

# Ventura Unified School District

# School Plan for

# Student

# Achievement



## Elmhurst Elementary School

56 72652 6056089

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Ventura Unified  
SCHOOL DISTRICT

## Fiscal Year 2024-2025

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## The School Plan for Student Achievement

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

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

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

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

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

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The district's Governing Board approved this revision of the school plan on June 25, 2024.

**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 2023-24 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Deanna Baczek	X				
Amy Mukhopadhyay			X		
Alyssa Baarstad		X			
Duane Caster		X			
Melissa Frazier		X			
Laus Casimiro				X	
Donna Cowles				X	
Blanca Fernandez				X	
Monica Munoz				X	
Michael Reyes				X	
Number of members in each category	1	3	1	5	

**English Learner Advisory Committee Membership**

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

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

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

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

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

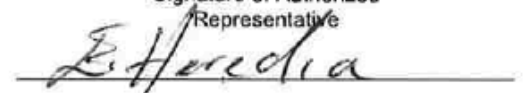
## Recommendations and Assurances

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

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

English Learner Advisory Committee

Signature of Authorized  
Representative

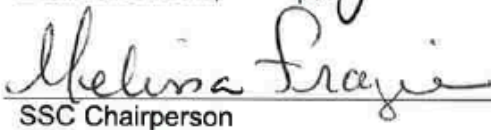


- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: April 16, 2024

Attested:

  
Deanna Baczek, Principal

4/16/24  
Date

  
SSC Chairperson

4/16/24  
Date



## District information

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### District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 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 2023-24 school year, Ventura Unified School District served 14,672 students in grades TK-12 including 14.3% students with disabilities, 14.6% English learners, 56.2% socioeconomically disadvantaged, 0.3% migrant education, 3.8% homeless, and 0.2% identified as foster youth.

### District Promise

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

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

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

### District Pillars

We are committed to providing:

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

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

**For the future of every student.**

### **District Vision**

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

### **District Mission**

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

### **District Governing Principles**

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

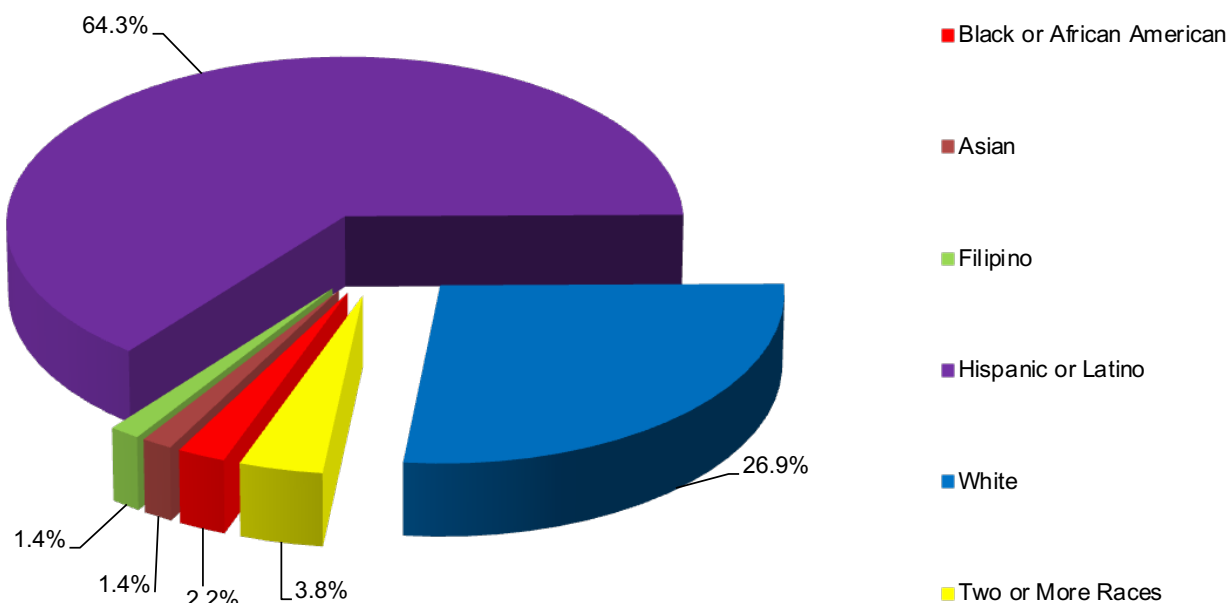
## School Information

During the 2023-24 school year, Elmhurst School served 364 students in grades TK-5 following a traditional school calendar. Student enrollment included 25% students with disabilities, 17% English learners, 73.6% socioeconomically disadvantaged, 8.2% homeless, and 0.3% foster youth. Elmhurst is the home school for the Severely Learning Impaired Special Day Classes serving approximately 40 students from kindergarten to fifth grade.

