Ventura Unified School District

School Plan for Student Achievement

Mound Elementary School
56 72652 6056154

Contact Information:
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Ventura Unified
SCHOOL DISTRICT

Fiscal Year 2022-2023

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Mound Elementary School	School Plan for Student Achievement Fiscal Year 2022-2023

The School Plan for Student Achievement

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

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

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

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

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

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2022-23 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Bobbi Powers	X				
Julie Blevins		X			
Tina Tyner		X			
Tracie Fickenscher		X			
Ashley Pereda			X		
Dianne Fergus				X	
Jennifer deVicente				X	
Gabriela Moran				X	
Leah Sparks				X	
Mark Shisham				X	
Number of members in each category	1	3	1	5	

Recommendations and Assurances

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

1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

<div align="right">Signature of Authorized
Representative</div>

English Learner Advisory Committee   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: __11/9/2022__.

Attested:

B. Powers
Bobbi Powers, Principal

__11/10/2022__
Date

Tracie Sukrageu
SSC Chairperson

__11/10/2022__
Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just over 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

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

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Vision

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

District Mission

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

District Governing Principles

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

School Information

School Profile

During the 2021-22 school year, Mound Elementary School served 524 students in grades K-5. Student enrollment included 9.5% students with disabilities, 7.8% English learners, 27.3% socioeconomically disadvantaged, 0.4% foster youth, and 0.6% homeless youth. Mound Elementary has no attendance boundaries and draws students from throughout the City of Ventura.

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

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

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

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

School Vision and Mission

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

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

Student Enrollment by Ethnicity – 2021-22

38.4%

0.2%

0.6%

12.6%

0.8%

6.7%

40.8%

- Black or African American
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
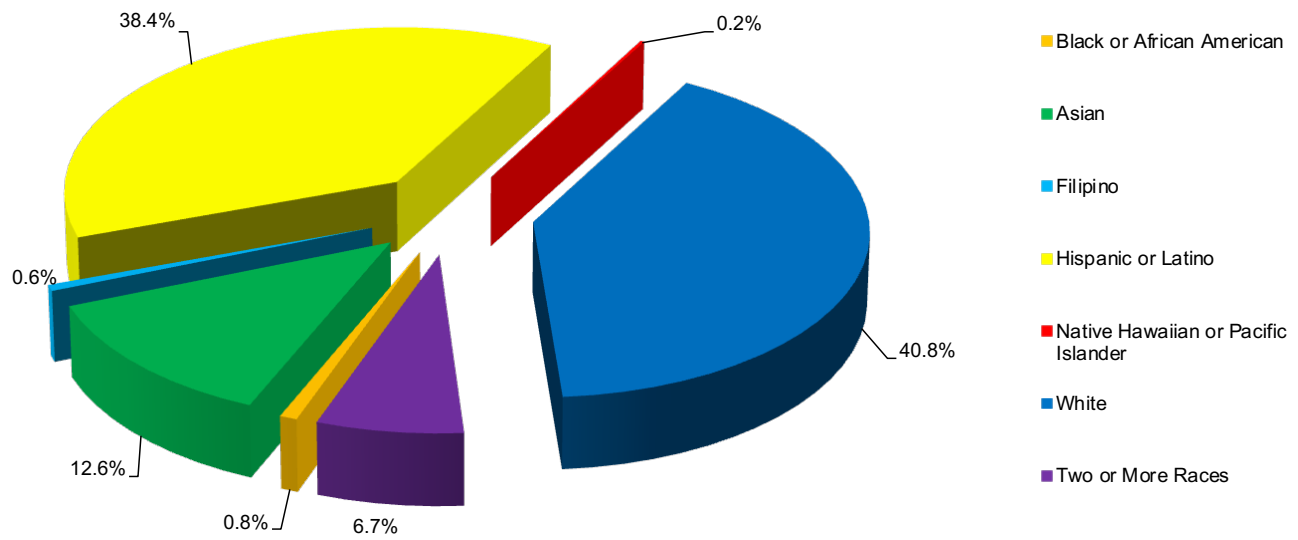
Student Enrollment by Grade – 2021-22

