## **District information**

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### **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**

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### **School Profile**

During the 2021-22 school year, Junipero Serra School served 439 students in grades TK-5. Student enrollment included 10.5% students with disabilities, 5.9% English learners, 48.5% socioeconomically disadvantaged, and 3.9% homeless. Junipero Serra Elementary has established boundaries and draws students from within its surrounding neighborhood in East Ventura. As a VUSD School of Choice, Junipero Serra School accepts students residing outside its enrollment area; approximately 50 students annually attend Junipero Serra via a School of Choice application. Class sizes are 26:1 in grades K-3 and approximately 32:1 in grades 4 and 5.

Junipero Serra Elementary School is one of seventeen elementary schools within the Ventura Unified School District and the only elementary program for the Emotionally Disturbed (approx 6 students). The school has a relationship with Temple Beth Torah.

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

### **Staff**

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

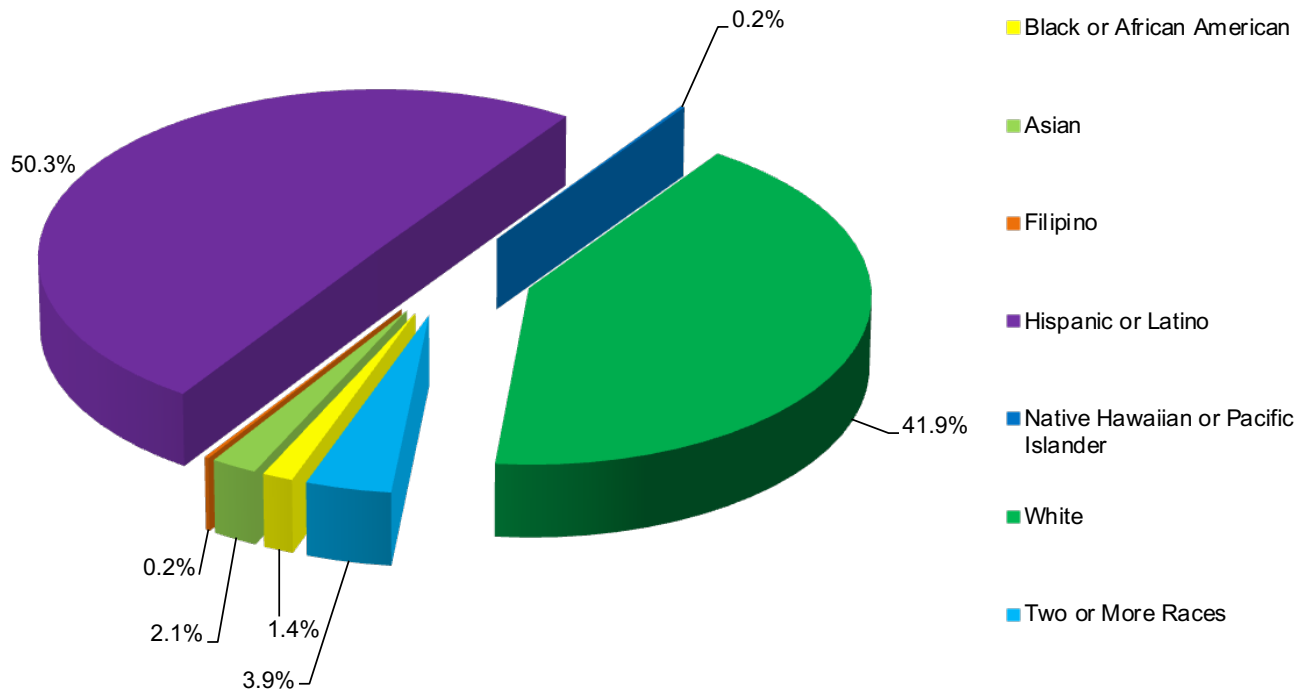
### **Parent Involvement**

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

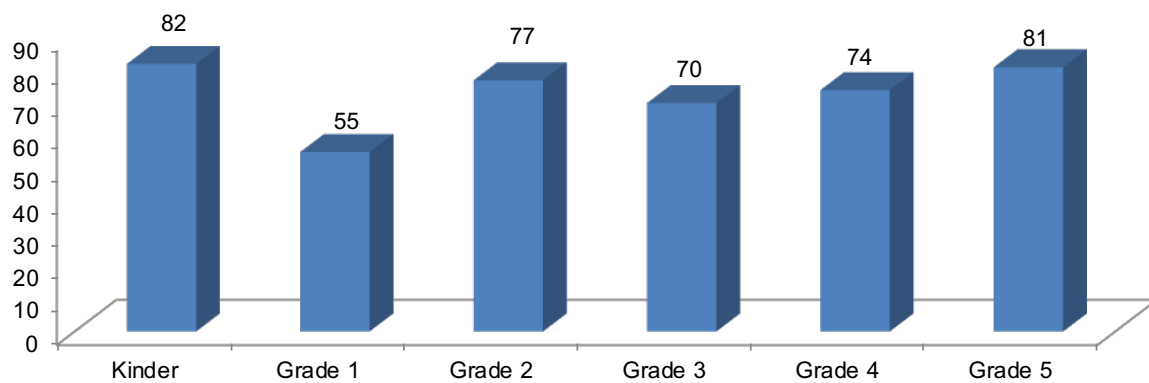
### **School Vision**

At Junipero Serra Elementary School, all students will receive an exemplary and balanced education fostering a life-long passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