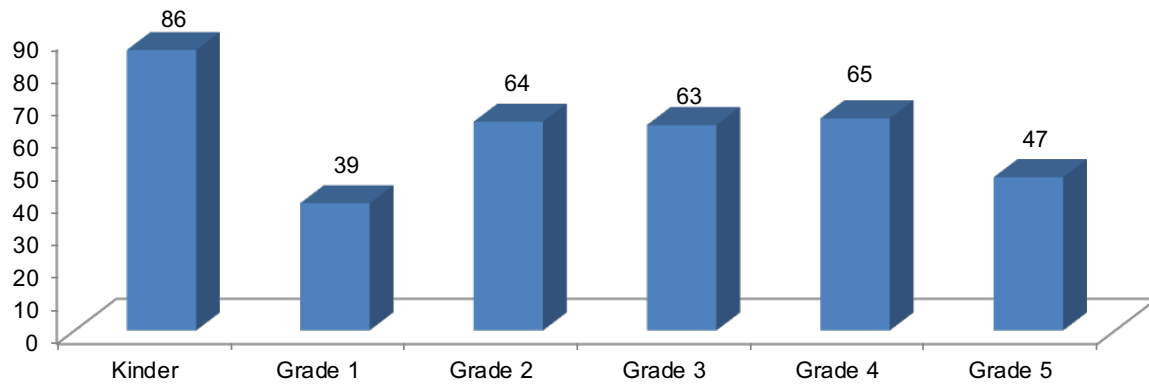
## School Vision

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

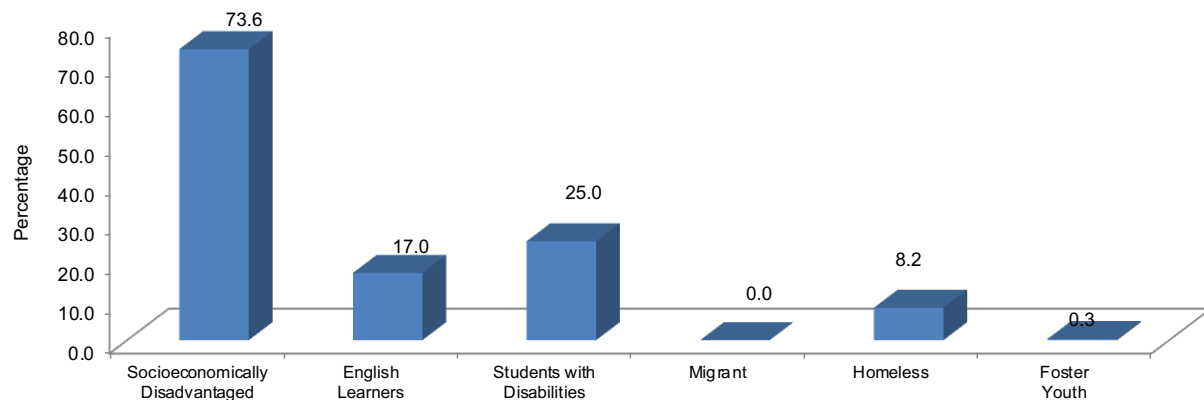
## Student Enrollment by Ethnicity – 2023-24



### Student Enrollment by Grade – 2023-24



### Student Enrollment by Student Group – 2023-24



### Comprehensive Needs Assessment

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

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

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

### Transition from Preschool to Kindergarten

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

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

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

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

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

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

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

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

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

Elmhurst Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Elmhurst Elementary School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students.

School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Elmhurst Elementary School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning.

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

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **CHAMPS**
- **Digital Citizenship**
- **Recognition Awards for Character Traits**
- **Counselor** – individual and group counseling for anger management
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children.

### Community Resource Guide

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

- 24 Hour Hotline Numbers
- After School Childcare & Activities
- Alcohol, Tobacco, Other Drugs
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Educational Resources
- Family Support
- Health Notifications
- Healthcare
- Homeless Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention Information
- Low or No-Cost Health Insurance for Children
- Student Assistance/Support
- Teen Services
- Transportation
- Tutoring

# School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Elmhurst Elementary School	56726526056089	4/16/24	

## Purpose and Description

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

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

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

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

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

## Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Elmhurst Staff	Faculty Meetings (March-May 2024)
Parents	ongoing via Parent Square, emails, conversations
School Site Council	3/19/24, 4/16/24

## Resource Inequities

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

Not applicable.