Grade	Enrollment
Kinder	84
Grade 1	93
Grade 2	86
Grade 3	91
Grade 4	88
Grade 5	82
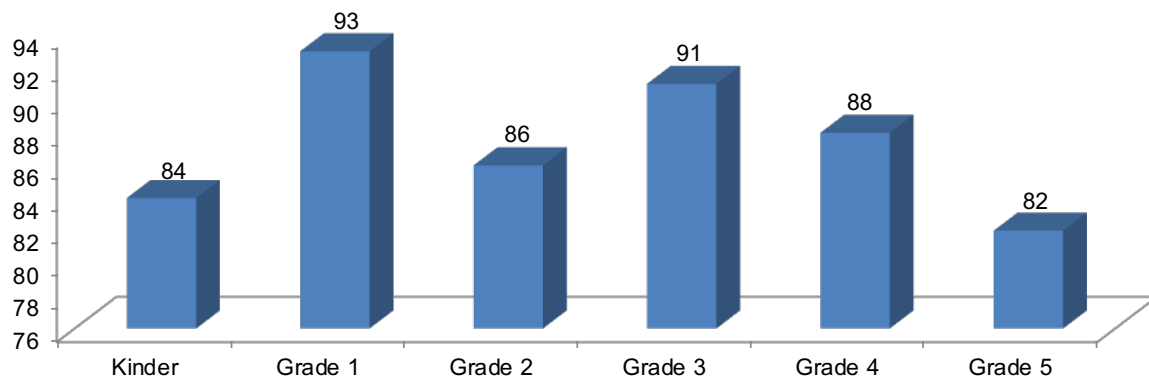
Student Enrollment by Student Group – 2021-22
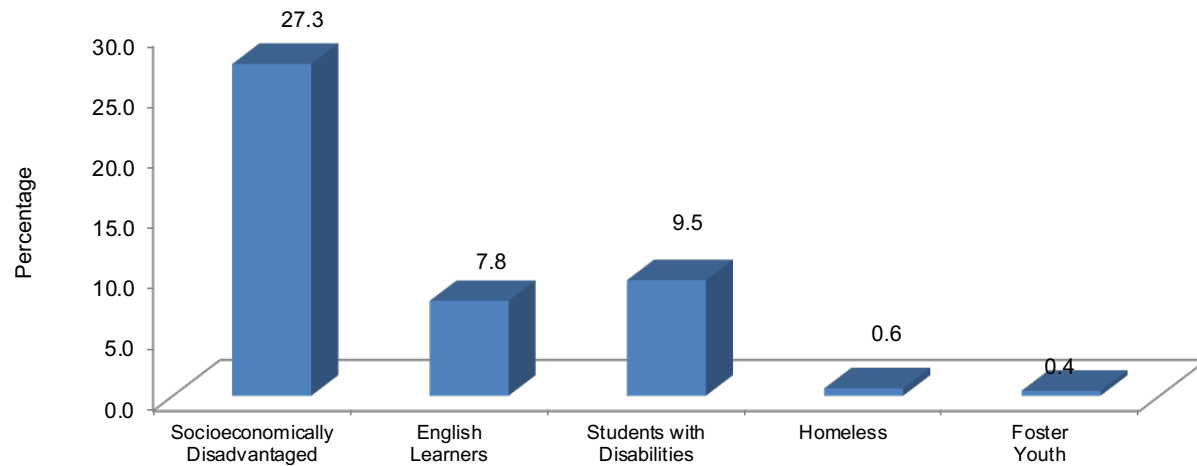
Comprehensive Needs Assessment

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

- ✓ Analysis of Student Performance Data:
    - o CAASPP Reports
    - o ELPAC Reports
    - o District Benchmarks
    - o SBAC

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

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

Community Resource Guide

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Mound Elementary School	**56726526056154**	**11-9-22**	

Purpose and Description

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

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

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

The purpose of this plan is to gather information from stakeholders to identify areas of specific needs on our campus. Specific measurable goals will be set to improve our academic programs for all student groups and strategically decrease the achievement gaps between student groups. Specific goals, strategies and activities will be tied to increasing student achievement, increasing student connections to school and increasing parent involvement and will go hand in hand with the Ventura Unified School District LCAP. The Mound School K-5 plan will focus on increasing student achievement, increasing student connections to our school, and increasing family involvement. These same goals and activities related to the goals are also stated in our Ventura Unified District LCAP document.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Mound School Site Council	10/19/2022 and 11/9/2022
Mound School PTO	10/12/2022