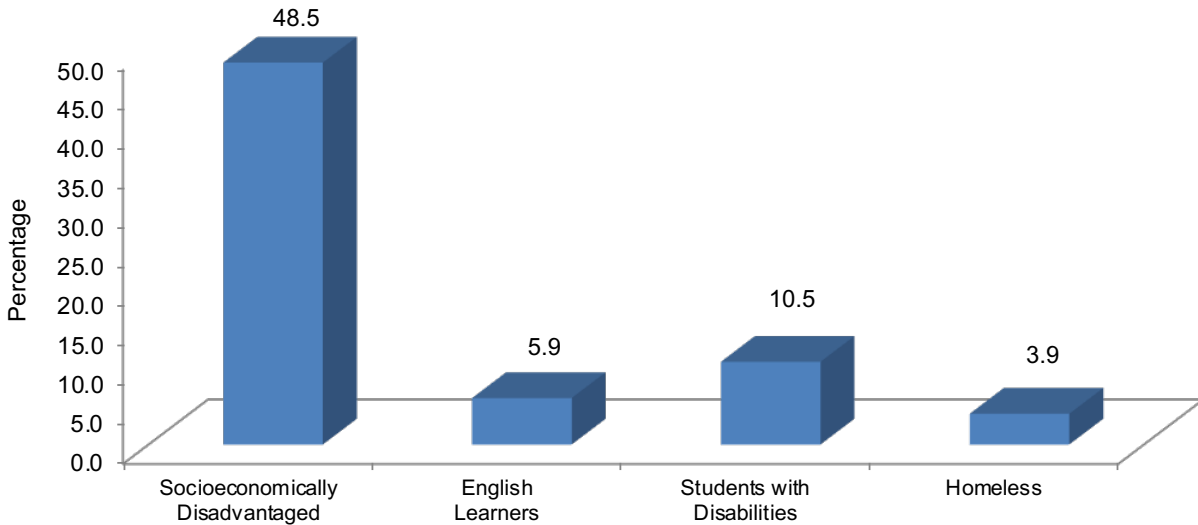
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



**Student Enrollment by Student Group – 2021-22**



**Comprehensive Needs Assessment**

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

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

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

### **Bully Prevention, Violence Prevention, and Substance Abuse Curricula**

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

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

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

- **Digital Citizenship** - An Internet safety program designed to provide teachers with lessons and resources that will comply with the Children's Internet Protection Act (CIPA). All schools are required to provide Internet Safety instruction for all grade levels each year.
- **The Great Body Shop** – includes curricula about harassment/bullying for K-5.
- **Guidelines for Success**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children.
- **Character Counts Assembly**
- **Big Buddies (5<sup>th</sup> Grade Leadership)**
- **Counselor** – Talks about monthly character traits to support identified school needs

### **Community Resource Guide**

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

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

# School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Junipero Serra Elementary School	56726526056105	11-10-2022	

## 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).

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

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

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

## Stakeholder Involvement

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

- Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Staff Meetings	11/2/2022
PTA Board Meeting	11/1/22
SSC Meetings	10/20/22 & 11/10/22
ELAC Meetings	10/19/22

## Resource Inequities

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

N/A.

**Goals, Strategies, Expenditures, and Annual Review**

**Goal 1:**

**Increase Student Achievement** – Increase student achievement levels for all students and significant student groups.

- Identified Need:

Junipero Serra School expects to increase student achievement levels in proficiency at each grade level in ELA and Math.

- Annual Measurable Outcomes:

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
CAASPP results for 3 <sup>rd</sup> through 5 <sup>th</sup> grades	<p><b>CAASPP Data has not been fully evaluated due to multiple variables in student attendance, teacher training and implementation fidelity.</b></p> <p><b>ELA</b></p> <p><b>Grade 3:</b> Exceeded: 14.49% Met: 20.29% Nearly Met: 20.29% Not Met: 44.93%</p> <p><b>Grade 4:</b> Exceeded: 14.49% Met: 30.43% Nearly Met: 26.09% Not Met: 28.99%</p> <p><b>Grade 5:</b> Exceeded: 29.27% Met: 20.73% Nearly Met: 32.93% Not Met: 17.07%</p> <p><b>Math</b></p> <p><b>Grade 3:</b> Exceeded: 11.59% Met: 21.74% Nearly Met: 27.54% Not Met: 39.13%</p> <p><b>Grade 4:</b> Exceeded: 13.24% Met: 32.35% Nearly Met: 35.29% Not Met: 19.12%</p> <p><b>Grade 5:</b> Exceeded: 24.39% Met: 29.27% Nearly Met: 26.83% Not Met: 19.51%</p>	Serra will use the data from 2021-2022 to inform opportunities for teaching and learning while striving to increase achievement levels and mitigating learning loss from the previous two school years, allowing us to reach previous achievement levels of 2019.