## Goals, Strategies, Expenditures, and Annual Review

## Goal 1:

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

## Identified Need:

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

## Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Scores	<p><b>Grade 3</b> - 2023 CAASPP ELA Summative: 16% Exceeded, 18% Met Standard, 26% Nearly Met Standard, 40% Did Not Meet Standard</p> <p>CAA ELA Summative: Waiting for data to post</p> <p><b>Grade 4</b> - 2023 CAASPP ELA Summative: 12% Exceeded, 17% Met Standard, 37% Nearly Met Standard, 34% Did Not Meet Standard</p> <p>CAA ELA Summative: Waiting for data to post</p> <p><b>Grade 5</b> - 2023 CAASPP ELA Summative: 18% Exceeded Standard, 20% Met Standard, 16% Nearly Met Standard, 46% Did Not Meet Standard</p> <p>CAA ELA Summative: Data not available due to the number of students tested</p> <p>No new data is available for state tests, so <b>MAP data from Winter 2023 to Winter 2024</b> is as follows:</p> <p><b>Reading Growth::</b></p> <p>K - no data from 2023 to compare</p> <p>1 – projected 18.8, observed 14</p>	Positive growth in all areas as measured by CAASPP and CAA test results.



	<p>2 - projected 16.7, observed 20</p> <p>3 - projected 13.1, observed 5</p> <p>4 - projected 9.5, observed 10</p> <p>5 - projected 7.8, observed 8</p>	
Math Scores	<p><b>3rd Grade</b> - 2023 CAASPP Math Summative: 16% Exceeded, 19% Met Standard, 21% Nearly Met Standard, 44% Did Not Meet Standard</p> <p>CAA Math Summative: Waiting for data to post</p> <p><b>4th Grade</b> - 2023 CAASPP Math Summative: 5% Exceeded Standard, 24% Met Standard, 34% Nearly Met Standard, 37% Did Not Meet Standard</p> <p>CAA Math Summative: Waiting for data to post</p> <p><b>5th Grade</b> - 2023 CAASPP Math Summative: 7% Exceeded Standard, 13% Met Standard, 25% Nearly Met Standard, 55% Did Not Meet Standard</p> <p>CAA Math Summative: Data not available due to the number of students tested</p> <p>No new data is available for state tests, so <b>MAP data from Winter 2023 to Winter 2024</b> is as follows:</p> <p><b>Math Growth:</b></p> <p>K - no data from 2023 to compare</p> <p>1 - projected 19.9, observed 16</p> <p>2 - projected 15.7, observed 19</p> <p>3 - projected 13.1, observed 14</p> <p>4 - projected 10.5, observed 11</p> <p>5 - projected 9, observed 107</p>	Positive growth in all areas as measured by CAASPP and CAA test results.

VUSD Screeners	Students are below average in their scores on Oral Reading Fluency, Letter and Number identification, and site words.	Provide opportunities to assist students in having scores more commensurate with district averages.
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Strategy/Activity 1

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

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

Transitional Kindergarten, kindergarten, first, second, third, fourth and fifth grade students.
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**Strategy/Activity**

<p>Hire competent teachers and ensure they participate in district training and teach as effectively as possible.</p> <p>Evaluations will be completed both efficiently and thoroughly, and in a timely manner. Teachers will be given opportunities to observe their peers (substitutes will be provided), and will receive ongoing feedback and communication regarding both site and district goals. Open lines of communication will exist between the administration, teachers, and their mentors.</p> <p>Opportunities will be provided, as they arise, for Elmhurst teachers to participate in professional development, including AVID training both onsite and off site. We hope to be able to take a group of teachers to the AVID Summer Institute in July.</p> <p>Work as a tight knit team to meet student needs.</p>
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**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Minimal financial cost unless we attend the AVID Conference - \$750 + \$500 = \$1,250	Supplemental and Title 1

## Strategy/Activity 2

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

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

Kindergarten students in general education classes.

**Strategy/Activity**

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

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

A part time paraeducator will be available to assist in the kindergarten classes.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Paraeducator (including health & welfare costs) \$40,163	Title 1

## Strategy/Activity 3

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

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

Students in need of English Language Arts Intervention classes as indicated by district screenings.

**Strategy/Activity**

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

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

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

Our Extended Learning Opportunity Program will be offering tutoring and homework help to students after school. They will be working with teachers to assess needs and offer assistance.

The local public library will be invited to attend our Back-to-School Night.

Provide free books for students to read whenever possible.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Treasure Bay Books will be used to work on reading/phonics - \$500	Title 1
Reading A-Z - \$265	Restricted Lottery

## Strategy/Activity 4

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

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

All students will benefit.