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

Due to the Covid-19 school closures that occurred beginning March 2020, the return of hybrid teaching in December 2020, and return to in person for some students in April, the goal was and still is to mitigate unfinished learning. Because the testing for the 2020-2021 school year was an incomplete representation of the campus, as not all students took the test due to allowed opt outs, we used data from 2019 as the base data. The scores for the 2021-2022 year did not meet the 2019 baseline data. This shows that we are continuing to mitigate unfinished learning from the COVID years. Several students were out for multiple days due to Covid, which resulted in more unfinished learning. Our hope is to show an improvement in scores this school year.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results for 3rd through 5th grade	**Spring 2019 School-Wide** ELA ALL 80% SED 64% Math ALL 78% SED 64% **Spring 2022 School-Wide** ELA ALL 69% SED 58% Math ALL 68% SED 45% CAST 55% SED 19% **Spring 2019 ELA by Grade** 3rd 80% 4th 72% 5th 87% **Spring 2022 ELA by Grade** 3rd 74% SED 64% 4th 65% SED 50% 5th 61% SED 57% **Spring 2019 Math by Grade** 3rd ALL 81% 4th ALL 71% 5th ALL 82% **Spring 2021 Math by Grade** 3rd ALL 74% SED 61% 4th ALL 65% SED 44% 5th ALL 62% SED 24% **Spring 2019 CAST Science** 5th ALL 74% **Spring 2021 CAST Science** 5th ALL 55% 19%	72% 60% 71% 47% 60% 21% 76% 66% 70% 52% 69% 59% 75% 63% 70% 46% 67% 26% 60% 21%
ELA – MAP Assessments (new last year) T3 testing.	T3 Growth All School 61st - above 80th percentile 272 students	Show growth in T3 testing
Math – MAP Assessments (new last year) T3 testing.	T3 Growth All School 61st - above 80th percentile 234 students	Show growth in T3 testing

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students: Programs will strive to meet the needs of all students and strive to mitigate unfinished learning from distance learning and hybrid learning as evidenced by yearly growth in CAASPP and T3 MAP Growth scores.

Strategy/Activity

- Use of core curriculum in every class every day
- Reading Intervention and math intervention program for 1st - 5th grade students
- Full time intervention teacher for Math Grades 1-5, and ELA grades 3-5
- Reading intervention teacher grades 1-2 increased to 20 hours week
- Library clerk to assist with leveling of books and identifying "right fit" books for grade level groups
- Planned and strategic time for teachers to look at academic data and plan curriculum to meet student needs, and various student group's needs
- Evaluation of student data at grade level meetings with the goal of meeting students' needs
- School counselor increased to 80% to provide small group lessons to support identified students with SEL strategies, organizational skills and time management to assist with overall academic achievements.
- Maintain access and one-to-one technology in the classroom and home for all students to utilize for academic supplements

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Intervention Reading Specialist 1st/2nd Gr	$10,589.00 Site Based Funds $27,068.00 Supplemental Funds
Increased Counselor to 80%	District Funded
Library Clerk	$8,356.00Site Based Funds $6,202.00. Supplemental Funds
Intervention Math 1-5 and Reading 3-5	District Funded 100% intervention teacher

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.

Last year's goal was to maintain the 2019 CAASPP scores; however, we are recognizing that after COVID years' incomplete learning still needs to be mitigated, as the 2022 CAASPP scores did not meet the 2019 scores. Additionally, several students were absent for multiple days due to Covid.

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

We will use last year's CAASPP data, and move toward improving scores and mitigating incomplete learning every 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 will continue to mitigate incomplete learning within the classroom, as well as with our intervention teachers.

Goal 2:

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

Identified Need:

Due to distance learning, modified in person learning, and modified attendance taking, the goal is to work with previous attendance levels from 2018-19 as the baseline and strive toward excellent attendance.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Attendance percentage	K-5th grade all students 2019 97.60%	97.60% outside of quarantine and covid related absences
Increased/full participation information in extra-curricular activities: Cross Country team Gr 4-5 Student Council Gr 4/5	2021 37 members 35 candidates	2022 participation numbers to increase: 40 (capped at 40) 38
School Awards and Attendance incentives	135 perfect attendance awards in June 2019	135 excellent attendance awards in June 2023

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

- Monitor attendance daily by calling home for students who have not reported their absence
- Letters from A2A for chronic absenteeism with Covid related letters being suppressed.
- Friendly Letter from Principal for chronic tardiness students (monthly)
- Attendance incentives such as theme dress-up days and assemblies
- Principal and or counselor parent conferences with at risk students and parents who are on attendance contracts to refer/ provide outside resources
- Four Saturday School Academy make-up opportunities with engaging activities offered during the Saturday Academy to increase attendance at the event
- Clerical staff to make phone calls and mail home all Saturday School flyers and make follow up phone calls to boost attendance at Saturday School
- School connection activities through various extracurricular programs, such as Student Council, Cross Country Team, Field trips, school dance, Jogathon, etc.
- Implementation of Razzle Bam Boom's "Start with Heart" videos, utilizing the Great Body Shop Health and Wellness curriculum, whole group lessons to each class by the counselor, daily mindfulness, recess activities
- Teachers use the Second Step curriculum for social emotional growth.
- Teachers typically provide work for students who will be out for several days in order to keep them updated with classwork.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
SEL Focused Assemblies = $2,500	PTO
SEL Focused Spirit Days	PTO
SEL Focused Spirit Days	Student Council

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.