	<p><b>*2021-2022 MAP scores have not been fully evaluated due to multiple variables in student attendance, teacher training and implementation fidelity.</b></p> <p><b><u>Spring 2021 ELA</u></b>  <b><u>Standard Exceeded and Met</u></b>          (change from baseline)</p> <p><b>3<sup>rd</sup></b> All students: 59% (+6)          Hispanic: 43% (-3)</p> <p><b>4<sup>th</sup></b> All students: 62% (+5)          Hispanic: 58% (+15)</p> <p><b>5<sup>th</sup></b> All students: 58% (-3)          Hispanic: 56% (+2)</p> <p><b><u>Spring 2021 Math</u></b>  <b>3<sup>rd</sup></b> All students: 53% (-10)          Hispanic: 45% (-8)</p> <p><b>4<sup>th</sup></b> All students: 44% (-16)          Hispanic: 29% (-17)</p> <p><b>5<sup>th</sup></b> All students: 35% (-38)          Hispanic: 31% (-14)</p>	
MAP, BPST and ORF	We were not able to evaluate this data due to COVID protocols and student absences.	

# Junipero Serra Elementary School      School Plan for Student Achievement Fiscal Year 2022-2023

## Strategy/Activity 1

### Students to be served by this Strategy/Activity

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

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

### Strategy/Activity

- Intervention program (Universal Access) 5 days per week, 1/2 hour per day for grades kindergarten through 5<sup>th</sup>, utilizing 1 intervention teacher and 1 intervention aide instructing in small groups in collaboration with the grade level classroom teachers.
- Reading Intervention is available to students, kindergarten through 5th grade.
- Math Intervention is available to students, 2nd through 5th grades.
- Intervention teachers use the Sonday Reading program, Bridges and other reading/math materials.
- Push In Para Educator support for combination classes and English Learner Support
- Library clerk to assist with Accelerated Reader and STAR reading programs, leveling of books, and identifying “good fit” books for students.
- School counselor to provide individual/small group support to identified students with SEL strategies.
- School counselor to provide classroom presentations.
- Maintain access to technology in the classroom for all students to utilize computer programs, such as Moby Max, and Accelerated Reader. These programs are academic supplements, specifically filling achievement gaps as based on data.
- Implementation of Inspire Science curriculum.
- Use of hands-on activities in Science.
- Enrichment for GATE students.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Reading Intervention teacher - FTE	District paid
Reading Intervention paraeducator \$14,632	Supplemental
Push In Para Educator Combo and EL Support	\$2000 Site \$10,000 Supplemental
Library Technician \$14,666	\$4,400 Site \$10,266 Supplemental
Substitutes for grade level planning and professional development \$2,500	\$1,250 Site \$1,250 Supplemental
GATE enrichment – Teacher and supplies \$600	\$500 GATE \$100 Site
Translation - ELAC meetings \$500	Supplemental
Curricular/RTI/SEL materials \$25,000	\$640 Site \$24,360 Supplemental
Travel/conferences \$1,000	Supplemental
Accelerated Reader \$2,500	PTA

**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.

**\*2021-2022 CAASSP scores have not yet been evaluated due to a delay in release from the state. Now that scores have been released teachers will use the data to inform more targeted instruction.**

**\*2021-2022 MAP scores have not been fully evaluated due to multiple varies in student attendance, teacher training and implementation fidelity.**

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

Now that COVID protocols have been relaxed, we anticipate increased and more regular attendance. Additionally, we will train staff and allow for collaboration time to fully implement the MAP assessment.

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.

Given the relaxed COVID protocols, we will be able to differentiate instruction and vary instructional strategies that were limited in previous years. We will be fully implementing our Intervention program to mitigate learning loss.

# Junipero Serra Elementary School      School Plan for Student Achievement Fiscal Year 2022-2023

## Goal 2:

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

- Identified Need:

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

- Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Actual Attendance Percentage	<b>2018-19 Baseline Data</b> (change from baseline data)  K-5 <sup>th</sup> grade attendance 2018-19: 96.03%  2021-2022: Truancy rate 34.17%	Return to 2018-2019 rate
Suspension Data	2018-19: 1% 2020-21: 0%	Maintain
Participation information in extra-curricular activities	Fifth Grade Leadership 2021-22: 35 Students  Battle of the Books – 4 <sup>th</sup> and 5 <sup>th</sup> grades 2021-2022 : 12  Cross Country – 3 <sup>rd</sup> – 5 <sup>th</sup> grades 2021-22: 35 students (+2)	Maintain   Maintain   Maintain

# Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2022-2023

## Strategy/Activity 1

### Students to be served by this Strategy/Activity

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

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

### Strategy/Activity

- Admin will contact families in an attempt to communicate attendance expectations as well as offer supports and interventions.
- Send a tardy letter bi-monthly to students who have an excessive amount of tardies.
- Continue attendance incentives (trimester and end of year awards for regular/on-time attendance).
- Principal and office staff conference with parents regularly about tardy and absence concerns.
- Principal and/or attendance clerk conference with students and parents who are on attendance contracts and refer/provide them with outside resources.
- SARB process is followed utilizing parent conferences and contracts by the principal.
- School counselor will meet with students who have poor attendance.
- Teachers hold Parent Conferences at Trimester 1 with all students. At Trimester 2, teachers meet with parents of students who are at-risk.
- Home visits, as needed.
- Parent Square absence notifications on a daily basis.

### Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 2

### Students to be served by this Strategy/Activity

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

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

### Strategy/Activity

- Encourage student participation in school wide programs such as: Battle of the Books, Fifth Grade Leadership, Spirit Days, Cross Country, and PTA Reflections.
- School counselor and staff will implement Social Emotional Learning lessons in class through Great Body Shop and Second Step curriculum. Staff will also implement school wide programs such as: Guidelines for Success, Zones of Regulation, CHAMPS, Big Deals vs. Little Deals, Bucket Filling, Expected vs. Unexpected Behaviors, Growth Mindset and restorative justice practices.
- School counselor will teach classroom lessons based on VUSD curriculum.
- Accelerated Reader Program is managed by the library clerk and teachers. Recognition is celebrated in classrooms as students meet their goals. Students will be recognized for meeting end of year goals.
- Principal's Handshake awards, WOW tickets, and Awards Assemblies are utilized school wide to recognize students for academic, behavioral and social/emotional successes and improvements.
- Teachers will fully implement Second Step curriculum.
- Professional development for staff, which may include conferences, in strategic areas, such as SEL strategies and Second Step curriculum.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Assemblies \$1,500	PTA
Incentives/Materials for various student recognition activities \$500	Site
Fifth Grade Leadership materials \$100	Site
Battle of the Books materials \$200	\$100 Site \$100 PTA
Cross Country	\$400 PTA

**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.

Student participation in extracurriculars was limited due to COVID protocols and social distancing.

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

Due to a relaxing of COVID protocols, we anticipate being able to offer all extra-curricular programs in the 2022-2023 school year.

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 hope to involve families in extra-curriculars. We are also looking to increase extra adult support on campus.

# Junipero Serra Elementary School      School Plan for Student Achievement Fiscal Year 2022-2023

## Goal 3:

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

- Identified Need:

Serra staff will strive to increase parent and family involvement for all student groups.

- Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation and attendance at school events	<p><b>*In the 2021-2022 school year, COVID protocols limited family's access to campus.</b></p> <p><b>2018-19 Baseline Data</b> There is little data for a baseline other than observation. For the 2018-19 Spring parent conferences, 95% of parents invited to a conference, attended the conference.</p> <p>No data from 2021-22 school year regarding parent conferences. There were no parent volunteers on campus due COVID protocols.</p> <p>In the 2022-23 school year, a baseline will be obtained for Back to School nights, Family Picnics and Fall and Spring parent conferences.</p> <p>Volunteers, on a limited basis, are now allowed on-campus for the 2022-23 school year. Parent sign-in sheets, pictures of events, and volunteer log sign-in sheets at the front office will be obtained.</p>	Maintain
		Increase
Student Attendance data	<p><b>*In the 2021-2022 school year, attendance data is unreliable due to COVID protocols and student quarantine procedures.</b></p> <p>2018-2019: 96.03 % actual attendance percentage</p>	Maintain

# Junipero Serra Elementary School      School Plan for Student Achievement Fiscal Year 2022-2023

## Strategy/Activity 1

### Students to be served by this Strategy/Activity

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

All student groups.

### Strategy/Activity

- Advertise and invite families to school events such as Back to School Night, Family Picnics and Art Night using multiple strategies: VUSD website, School/PTA newsletters, school marquee, Parent Square posts, school and PTA websites, PTA Facebook page, PTA Instagram, and classroom communication.
- Create diverse offerings for families to get involved: PTA, School Site Council, and ELAC meetings via Zoom.
- Encourage and teach families to use Parent Square.
- Host events for parents and families to be engaged with our school community through in-person/virtual events: Back to School Night, parent conferences, Awards Assemblies, Art Night, Family Picnics, PTA events.
- Advertise and encourage Serra family participation in district parent events; parent education workshops (SEL, curricular), district meetings and school information fairs.
- Office staff to assist with event information and advertising through Parent Square posts, Q mass emails and updates to the school website.
- Bilingual staff (site and district) assist with parent phone calls, home to school communication and at parent conferences.
- Share school wide language with families through newsletters and at in-person/virtual events.

### Proposed Expenditures for this Strategy/Activity

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

**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.

Due to COVID protocols, families had limited access to campus and family events.

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

Due to relaxed COVID protocols, we anticipate increasing family event offerings as well as full access to campus for volunteer opportunities.

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

In the 2022-2023 school year, we plan to offer all family events in person. Additionally, we plan to train volunteers in the new district volunteer protocol.

# Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2022-2023

## Budget

### Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2022-23 Pre-Allocation	\$0.00
Title I 2022-23 Allocation	\$0.00

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

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2021-22 Carryover	\$3,987.00
Site-Based Funds 2022-23 Allocation	\$24,255.00
Supplemental Funds 2021-22 Carryover	\$7,695.00
Supplemental Funds 2022-23 Allocation	\$50,180.00

Subtotal of state or local funds included for this school: **\$86,117.00**

Total of federal, state, and/or local funds for this school: **\$86,117.00**

## **2022-23 Centralized Support for Planned Improvements in Student Performance**

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### **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.

# Junipero Serra Elementary School      School Plan for Student Achievement Fiscal Year 2022-2023

## 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	69	69	69	14.49%	20.29%	20.29%	44.30%
Male	39	39	39	15.38%	12.82%	23.08%	48.72%
Female	30	30	30	13.33%	30.00%	16.67%	40.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	33	33	33	9.09%	15.15%	27.27%	48.48%
Hawaiian or Pacific Islander							
White (not Hispanic)	31	31	31	19.35%	25.81%	12.90%	41.94%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	33	33	33	9.09%	18.18%	18.18%	54.55%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

# Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2022-2023

## 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	69	69	69	11.59%	21.74%	27.54%	39.13%
Male	39	39	39	15.38%	17.95%	28.21%	38.46%
Female	30	30	30	6.67%	26.67%	26.67%	40.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	33	33	33	3.03%	15.15%	30.30%	51.52%
Hawaiian or Pacific Islander							
White (not Hispanic)	31	31	31	19.35%	29.03%	22.58%	29.03%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	33	33	33	6.06%	12.12%	24.24%	57.58%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

# Junipero Serra Elementary School      School Plan for Student Achievement Fiscal Year 2022-2023

## 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	72	69	69	14.49%	30.43%	26.09%	28.99%
Male	32	32	32	15.63%	21.88%	25.00%	37.50%
Female	40	37	37	13.51%	37.84%	27.03%	21.62%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	38	35	35	11.43%	17.14%	25.71%	45.71%
Hawaiian or Pacific Islander							
White (not Hispanic)	27	27	27	18.52%	44.44%	33.33%	3.70%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	43	43	43	6.98%	27.91%	23.26%	41.86%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

# Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2022-2023

## CAASPP – Grade 4 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 4						
All Students Tested	72	68	68	13.24%	32.35%	35.29%	19.12%
Male	32	31	31	16.13%	32.26%	32.26%	19.35%
Female	40	37	37	10.81%	32.43%	37.84%	18.92%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	38	35	35	8.57%	28.57%	37.14%	25.71%
Hawaiian or Pacific Islander							
White (not Hispanic)	27	26	26	19.23%	34.62%	34.62%	11.54%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	43	43	43	11.63%	23.26%	39.53%	25.58%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

# Junipero Serra Elementary School      School Plan for Student Achievement Fiscal Year 2022-2023

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	84	82	82	29.27%	20.73%	32.93%	17.07%
Male	39	37	37	32.43%	21.62%	29.73%	16.22%
Female	45	45	45	26.67%	20.00%	35.56%	17.78%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	40	38	38	31.58%	15.79%	31.58%	21.05%
Hawaiian or Pacific Islander							
White (not Hispanic)	41	41	41	26.83%	24.39%	34.15%	14.63%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	33	33	33	21.21%	12.12%	39.39%	27.27%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

# Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2022-2023

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	84	82	82	24.39%	29.27%	26.83%	19.51%
Male	39	37	37	29.73%	32.43%	21.62%	16.22%
Female	45	45	45	20.00%	26.67%	31.11%	22.22%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	40	38	38	15.79%	26.32%	34.21%	23.68%
Hawaiian or Pacific Islander							
White (not Hispanic)	41	41	41	29.27%	34.15%	21.95%	14.63%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	33	33	33	12.12%	24.24%	33.33%	30.30%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

# Junipero Serra Elementary School      School Plan for Student Achievement Fiscal Year 2022-2023

## 2022-23 Supplemental Funds Program Budget

### 2022-23 BUDGET

School Site:

Junipero Serra Elementary

Program:

Supplemental

2021-22 Carryover	\$	7,695.00
2022-23 Allocation	\$	50,180.00
Total Available Funding:	\$	57,875.00