**Strategy/Activity**

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

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Counseling (.42 FTE) including health and welfare costs - \$39, 881	Title 1

## Strategy/Activity 5

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

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

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

**Strategy/Activity**

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

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Bilingual/Gen Ed Paraeducator (health and welfare costs included) \$40,163 REPEATED EXPENDITURE	Title 1

## Strategy/Activity 6

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

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

All students will benefit.

**Strategy/Activity**

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

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$250	Supplemental

**Annual Review:****SPSA Year Reviewed: 2023-24**

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.

Having a part time paraeducator continues to be helpful while we work with many students that are experiencing their first time in a large group of students. Social emotional support is key to student learning because it is crucial to working with others and being open to learning. If students are dealing with family/personal stressors, they are less able to focus on their lessons and learning. Thus, Elmhurst absolutely needs a full time counselor. We also take advantage of having a counseling intern on site to provide more individual and group opportunities.

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

None noted.

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 are continually making changes every year to try to improve our attendance. Students that aren't at school are unable to access the lessons. These changes are located in our Attendance Plan. Home visits, letters, meetings, conversations, and messages to parents continue to happen. We have created a new calendar magnet for the 2024-2025 school year, and are recognizing student attendance at our bimonthly awards ceremonies.

**Goal 2:**

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

## Identified Need:

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

## Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Two students were suspended.	No students suspended.
ELA Scores	Same as in Goal #1 above.	Same as in Goal #1 above.
Math Scores	Same as in Goal #1 above.	Same as in Goal #1 above.
Attendance Data	No data available yet, but we held SART/SARB meetings and made home visits during the 2023-2024 SY.	Improved attendance for all students.

## Strategy/Activity 1

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

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

All students will be served.

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
The additional cost for our counselor is reflected in Goal #1	Title 1
Counseling books, materials \$200	Title 1

## Strategy/Activity 2

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

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

All student groups at Elmhurst.

**Strategy/Activity**

Elmhurst will continue to strive to improve student attendance by educating parents and providing incentives to students for improved attendance, fewer tardies, attending Saturday Attendance Academies, etc. Students learn best when afforded the maximum minutes of learning.

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

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

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

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

We will also focus on attendance by having monthly classroom "contests" to improve attendance and tardies. Each class will have a tubular container in the library that will be filled with "bouncy balls" of a variety of colors, so they can visually see how their class is doing. "Shout outs" will be given via morning announcements for classes doing well.

We will continue to offer "Fun Fridays" and Mystery Mondays", in partnership with the PSFO, to encourage attendance on these days as they are generally the days most missed. Additionally, we will invite students to attend Saturday Attendance Academies to help regain a day of attendance.

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

Elmhurst purchases and provides parents with a monthly "Parent Institute" magazine that addresses ways families can partner with the school to help their children succeed. This is available on our website.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Unknown as supplies are still on hand. approx. \$500	Title 1

## Strategy/Activity 3

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

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

All student groups will benefit from this strategy.

**Strategy/Activity**

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



**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 4

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

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

All students and staff will benefit from this goal.

**Strategy/Activity**

Build relationships amongst staff members, students and family members by focusing on positive interactions, communication, conferences, phone calls, and culture building activities. We will continue to focus on Elmhurst's motto, "Kindness Matters."

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

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

Teachers and some staff have been provided with personalized name badges to wear during conferences, Back-to-School-Night, etc. to clearly identify that they are part of our teaching team, and to allow families and visitors to place a face with a name.

School spirit shirts are provided for all staff members to show spirit and feel a part of the team.

An all-staff luncheon is provided at the end of the year to recognize accomplishments, retirements, transfers, and our PSFO volunteers.

**Proposed Expenditures for this Strategy/Activity**

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

**Annual Review:****SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS:**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

Students and families received books as needed (including books in both English and Spanish) and were able to read aloud together. These are especially helpful for students that don't have access to books (other than our library) and for families where the parent is learning English.

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 strategy has proven to be positive/effective and students and families are grateful for the books. We are hoping this is helping to build designated family reading time. This next year, we will offer phonics readers and high interest/lower level readers, as well.

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 with this strategy and ensure that we offer a variety of books at various reading levels (including bilingual books) to meet the needs of the students. When teachers mentioned the need for phonics readers and higher interest/lower level readers, we decided to ensure these books were also available for students.