> Overall, this goal is moving in the right direction. Many opportunities for participation will increase this year with the COVID restrictions relaxing. More field trips and on campus school activities will occur.

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

> No budget adjustments.

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.

> More on campus activities for students and parents because COVID restrictions have relaxed.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Mound staff will strive to maintain parent and family involvement in all student groups on campus through the use of emails and Parent Square. The use of volunteers has been put back in place this year.. Any parent volunteer must be registered with the school through the volunteer paperwork. Increased opportunities this school year for parent involvement will occur, due to COVID restrictions relaxing.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTO Volunteer Sign-up (crosswalks, Jogathon, B2SN, Library)	2021-2022 Instructionally necessary only	Significant increase in parent volunteers
Parent Participation in PTO meetings	Avg Parent Attendance (2021-22) - 17 - through Zoom	Avg Parent Attendance (2022-23) - 25 - in person and through Zoom

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Intentional use of a variety of tools for communication – marquee, PTO newsletter, mass notice through Parent Square, flyers and Facebook to publicize opportunities
- Create diverse volunteer opportunities for families to get involved on campus through classroom assistance, field trips, Saturday Academy, School Site Council, library, garden, crosswalks and PTO meetings
- Host a variety of events for parents, families and community to be engaged with our school community; Back to School Night,, Parent Night Out, End of Year School Dance, Jogathon, school field day
- Advertise and encourage Mound family participation in district parents events; parent education workshops, school information fairs
- Office staff to assist with delivery of event information, advertising, flyers and logging of volunteer hours in office sign in book, ensure translations are completed to communicate with all families, plan for Saturday School
- Share school wide SEL strategies and language with families (ie: big deals/little deals) through counselor's newsletters and at events

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Jogathon $2,000	PTO
Field Day $2,500	PTO

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.

Last year, most events were held virtually through Zoom. End of year field day occurred on campus, and there were lots of parent volunteers for this event.

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

This year, we look forward to parents returning to on campus activities.

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.

Parent volunteers will be allowed on campus this school year due to COVID restrictions relaxing.

Budget

Other Federal, State and Local Funds

The School Site Council intends for Montalvo 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	$4,995.00
Site-Based Funds 2022-23 Allocation	$28,820.00
Supplemental Funds 2021-22 Carryover	$4,912.00
Supplemental Funds 2022-23 Allocation	$38,220.00

Subtotal of state or local funds included for this school: **$76,947.00**
　　Total of federal, state, and/or local funds for this school: **$76,947.00**

2022-23 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

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

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

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

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

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

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

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

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

Curriculum & Instruction
The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

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

Migrant Education
The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

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

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

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

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

References

CAASPP – Grade 3 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	91	90	90	45.56%	23.33%	18.89%	12.22%
Male	48	47	47	42.55%	19.15%	19.15%	19.15%
Female	43	43	43	48.84%	27.91%	18.60%	4.65%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	11	11	11	72.73%	0.00%	27.27%	0.00%
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	38	38	38	26.32%	34.21%	21.05%	18.42%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	31	30	30	53.33%	16.67%	16.67%	13.33%
Two or More Races	8	8	8	*	*	*	*
Socioeconomically Disadvantaged	28	28	28	25.00%	39.29%	21.43%	14.29%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	8	7	7	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	91	90	90	34.44%	40.00%	10.00%	15.56%
Male	48	47	47	36.17%	38.30%	8.51%	17.02%
Female	43	43	43	32.56%	41.86%	11.63%	13.95%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	11	11	11	54.55%	27.27%	18.18%	0.00%
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	38	38	38	21.05%	42.11%	13.16%	23.68%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	31	30	30	40.00%	43.33%	3.33%	13.33%
Two or More Races	8	8	8	*	*	*	*
Socioeconomically Disadvantaged	28	28	28	14.29%	46.43%	17.86%	21.43%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	8	7	7	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	87	85	85	40.00%	25.88%	18.82%	15.29%
Male	39	39	39	30.77%	20.51%	20.51%	28.21%
Female	48	46	46	47.83%	30.43%	17.39%	4.35%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	13	13	13	61.54%	15.38%	15.38%	7.69%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	30	29	29	31.03%	20.69%	20.69%	27.59%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	36	35	35	42.86%	31.43%	17.14%	8.57%
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	19	18	18	16.67%	33.33%	11.11%	38.89%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	*	0	0	N/A	N/A	N/A	N/A