		Budget	Actual expensed & encumbered to date	Balance to date
<b>Expenditures:</b>				
1000s - Certificated Salaries				
	Teachers, Extra hours	\$ 500.00		\$ 500.00
	Teachers, Sub	\$ 1,000.00		\$ 1,000.00
	Other	\$ 1,500.00		\$ 1,500.00
2000s - Classified Salaries				
	Paraed, Pos#182 Kathryn Cox	\$ 14,632.00	\$ 14,632.36	\$ (0.36)
	Library Tech Pos#182 Angleia Brondos (70%)	\$ 10,266.00	\$ 10,266.16	\$ (0.16)
	Other - LTA Para + Cox Extra	\$ 13,000.00		\$ 13,000.00
3000s - Employee Benefits				
	23.16% for Certificated	\$ 695.00		\$ 695.00
	35.63% for Classified	\$ 5,159.00	\$ 5,159.08	\$ (0.08)
4000s - Books and Supplies				
	Books Other Than Textbooks	\$ 2,000.00		\$ 2,000.00
	Materials and Supplies	\$ 8,123.00	\$ 2,610.10	\$ 5,512.90
	Equipment not Capitalized	\$ -		\$ -
5000s - Services & Other Operating Expenses				
	Conferences/Travel	\$ 1,000.00		\$ 1,000.00
	Rentals and Repairs	\$ -		\$ -
	Operating Lease	\$ -		\$ -
	Graphics	\$ -		\$ -
	Contracted Services	\$ -		\$ -
	Internet Publications/Software	\$ -		\$ -
6000s - Capital Outlay				
	Capital Equipment >\$5,000 ea.	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 57,875.00</b>	<b>\$ 32,667.70</b>	<b>\$ 25,207.30</b>

Budget Balance

\$

- NK 12/1/22

Principals Signature:	Adanna Beltrame
Date:	11-22-22
School Site Council Approval: (Chair)	Kelley King
Date:	11-22-22
English Learner Advisory Committee Review:	Maria Geib
Date:	11-22-22
Director, Special Projects Approval:	J. Ashin
Date:	1/3/23

# Junipero Serra Elementary School      School Plan for Student Achievement Fiscal Year 2022-2023

## 2022-23 Site Funds Program Budget

### 2022-23 BUDGET

School Site:

Junipero Serra Elementary

Program:

Site Based Fund

2021-22 Carryover	\$	3,987.00
2022-23 Allocation	\$	24,255.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>28,242.00</b>

		Budget	Actual expensed & encumbered to date	Balance to date
<b>Expenditures:</b>				
1000s - Certificated Salaries				
	Teachers, Extra hours	\$ -		\$ -
	Teachers, Sub	\$ 1,500.00		\$ 1,500.00
	Other	\$ 1,500.00		\$ 1,500.00
2000s - Classified Salaries				
	Paraed, Extra hours	\$ -		\$ -
	Library Tech Pos#182 Angleia Brondos (30%)	\$ 4,400.00	\$ 4,399.72	\$ 0.28
	Other - LTA Para	\$ 2,000.00		\$ 2,000.00
3000s - Employee Benefits				
	23.16% for Certificated	\$ 695.00		\$ 695.00
	35.63% for Classified	\$ 2,280.00	\$ 1,567.67	\$ 712.33
4000s - Books and Supplies				
	Books Other Than Textbooks	\$ 1,000.00		\$ 1,000.00
	Materials and Supplies	\$ 10,867.00	\$ 1,451.18	\$ 9,415.82
	Equipment not Capitalized	\$ -		\$ -
5000s - Services & Other Operating Expenses				
	Conferences/Travel	\$ 1,000.00		\$ 1,000.00
	Rentals and Repairs	\$ -		\$ -
	Operating Lease	\$ -		\$ -
	Graphics	\$ 3,000.00	\$ 248.00	\$ 2,752.00
	Contracted Services	\$ -		\$ -
	Internet Publications/Software	\$ -		\$ -
	Communications	\$ -		\$ -
6000s - Capital Outlay				
	Capital Equipment >\$5,000 ea.	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 28,242.00</b>	<b>\$ 7,666.57</b>	<b>\$ 20,575.43</b>

Budget Balance	\$ -
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MC 12/1/22

Principals Signature: <i>Anna Belitici</i>
Date: <i>11.22.22</i>
School Site Council Approval: (Chair) <i>Kelly King</i>
Date: <i>11.22.22</i>
Director, Special Projects Approval: <i>[Signature]</i>
Date: <i>11/23/23</i>

### **VUSD Parent Involvement Policy**

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

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

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

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

#### **Title I Schools**

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

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

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

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

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

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

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

#### Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

# Junipero Serra Elementary School      School Plan for Student Achievement Fiscal Year 2022-2023

## Parent Involvement Calendar

<b>July</b>	<b>January</b> PTA Meeting Newsletter ELAC Meeting Read-a-Thon Fundraiser PTA Dining Out The Great Kindness Challenge Week
<b>August</b> PTA Meeting New Serra Student Visit TK/K Orientation	<b>February</b> PTA Meeting SSC Meeting Family Love Run
<b>September</b> PTA Meeting Newsletter Back to School Night Family Picnic All About Local Fundraiser	<b>March</b> PTA Meeting Newsletter Parent Conferences Award Assemblies PTA Dining Out SSC Meeting ELAC Meeting
<b>October</b> PTA Meeting SSC Meeting ELAC Meeting PTA Reflections Contest Harvest Festival	<b>April</b> PTA Meeting ELAC Meeting
<b>November</b> PTA Meeting SSC Meeting ELAC Meeting Newsletter Parent Conferences Fun Run Fundraiser District School Information Night School of Choice Window School Tours	<b>May</b> PTA Meeting SSC Meeting Newsletter Battle of the Books Competition Staff Appreciation Week PTA Dining Out
<b>December</b> PTA Meeting Awards Assemblies Serra Secret Shop	<b>June</b> PTA Meeting PTA Dining Out Used Book Trade Award Assemblies Kindergarten Presentation 5 <sup>th</sup> Grade Promotion Ceremony End of Year Activities