**Goal 3:**

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

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent, Staff & Friends Organization Membership	All positions have been filled for the 2023-2024 school year, positions for 2024-2025 will be decided/voted on at the end of the school year.	We would like to have all of the PSFO board positions filled every year with increased parental involvement when we have events/activities.
English Language Advisory Committee participation	Attendance at ELAC meetings has dropped. No one, other than site personnel, attended the meetings held over the last few years.	ELAC meetings will have parents in attendance. Meetings will be held at differing times in order to encourage participation.
Activities and programs held at the school will have parents and community members in attendance.	Elmhurst has increased parent attendance and involvement in the last few years, but we'd like it to increase even more. We have already seen better attendance at our Back-to-School Night, our Color Run, Family Picnics, Book Fair, and field trip chaperones. We would like to see more attendance at our Spelling Bee, musical performances, Awards ceremonies, and we will had a school play this year that brought to parents/volunteers onto campus..	Involving community groups with the activities at Elmhurst, as well as increasing the number of parents in attendance, and actively participating, in their child's school.
District Parent Committee Participation	SEDAC committee has volunteers, DELAC and PAC need volunteers, LCAP has a volunteer.	We would like to have parent volunteers to attend and participate in all district level committees/meetings.

## Strategy/Activity 1

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

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

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

**Strategy/Activity**

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

We will send personal invites to parents, will offer a Book Fair opportunity for parents to purchase books (as well as continue to give away free books), and provide school spirited items such as pens, pencils, stickers, etc. to improve school spirit amongst students, parents, and staff. We will offer our Harvest Festival again this year in person. This always draws a large crowd and is a fun evening. We will have a Color Run and Field Day again this year, we will have Ventura PD on site for a Coffee/Chat morning event, and are hoping to establish room parents for each classroom, and to hold a Talent Show with staff participation.

**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 2

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

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

All students will be impacted by this goal.

**Strategy/Activity**

Encourage and collaborate with our PSFO in providing a wide range of parent involvement activities such as our Harvest Festival, Color Run, Loteria Night, Kindness Rocks Project, Beautification Days, Spelling Bee, AVID Night, Classroom Read Alongs, Lunch with your student, Field Day, School Play, and new this year, a Talent Show. In addition, we have an on site "Pumpkin Patch" for our students with exceptional needs, as well as a variety of visitors such as the Mobile Dairy Farm that was here in September.

We are excited to welcome families to campus and encourage school involvement.

The PSFO collaborates with us to try to find grants/fundraisers to enable our fifth grade students to have an end-of-year outdoor experience.

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$1,000	Title 1

Strategy/Activity 3

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

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

Special Education students and any other students that can benefit.

**Strategy/Activity**

Elmhurst provided a "calming room" at our Fun Fall Festival in 2024 for students that may have been over-stimulated. We will seek to include this at all future events as a place students and families can go to take a break from the noise and activity.

**Proposed Expenditures for this Strategy/Activity**

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

Strategy/Activity 4

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

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

Students with special needs as well as all students.

**Strategy/Activity**

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

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

All students benefit from sensory opportunities, and we have added outdoor activities and classroom supplies to address these needs in all classes. (Fidgets, alternative seating, chair bands, etc.)

With funding from a grant, we are currently in the process of creating a motor room with many sensory equipment/opportunities.

**Proposed Expenditures for this Strategy/Activity**

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

Strategy/Activity 5

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

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

All students will benefit from this strategy.

**Strategy/Activity**

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

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

We're also hoping to incorporate room parents and site volunteers more this year.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$300	Title 1

**Annual Review:**

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS:**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have not offered a Sensory Night for the last two years, but did offer other opportunities for parent/student involvement. Attendance at our ELAC Meetings continues to be a struggle. We have tried multiple times of the day, we have sent out flyers and have personally invited people, but families report that they don't feel they need to attend an additional meeting because their needs are being met.

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

Our PSFO and staff continue to explore ways to involve families and promote family involvement. Sometimes they are planned out far in advance, and other times we take advantage of an opportunity when it presents itself. Our Family Picnics, Back-to-School Night and Fall Festival consistently have the highest attendance, but this year's Color Run brought out many families as well.

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

All modifications to the goal can be found in the strategies/activities listed previously.

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

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

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I 2023-24 Carryover	\$0.00
Title I 2024-25 Pre-Allocation	\$80,044.00
Title I 2024-25 Allocation	\$10,840.00

Subtotal of additional federal funds included for this school: **\$90,884.00**

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

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Site-Based Funds 2023-24 Carryover	\$0.00
Site-Based Funds 2024-25 Allocation	\$12,740.00
Supplemental Funds 2023-24 Carryover	\$0.00
Supplemental Funds 2024-25 Allocation	\$47,425.00

Subtotal of state or local funds included for this school: **\$60,165.00**

Total of federal, state, and/or local funds for this school: **\$151,049.00**

## 2204-25 Centralized Support for Planned Improvements in Student Performance

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### VUSD - Program Support Goals