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	87	85	85	22.35%	43.53%	22.35%	11.76%
Male	39	39	39	23.08%	35.90%	23.08%	17.95%
Female	48	46	46	21.74%	50.00%	21.74%	6.52%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	13	13	13	38.46%	46.15%	7.69%	7.69%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	30	29	29	13.79%	41.38%	20.69%	24.14%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	36	35	35	22.86%	45.71%	311.43%	0.00%
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	19	18	18	5.56%	38.89%	22.22%	33.33%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	*	0	0	N/A	N/A	N/A	N/A

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	81	79	79	49.37%	24.05%	13.92%	12.66%
Male	37	35	35	40.00%	28.57%	11.43%	20.00%
Female	43	43	43	58.14%	20.93%	16.28%	4.65%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	11	11	11	72.73%	18.18%	0.00%	9.09%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	30	29	29	27.59%	37.93%	13.79%	20.69%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	36	35	35	57.14%	14.29%	20.00%	8.57%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	22	21	21	23.81%	33.33%	14.29%	28.57%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	11	9	9	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	81	79	79	48.10%	13.92%	21.52%	16.46%
Male	37	35	35	48.57%	11.43%	20.00%	20.00%
Female	43	43	43	48.84%	16.28%	20.93%	13.95%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	11	11	11	81.82%	0.00%	0.00%	18.18%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	30	29	29	13.79%	20.69%	34.48%	31.03%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	36	35	35	60.00%	14.29%	20.00%	5.71%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	22	21	21	14.29%	9.52%	38.10%	38.10%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	11	9	9	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2022-23 Supplemental Funds Program Budget

2022-23 BUDGET

School Site: **Mound Elementary**

Program: **Supplemental**

2021-22 Carryover	$	4,912.00
2022-23 Allocation	$	38,220.00
Total Available Funding:	**S**	**43,132.00**

Expenditures:			Budget
1000s - Certificated Salaries			
	Teachers, Extra hours		
	Teachers, Sub		
Amy Feeny - Reading Intervention 20hrs/wk x first 27 weeks	Teacher Hourly	$	21,978.00
2000s - Classified Salaries			
	Paraed, Extra hours		
	Clerical, Extra hours		
Martha Payne - 300 hours	Library Tech	$	5,625.00
3000s - Employee Benefits			
	23.16% for Certificated	$	5,090.00
	10.26% for Classified (Non PERS)	$	577.00
4000s - Books and Supplies			
	Books Other Than Textbooks		
	Materials and Supplies	$	7,362.00
	Equipment not Capitalized		
5000s - Services & Other Operating Expenses			
	Conferences/Travel	$	2,500.00
	Rentals and Repairs		
	Operating Lease	$	-
	Graphics		
	Contracted Services		
	Internet Publications/Software		
6000s - Capital Outlay			
	Capital Equipment >$5,000 ea.	$	-
Total		**S**	**43,132.00**

Budget Balance		$	-

Principals Signature: *B. Powers*	
Date: 10/19/2022	
School Site Council Approval: *(Chair)*	
Date: 10/19/2022	
English Learner Advisory Committee Review:	
Date:	
Director, Special Projects Approval:	
Date: 11/14/22	

MLC 10/26

2022-23 Site Funds Program Budget

2022-23 BUDGET

School Site: **Mound Elementary**

Program: **Site Based Fund**

2021-22 Carryover	$	4,995.00
2022-23 Allocation	$	28,820.00
Total Available Funding:	$	33,815.00

Expenditures:		Budget	
1000s - Certificated Salaries			
Amy Feeny - Reading Intervention 20hrs/wk x last 10 weeks	Teachers hourly	$	8,140.00
	Teachers, Sub	$	2,435.00
	Other	$	-
2000s - Classified Salaries			
	Paraed, Extra hours	$	1,000.00
Martha Payne	Library Tech	$	5,898.00
	Other	$	-
3000s - Employee Benefits			
	23.16% for Certificated	$	2,449.00
	35.63% for Classified	$	2,458.00
4000s - Books and Supplies			
	Books Other Than Textbooks		
	Materials and Supplies	$	6,935.00
	Equipment not Capitalized		
5000s - Services & Other Operating Expenses			
	Conferences/Travel	$	500.00
	Rentals and Repairs		
	Operating Lease	$	-
	Graphics	$	1,000.00
	Contracted Services	$	3,000.00
	Internet Publications/Software		
	Communications	$	-
6000s - Capital Outlay			
	Capital Equipment >$5,000 ea.	$	-
Total		$	33,815.00
Budget Balance		$	-

Principals Signature: *B. Powers*	
Date: 10/19/2022	
School Site Council Approval: *(Chair)* *[signature]*	
Date: 10/19/2022	
Director, Special Projects Approval: *[signature]* ss	
Date:	

nlt 10/28

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

Parent Involvement Policy

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

Policy Guidelines

- Involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, such as:

  o Single plan for student achievement (NOTE: The school will submit any parent comments on the plan when the school makes the plan available to the LEA)

  o Parent involvement policy

  o School-Parent Compact, a written agreement of what schools and parents are each supposed to do to help students achieve

  o Plans for training school staff on how to strengthen ties between home and school