### Professional Development Plan

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

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

- Data Analysis
- Instructional Strategies
- Math Strategies
- Second Step – SEL Curriculum

# 2021-22 School Accountability Report Card

Published January 2023



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

ANNA BELITSKI, PRINCIPAL  
GRADES TK-5

## PRINCIPAL'S MESSAGE

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

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

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

### District Vision Statement

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

## District Mission Statement

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

## Honors & Awards

2020 California  
Distinguished  
School Award



## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

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

### Junipero Serra Elementary School

Junipero Serra Elementary School serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2021-22 school year, 439 students were enrolled, including 10.5% in special

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



education, 5.9% qualifying for English Language Learner support, 3.9% homeless, and 48.5% 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	49.7%	Kindergarten	82
Male	50.3%	Grade 1	55
Non-Binary	0.0%	Grade 2	77
American Indian or Alaskan Native	0.0%	Grade 3	70
Asian	2.1%	Grade 4	74
Black or African American	1.4%	Grade 5	81
Filipino	0.2%		
Hispanic or Latino	50.3%		
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	3.9%		
White	41.9%		
English Learners	5.9%		
Foster Youth	0.0%		
Homeless	3.9%		
Migrant	0.0%		
Socioeconomically Disadvantaged	48.5%		
Students with Disabilities	10.5%		
			Total Enrollment 439

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

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

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general

education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

## PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending

school events. Parents stay informed on upcoming events and school activities through ParentSquare (automated phone and email system), the school marquee, the school website, email, voicemail, parent conferences, personal correspondence, flyers, and PTA newsletters. Contact the school office manager (Shannon Reveles) or the Principal Anna Belitski at (805) 672-2717 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Fundraisers
- Office Helper
- Chaperone

Committees

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

School Activities

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

## STUDENT ACHIEVEMENT

### Physical Fitness

In the spring of each year, Junipero Serra Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

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	99.0%	99.0%	99.0%	99.0%	99.0%

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					
	Junipero Serra		VUSD		CA
	20-21	21-22	20-21	21-22	20-21 21-22
Science (Grades 5, 8, & 10)	35.71	50.62	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.

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/](http://www.cde.ca.gov/ta/tg/pf/).

### California Assessment of Student Performance and Progress (CAASPP)

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

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

#### 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	84	81	96.43	3.57	50.62
Female	45	45	100	0	40
Male	39	36	92.31	7.69	63.89
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	38	95	5	39.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	41	100	0	58.54
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	32	96.97	3.03	37.5
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	--

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

#### 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						
	Junipero Serra		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	44	N/A	47	N/A	47
Mathematics	N/A	45	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)

2021-22										
	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	225	220	97.78	2.22	43.64	225	219	97.33	2.67	44.75
Female	115	112	97.39	2.61	47.32	115	112	97.39	2.61	41.96
Male	110	108	98.18	1.82	39.81	110	107	97.27	2.73	47.66
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	111	106	95.5	4.5	33.96	111	106	95.5	4.5	33.02
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	99	99	100	0	52.53	99	98	98.99	1.01	56.12
English Learners	12	12	100	0	8.33	12	12	100	0	8.33
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	109	109	100	0	32.11	109	109	100	0	30.28
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	30	29	96.67	3.33	17.24	30	29	96.67	3.33	27.59

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

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

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

## SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Junipero Serra Elementary School's original facilities were built in 1966; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Campus repair and/or improvement projects are planned for the 2022-23 school year include upgrades to HVAC systems on campus.

Every morning before school begins, the principal and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Junipero Serra Elementary School. The day custodian is responsible for:

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

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

- Classrooms
- Office Areas
- Restrooms
- Routine Maintenance

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

School Facility Good Repair Status	
Item Inspected	Repair Status
Inspection Date: September 12, 2022	<div><div>Good</div><div>Fair</div><div>Poor</div></div> <div>Repair Needed and Action Taken or Planned</div>
Systems	✓
Interior Surfaces	✓ Building E Boy's RR - Missing cover plate at floor sewer cleanout
Cleanliness	✓
Electrical	✓ Classroom 32 - Electrical outlet cover plate missing on east wall
Restrooms/Fountains	✓ Building F Boy's RR - The bottom of the toilet partition for the ADA stall is no longer secured to the floor on the hinge side of the stall door, center sink faucet does not function; Building F Girl's RR - ADA toilet is out of order
Safety	✓
Structural	✓ Building H Exterior - Excessive peeling paint at the north eaves; Classroom 29 - Excessive rust at west roof eaves; Classroom 30 - Roof is rusted through at the east side of the building, excessive rust damage at modular joint line, foundation is rotted at the north, large holes in the ramp surface, tripping hazard; Classroom 31 - Roof is rusted through at the east side, excessive rust at the west eaves; Classroom 32 - Bottom ramp supports have failed at the asphalt to ramp transition, foundation is rotted at the west side; Playfields - North soccer goal upper support is structurally damaged and may fall
External	✓ Classroom 16 - Cracked upper window by sink; Building F Boy's RR - Deficiency noted; Playfields - Excessive holes in the rubber fall surface in the west play equipment area, excessive weeds in the wood chips in main play area
Overall Summary of School Facility Good Repair Status	
Overall Summary	<div><div>Exemplary</div><div>Good</div><div>Fair</div><div>Poor</div></div> <div>✓</div>