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

#### Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

#### Curriculum & Instruction

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

#### Gifted and Talented Education

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



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 – 2022-23

	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	61	61	61	14.75%	18.03%	26.23%	40.98%
Male	27	27	27	7.41%	18.52%	37.04%	37.04%
Female	34	34	34	20.59%	17.65%	17.65%	44.12%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	40	40	40	12.50%	25.00%	22.50%	40.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	16	16	25.00%	6.25%	31.25%	37.50%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	45	45	45	11.11%	22.22%	20.00%	46.67%
English Learners	14	14	14	0.00%	14.29%	35.71%	50.00%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless							

## CAASPP – Grade 3 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	61	61	61	16.39%	18.03%	21.31%	44.26%
Male	27	27	27	18.52%	25.93%	14.81%	40.74%
Female	34	34	34	14.71%	11.76%	26.47%	47.06%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	40	40	40	5.00%	25.00%	20.00%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	16	16	50.00%	6.25%	25.00%	18.75%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	45	45	45	8.89%	20.00%	22.22%	48.89%
English Learners	14	14	14	0.00%	14.29%	7.14%	78.57%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 4 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	41	41	41	12.20%	17.07%	36.59%	34.15%
Male	22	22	22	9.09%	18.18%	45.45%	27.27%
Female	19	19	19	15.79%	15.79%	26.32%	42.11%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	27	27	27	7.41%	14.81%	40.74%	37.04%
Hawaiian or Pacific Islander							
White (not Hispanic)	9	9	9	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	32	32	32	6.25%	15.63%	37.50%	40.63%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education							
Homeless							

## CAASPP – Grade 4 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	41	41	41	4.88%	24.39%	34.15%	36.59%
Male	22	22	22	4.55%	27.27%	36.36%	31.82%
Female	19	19	19	5.26%	21.05%	31.58%	42.11%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	27	27	27	3.70%	18.52%	37.04%	40.74%
Hawaiian or Pacific Islander							
White (not Hispanic)	9	9	9	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	32	32	32	3.13%	21.88%	31.25%	43.75%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 5 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	55	55	55	18.18%	20.00%	16.36%	45.45%
Male	25	25	25	24.00%	12.00%	8.00%	56.00%
Female	30	30	30	13.33%	26.67%	23.33%	36.67%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	31	31	31	16.13%	12.90%	16.13%	54.84%
Hawaiian or Pacific Islander							
White (not Hispanic)	17	17	17	29.41%	23.53%	17.65%	29.41%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	32	32	32	15.63%	12.50%	21.88%	50.00%
English Learners	10	10	10	*	*	*	*
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless							

## CAASPP – Grade 5 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	56	56	56	7.14%	12.50%	25.00%	55.36%
Male	26	26	26	11.54%	19.23%	23.08%	46.15%
Female	30	30	30	3.33%	6.67%	26.67%	63.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	31	31	31	9.68%	3.23%	22.58%	64.52%
Hawaiian or Pacific Islander							
White (not Hispanic)	18	18	18	5.56%	22.22%	27.78%	44.44%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	33	33	33	6.06%	9.09%	24.24%	60.61%
English Learners	11	11	11	0.00%	0.00%	18.18%	81.82%
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education							
Homeless							

## 2024-25 Supplemental Funds Program Budget

**2024-2025 BUDGET****School Site:****Elmhurst Elementary****Program:****Supplemental**

2024-2025 Allocation	\$	47,425.00
Total Available Funding:	\$	47,425.00

		Budget
<b>Expenditures:</b>		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ -
1106	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
2201	Health Tech pos 1571 .091 FTE - Sandra A	\$ 4,653.00
2401	ESSA pos 4732 .3 FTE - Sandra Avila	\$ 14,691.00
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	38.06% for Classified	\$ 15,950.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ 1,000.00
4300	Materials and Supplies	\$ 10,381.00
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ 750.00
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ -
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 47,425.00</b>
<b>Budget Balance</b>		<b>\$ -</b>

Principals Signature: <i>Deanna Boyer</i>
Date: <i>3/19/24</i>
School Site Council Approval: (Chair) <i>Melina Freyer</i>
Date: <i>3/19/24</i>
English Learner Advisory Committee Review:
Date:
Director, Special Projects Approval: <i>S. M. 106</i>
Date: <i>6/12/24</i>



## 2024-25 Site Funds Program Budget

**2024-2025 BUDGET**

School Site:

Elmhurst Elementary

Program:

Site Based Fund

2024-2025 Allocation	\$	12,740.00
Total Available Funding:	\$	12,740.00

		Budget
<b>Expenditures:</b>		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ -
1106	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
2103	Paraed, Extra hours	\$ -
2403	Clerical, Extra hours	\$ -
	Other	\$ 500.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	38.06% for Classified	\$ 190.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ -
4300	Materials and Supplies	\$ 8,050.00
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ -
5600	Rentals and Repairs	\$ 2,000.00
5719	Transportation for field trips	\$ -
5710	Graphics	\$ 2,000.00
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
5900	Communications	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 12,740.00</b>
<b>Budget Balance</b>		<b>\$ -</b>

Principals Signature:	<i>Deanna Kasper</i>
Date:	3/19/24
School Site Council Approval: (Chair)	<i>Melina Frazer</i>
Date:	3/19/24
Director, Special Projects Approval:	<i>J. Mohr</i>
Date:	6/12/24

2024-25 Title I Funds Program Budget

**2024-2025 BUDGET**

School Site:

Elmhurst Elementary

Program:

Title I

2024-2025 Pre Allocation	\$	80,044.00
2024-2025 Additional Allocation	\$	10,840.00
Total Available Funding:	\$	90,884.00

		Budget
<b>Pre-Allocated Expenditures:</b>		
1000s - Certificated Salaries		
	Intervention Teacher	\$ -
	Counseling .42 FTE	\$ 32,461.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed .8 FTE	\$ 29,848.00
	Family Liaison	\$ -
	Other	\$ -
3000s - Employee Benefits		
	Certificated	\$ 7,420.00
	Classified	\$ 10,315.00
Total		\$ 80,044.00

		Budget
<b>Additional Expenditures:</b>		
1000s - Certificated Salaries		
	1103 Teachers, Extra hours	\$ -
	1106 Teachers, Sub	\$ 2,000.00
	Other	\$ -
2000s - Classified Salaries		
	2103 Paraed, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 463.00
	38.06% for Classified	\$ -
4000s - Books and Supplies		
	4200 Books Other Than Textbooks	\$ 500.00
	4300 Materials and Supplies	\$ 5,677.00
	4400 Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	5202 Conferences/Travel	\$ 500.00
	5600 Rentals and Repairs	\$ -
	5719 Transportation for field trips	\$ 1,000.00
	5710 Graphics	\$ 700.00
	5800 Contracted Services	\$ -
	5806 Internet Publications/Software	\$ -
6000s - Capital Outlay		
	6400 Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 10,840.00
<b>Budget Balance</b>		
		\$ -

Principal's Signature:	Deanna Boyer
Date:	3/19/24
School Site Council Approval: (Chair)	Melissa S. Smith
Date:	3/19/24
Director, Special Projects Approval:	Robert Medina
Date:	

### VUSD - Parent Involvement Policy

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

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

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

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

#### Title I Schools

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

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

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

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

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

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

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

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

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

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

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

#### Non-Title I Schools

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

## Elmhurst Elementary School Parent Involvement Policy

Elmhurst  
School Parent Involvement Policy  
2023 - 2024

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

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents should stay informed of upcoming events and school activities through the monthly calendar, the school website, the PSFO website, weekly classroom reports, Parent Square communication, district calls/emails/texts, and informational flyers.

Opportunities to participate include, but are not limited to the following.

Opportunities to Volunteer:

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

Committees:

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

School Events and Activities:

Back to School Night, Open House  
Kindness Rock Project  
Fun Fall Festival  
Classroom field trips  
Family Picnics  
Awards Assemblies  
Read Across America with Anacapa Students  
AVID Night/ Title 1 Night  
Parent/Student Park or Sports Day  
Kindergarten Orientation  
Color Run  
Career Day  
Curbside Chat with Ventura PD  
Parent/Teacher Conferences  
Spelling Bee  
Saturday Attendance Academies  
School Assemblies  
School Play  
Field Day  
Book Fair  
Fifth Grade Promotion  
Kindergarten Celebration  
Loteria/Navidad Night  
Eagles Dine Out  
Movie Night

School Site Council Approval: Meli-Francis 10/10/23



## Elmhurst Elementary School Master Calendar 2023-2024

### AUGUST 2023 - Punctuality

17 - Pre Service/Staff Meeting/ Lockdown  
& Active Shooter Training 8:00 - 11:00  
18 - Pre Service/PSFO Breakfast/  
Mandated Reporter Training/  
Behavior/AVID 9:00 - 11:30  
21 - In Service  
22 - 8:30 "Celebrate VUSD" @ BHS  
22 - Noon Kindergarten Orientation  
22 - 5 pm Class Lists Posted on Q  
23 - FIRST DAY OF SCHOOL  
24 - Rules Assemblies/Earthquake drill  
25 - Fire Drill  
28 - PSFO Meeting via Zoom/in person