- Provide parents of participating students with

  o Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing so

  o Timely responses to suggestions

  o Description and explanation of curriculum to be used

  o The forms of academic assessment used to measure student progress

  o Proficiency levels that students are expected to meet

  o Materials and training on how to improve their child's achievement

  o Information sent home in a language and format parents can understand

- Coordinate and integrate, as appropriate, parent involvement with Head Start, Even Start and other public preschool programs

- Develop appropriate roles for community-based organizations and businesses and encourage partnerships with elementary, middle and high schools

- Offer a flexible schedule of meetings that is convenient to parents

- Provide other reasonable support for parental involvement at parents' request

Professional Development Plan

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

During the 2022-23 school year, teachers at Mound Elementary School will participate in the following trainings:
- VCOE & VUSD Trainings
- Second Step Curriculum
- Social Emotional Learning (SEL)
- MAP Assessment Training
- Data Analysis

School Accountability Report Card

2021-22 School Accountability
Report Card
Published January 2023

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

BOBBI POWERS, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

Mound Elementary, Magnet for Science and Global Citizenship, is a special place for children, staff, and families. Every student receives a strong foundation in science applications and global citizenship which are necessary tools for life in the 21st century. Our program integrates science into ongoing daily routines and subject areas. We have designed the program to develop critical thinking skills and problem-solving strategies and concepts in our students. We have many learning opportunities throughout the school such as school gardens, a science lab, and an aquaponics lab, to name just a few.

At Mound, we strongly encourage parent involvement. We recognize that much of the strength of Mound comes from the consistent family support for student achievement. We have many opportunities to volunteer through Mound's PTO, as well as classroom volunteer opportunities.

We will continue to work this year to mitigate any unfinished learning due to COVID-19 years of distance and hybrid learning. Overall as a school, Mound scored fairly equal in math and ELA CAASPP scores. Although Mound's scores were higher than the district scores as a whole, we will continue to work to get the scores back to the pre-COVID threshold.

Working in conjunction with each other, staff and parents, we can create the best environment for our students and make Mound a welcoming community of learning and togetherness.

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

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

DISTRICT & SCHOOL DESCRIPTION

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

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

Mound Elementary School

At the beginning of the 2021-22 school year, 524 students were enrolled, including 9.5% in special education, 7.8% qualifying for English Language Learner support, 0.6% homeless, 0.4% foster youth, and 27.3% 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	49.4%	Kindergarten	84
Male	50.6%	Grade 1	93
Non-Binary	0.0%	Grade 2	86
American Indian or Alaskan Native	0.0%	Grade 3	91
Asian	12.6%	Grade 4	88
Black or African American	0.8%	Grade 5	82
Filipino	0.6%		
Hispanic or Latino	38.4%		
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	6.7%		
White	40.8%		
English Learners	7.8%		
Foster Youth	0.4%		
Homeless	0.6%		
Migrant	0.0%		
Socioeconomically Disadvantaged	27.3%	Total Enrollment	
Students with Disabilities	9.5%		524

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

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

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, school newsletters, teacher newsletters, flyers, and the school website. Contact the PTO representative or family liaison at (805) 289-1886 for more information on how to become involved in your child's learning environment.

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

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

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

California Physical Fitness Test Results 2021-22					
% of Students Tested					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth	98.0%	98.0%	98.0%	98.0%	98.0%

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						
	Mound		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	75.44	55.7	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.

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Mound Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (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.

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/.

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/.

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	81	79	97.53	2.47	55.7
Female	43	43	100	0	65.12
Male	37	35	94.59	5.41	45.71
American Indian or Alaskan Native					
Asian	11	11	100	0	72.73
Black or African American					
Filipino					
Hispanic or Latino	30	29	96.67	3.33	31.03
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	36	35	97.22	2.78	65.71
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.45	4.55	28.57
Students Receiving Migrant Education Services					
Students with Disabilities	11	9	81.82	18.18	--

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

	Mound		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	N/A	N/A	47	N/A	47
Mathematics	N/A	N/A	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 CAAA.