## Percentage Description Rating

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*

## Facilities Inspections

The district's maintenance department inspects Junipero Serra Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Junipero Serra Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 12, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

## Campus Supervision

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

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

## School Site Safety Plan

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

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

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	453	453	138	30.5
Female	225	225	65	28.9
Male	228	228	73	32
American Indian or Alaska Native				
Asian	9	9	1	11.1
Black or African American	6	6	4	66.7
Filipino	1	1	0	0
Hispanic or Latino	229	229	78	34.1
Native Hawaiian or Pacific Islander	1	1	1	100
Two or More Races	18	18	4	22.2
White	189	189	50	26.5
English Learners	26	26	8	30.8
Foster Youth				
Homeless	18	18	6	33.3
Socioeconomically Disadvantaged	223	223	85	38.1
Students Receiving Migrant Education Services				
Students with Disabilities	64	64	30	46.9

Suspensions and Expulsions									
	Junipero Serra			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	0.61%	0.00%	0.88%	2.53%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.20%	0.00%	0.00%	0.10%	0.01%	0.00%	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 (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

respectful, responsible and safe are clearly outlined at the beginning of the school year by the principal who leads grade level assemblies. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom and outside on the playground. Throughout the year on an as needed basis, the principal may visit individual classrooms to address trends in behavior. Programs such as Guidelines for Success and Restorative Practices are utilized to teach students positive and successful behavior practices and, in the case of behavior issues, Restorative Practices are utilized where appropriate.

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Junipero Serra 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	2018-19		
		1-20	21-32	33+
K	26.0		4	
1	25.0		3	
2	23.0		3	
3	23.0		4	
4	30.0		3	
5	27.0	1	2	1
2019-20				
K	20.0	2	3	
1	23.0		3	
2	29.0		2	1
3	29.0		2	1
4	23.0		3	
5	29.0		3	
2020-21				
K	19.0	2	2	
1	24.0		3	
2	22.0		3	
3	32.0		2	1
4	19.0	2	2	
5	20.0	2	2	

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).  
\*\* "Other" category is for multi-grade level classes.  
The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

## CURRICULUM & INSTRUCTION

### Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2020-21, 2021-22, and 2022-23 school years, the teachers at Junipero Serra 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

#### 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, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2021-22 school year, Junipero Serra Elementary School's staff development activities concentrated on:

- Inspire Science Curriculum
- Math Strategies
- Second Step SEL Curriculum

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.

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%

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

### Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials 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's 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.

## PROFESSIONAL STAFF

### Counseling & Support Staff

Junipero Serra Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table below illustrates the availability of non-instructional support staff to Junipero Serra Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

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

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)	0	

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)	18.5	94.87	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)	0	0	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	5.13	29.7	4.57	18854.3	6.86
Total Teaching Positions	19.5	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.

### Teacher Preparation and Credentials

The charts below identify the number of teachers at Junipero Serra 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 Junipero Serra 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.

Note: The 2021-22 teacher information will be updated once CDE releases the information for this school year.

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Academic Counselor	1	0.5
Health Technician	1	0.5
Psychologist	1	0.5
School Nurse	1	0.2
Library Technician	1	0.4

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

### California School Dashboard

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

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

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/cs/>.

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	Junipero Serra	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	273	N/A	N/A	N/A	N/A
Restricted (Supplemental)	81	N/A	N/A	N/A	N/A
Unrestricted (Basic)	191	157	122.2%	6,593	2.4%
Average Teacher Salary	424	77,987	N/A	88,358	N/A

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

certain other expenditures.)

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**

**BY-LAWS OF THE JUNIPERO SERRA ELEMENTARY SCHOOL SITE COUNCIL**

**Article I – Name**

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

**Article II – General Purpose**

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

**Article III – Membership**

**Section 1. Members**

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

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

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

**Section 2. Termination/Removal**

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

**Section 3. Resignation**

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

**Article IV – Procedure for Electing Members**

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

**Article V – Term of Office**

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

**Article VI – Voting Rights**

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

**Article VII – Officers**

Section 1. General

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

Section 2. Duties

A. The Chairperson shall:

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

**Article VIII – Council Meetings**

Section 1. Meetings/Special Meetings

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

Section 2. Meeting Location

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

Section 3. Notice of Meetings

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

Section 4. Quorum

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

Section 5. Conduct of the Meeting

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

Section 6. Agenda Items

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

**Article IX – Amendments**

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

Approved by SSC 10-6-2022