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	259	254	98.07	1.93	69.29	259	254	98.07	1.93	67.72
Female	134	132	98.51	1.49	78.03	134	132	98.51	1.49	70.45
Male	124	121	97.58	2.42	60.33	124	121	97.58	2.42	65.29
American Indian or Alaskan Native										
Asian	35	35	100	0	80	35	35	100	0	82.86
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	98	96	97.96	2.04	59.38	98	96	97.96	2.04	52.08
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	19	19	100	0	78.95	19	19	100	0	78.95
White	103	100	97.09	2.91	72	103	100	97.09	2.91	75
English Learners	11	11	100	0	27.27	11	11	100	0	27.27
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	70	68	97.14	2.86	58.82	70	68	97.14	2.86	45.59
Students Receiving Migrant Education Services										
Students with Disabilities	28	24	85.71	14.29	25	28	24	85.71	14.29	29.17

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

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Mound Elementary School's original facilities were built in 1940; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Campus repairs or improvements in the 2021-22 school year included the following projects:

• Construction of three new classrooms (rebuilt due to fire)

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

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

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

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

Facilities Inspections

The district's maintenance department inspects Mound Elementary School on an annual basis in accordance with Education Code §17592.72(c) (1). Mound Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 6, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Site Safety Plan

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, crossing guards, the principal, campus safety assistants, and teachers are strategically assigned to designated entrance areas and the playground. During recess, the principal, two teachers on the primary playground and two teachers on the upper grades playground, and campus safety assistants supervise student activity. The principal and campus safety assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, crossing guards, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

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

CLASSROOM ENVIRONMENT

Class Size

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

School Facility Good Repair Status				
Item Inspected				**Repair Status**
Inspection Date: September 6, 2022	Good	Fair	Poor	**Repair Needed and Action Taken or Planned**
Systems	✓			
Interior Surfaces	✓			Classroom K1 - Water damaged ceiling tiles at the southeast corner of main room; Classroom K2 - Floor tile missing at the east door
Cleanliness	✓			
Electrical	✓			Classroom 14 - Broken outlet coverplate at northeast corner; Room 26 Library - Broken outlet coverplate at west wall by the teacher's desk
Restrooms/Fountains	✓			Classroom 24 - Drinking fountain does not function, sink faucet is loose and needs to be secured
Safety	✓			Classroom 22 Science - Fire extinguisher is out of service date (6/24/21)
Structural	✓			Building B Exterior - Rusted roof gutters at room 13 north elevation; Building 17-18 Exterior - Water that may be HVAC condensate dripping from the roof onto the south walkway, roof eaves are rotted, gutter not working; Classroom K3 Exterior - Weeds growing in the north side rain gutter
External	✓			Cafeteria Exterior - Excessive peeling paint at the east windows exterior, dry rot present at east window frames; Classroom 3 - Window cracked above north door, safety film installed; Classroom 18 - North exit door frame is damaged on the upper hinge side and does not allow the door to close

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

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

Chronic Absenteeism by Student Group (2021-22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	534	530	98	18.5
Female	264	261	37	14.2
Male	269	268	61	22.8
American Indian or Alaska Native				
Asian	69	69	4	5.8
Black or African American	4	4	1	25
Filipino	3	3	1	33.3
Hispanic or Latino	201	201	49	24.4
Native Hawaiian or Pacific Islander	1	1	0	0
Two or More Races	35	35	5	14.3
White	221	217	38	17.5
English Learners	44	44	6	13.6
Foster Youth	2	2	0	0
Homeless	4	4	3	75
Socioeconomically Disadvantaged	149	149	39	26.2
Students Receiving Migrant Education Services				
Students with Disabilities	59	59	15	25.4

Suspensions and Expulsions

	Mound			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	0.17%	0.00%	0.00%	2.53%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.00%	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.

Average Class Size and Class Size Distribution

	2019-20			
Grade Level	Average Class Size	Number of Classes* 1-20	21-32	33+
K	30.0		3	1
1	24.0		4	
2	30.0	1	2	2
3	24.0		4	
4	24.0		3	
5	31.0		3	
	2020-21			
K	29.0		3	1
1	22.0	1	3	
2	45.0		1	2
3	25.0		3	
4	29.0		3	
5	19.0	1	3	
	2021-22			
K	20.0	4		1
1	18.0	1	4	
2	39.0		1	2
3	19.0	1	3	
4	22.0	1	3	
5	21.0	1	3	

*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.

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%

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Mound 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."

Discipline & Climate for Learning

Mound Elementary School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Mound Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

CURRICULUM & INSTRUCTION

Staff Development

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

During the 2020-21, 2021-22, and 2022-23 school years, the teachers at Mound 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
- Sonday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

2021-22 Trainings:
- Bridges Math Intervention
- Benchmark & Math Expressions
- Implicit Bias
- Number Corner Refresher (Kinder)
- NGSS Curriculum Training
- Canvas

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

- ELLevation Training
- History/Social Science Curriculum Adoption Training
- Science Curriculum Adoption Training

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

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

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

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: *Benchmark Advanced*	0%
Math			
2017	Yes	Houghton Mifflin: *Math Expressions*	0%
Science			
2021	Yes	McGraw Hill: *California Inspire Science*	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: *History Social Science for California*	0%

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 is 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 SARCs 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

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

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

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Academic Counselor	1	0.2
Health Technician	1	0.4
Psychologist	1	0.6
School Nurse	1	0.2
Library Clerk	1	0.5

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.

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)	6.8	

No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)

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)	23.3	95.9	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	1	4.1	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	0	0	29.7	4.57	18854.3	6.86
Total Teaching Positions	24.3	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 Mound 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 Mound 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.

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2022.

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of $12,634 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 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 Certificated 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	Mound	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	151	N/A	N/A	N/A	N/A
Restricted (Supplemental)	55	N/A	N/A	N/A	N/A
Unrestricted (Basic)	96	157	61.4%	6,593	2.4%
Average Teacher Salary	523	77,987	0.7%	88,358	88.3%

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

• After School Education and Safety (ASES)
• Classified School Employee Summer Assistance Program
• Career and Technical Education Programs
• Career Technical Education Incentive Grant Program
• COVID Relief Funding
• Department of Rehabilitation
• Education Protection Account
• Indian Education
• Lottery: Instructional Materials
• On-Behalf Pension Contributions
• Other Federal Funds
• Other State: Locally Defined
• Other Local: Locally Defined
• Special Education
• State COVID Relief Funding
• State Lottery
• Strong Workforce Program
• Title I, II, III, IV

School Site Council Bylaws

BYLAWS OF THE MOUND SCHOOL SITE COUNCIL

Article I - Name
The name of the council shall be the "Mound School Site Council".

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

Article III – Membership

Section 1. Members
The Council shall consist of ten (10) elected members constituted to ensure parity between principal, teachers, and other school personnel and parents. Members are:

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

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

Section 2. Termination/Removal
Council membership shall terminate automatically when a member no longer meets the criteria set forth in Article III, Section 1. The Council can suspend or expel a member with a majority vote of the full Council membership.

Section 3. Resignation
Any member may resign by filing a written resignation with the Council.

Article IV - Procedure for Electing Members
A. The group he/she represents shall elect each council member. Elections will be held before the end of October.
B. Council members may nominate themselves.
C. Any vacancy of the Council shall be filled by selection by the peer group on the Council in which the vacancy occurs.

Article V - Term of Office
The Principal shall serve as a permanent member of the Council. Remaining Council terms will be for two (2) consecutive years. In case of a scenario where all council members of a particular peer group (staff or parents) begin their terms in the same year, two members will be asked to volunteer for one year terms in order to set up a rotation of new SSC members each year. All terms shall commence at the first meeting of the year (November).

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

Article VII - Officers
Section 1. General
The Council shall hold an election at the first meeting of each term and by the majority vote elect a Chairperson, a Vice-Chairperson , a Secretary and such officers as deemed necessary by the Council. Each officer shall serve a one year term. Officers can be removed in accordance to Article III, Section 2.

Section 2. Duties

A. The Chairperson shall:
1. Coordinate the work of officers and the Council to facilitate the promotion of the stated purpose.
2. Preside at all meetings of the Council.
3. Prepare and distribute meeting agendas.
4. Meet regularly with the Principal.
5. Sign and Approve the School Budget, Single School Plan, and the School Safety Plan

B. The Vice-Chairperson shall:
1. Represent the Chairperson during his/her absence.

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

Article VIII - Council Meetings
Section 1. Meetings/Special Meetings
There shall be a minimum of five meetings a year. Additional meetings may be called by agreement of the Principal and Chairperson or by majority vote of the Council.

Section 2. Meeting Location
Council meetings will be held by Zoom for the 2022-2023 school year.

Section 3. Notice of Meetings
Public notice shall be given no less than seventy-two (72) business hours in advance of the meeting and shall include the date, time, location, and agenda topics. Any change in the date, time or location must be given special notice.

Section 4. Quorum
The presence of six (6) elected Council members shall be required in order to constitute a quorum necessary for the transaction to conduct business of the Council. All decisions of the Council except as required by the Bylaws shall be made by a majority vote of the members in attendance provided a quorum exists.

Section 5. Conduct of the Meeting
All regular and special meetings of the Council shall be conducted in accordance with Robert's Rules of Order which may be revised and modified from time to time.

Section 6. Agenda Items
Council members who wish to place an item(s) on the agenda shall submit such in writing to the Principal at least five (5) school days in advance of the scheduled meeting.

Article IX - Amendments
Amendments to the Bylaws shall be made with the vote of a quorum of at least six (6) elected Council members.

Approved by the Mound SSC October 12, 2022