### SEPTEMBER 2023 - Responsibility

4 - LABOR DAY - NO SCHOOL  
5 - Fire Drill  
6 - Staff Meeting  
12 - School Site Council Meeting  
13 - Staff Pot Luck: Appetizers  
18 - PSFO Meeting via Zoom  
21 - Back to School Night  
25 - Non-Student Contact Day  
26 - Mobile Dairy Assemblies 10, 11  
27 - Picture Day  
28 - ELAC Meeting  
22 - Spirit Day: Sports Fan Day  
29 - Color Run

### OCTOBER 2023 - Courtesy

4 - Staff Meeting  
5 - Fire Drill  
6 - Awards  
10 - School Site Council Meeting  
11 - Staff Pot Luck: Salad Supper  
16 - PSFO Meeting  
19 - The Great Shakeout  
20 - Spirit Day: Crazy Hair Day  
23 - 27 - FALL BREAK  
10/30 - RETURN FROM FALL BREAK



### NOVEMBER 2023 - Cooperation

1 - Staff Meeting  
3 - Picture Retakes  
3 - Fun Fall Festival  
6 - Fire Drill  
7 - School Site Council Meeting  
8 - Staff Pot Luck: Noodles  
10 - NO SCHOOL - VETERAN'S DAY  
15 - 21 - Parent Teacher Conferences  
17 - Spirit Day: Silly Sock Day  
18 - Saturday Attendance Academy  
20 - PSFO Meeting via Zoom  
21 - School Site Council Meeting  
21 - End Trimester 1  
22 - 24 - THANKSGIVING BREAK



### DECEMBER 2023 - Kindness

#### Cheers for Children

5 - Fire Drill  
6 - Staff Meeting  
8 - Awards  
11-15 PSFO Holiday Shop  
13 - Staff Pot Luck: Comfort Food  
13 - ELAC Meeting  
14 - VPD Curbside Coffee & Chat  
16 - Saturday Attendance Academy  
18 - PSFO Board only Meeting  
22 - Spirit Day: Disney or (Red/Green)  
25 - WINTER BREAK BEGINS

### JANUARY 2024 - Honesty

8 - School Resumes  
10 - Fire Drill  
10 - Staff Meeting  
10 - Staff Pot Luck: Soup Extravaganza  
15 - MLK DAY - NO SCHOOL  
18 - Earthquake Drill  
22 - PSFO Meeting via Zoom  
26 - Spirit Day: Pajama/Flannel Day  
29 - INSERVICE  
? - Spelling Bee

School Site Council Approval: Melie Franjo 10/10/23

## ELMHURST ELEMENTARY SCHOOL MASTER CALENDAR 23-24

### FEBRUARY 2024 - Respect

5-9 Valentine Day Grams  
6 - Fire Drill  
7 - Staff Pot Luck: Tailgate  
7 - Staff Meeting  
9 - Awards  
16 - NO SCHOOL- LINCOLN'S BIRTHDAY  
19 - NO SCHOOL - PRESIDENTS' DAY  
20 - PSFO Meeting  
23 - Spirit Day: Color Explosion  
24 - Saturday Attendance Academy  
28 - ELAC Meeting  
? - Read Across America

### MARCH 2024 - Sportsmanship

6 - Staff Meeting  
6 - Fire Drill  
8 - Family Picnic, Elmer Shop  
8 - End Trimester 2  
13 - Staff Pot Luck: Think Green!  
14 - 19 - Parent Teacher Conferences  
18 - PSFO Meeting via Zoom  
19 - School Site Council Meeting  
22 - Spirit Day: Superhero Day  
22 - Awards  
29 - No School - Board Holiday



8/18/23



### APRIL 2024 - Punctuality

1 - 5 - SPRING BREAK  
8 - Fire Drill  
10 - Staff Meeting (2nd Wednesday)  
10 - Staff Pot Luck: Breakfast Foods  
15 - PSFO Meeting  
18 - Earthquake Drill  
20 - Saturday Attendance Academy  
24 - Administrative Professional's Day  
26 - Spirit Day: Future Career Day  
? - Spring Pictures  
Testing Window Begins

### MAY 2024 - Self Control

TESTING  
1 - Staff Meeting  
6 - 10 - Staff Appreciation  
7 - Fire Drill  
8 - Staff Pot Luck: Mexican Fiesta  
20 - PSFO Meeting via Zoom/in person  
21 - School Site Council Meeting  
22 - ELAC Meeting  
24 - Awards  
27 - NO SCHOOL - Memorial Day  
31 - Spirit Day: Patriotic Day  
? - Book Fair Week

### JUNE 2024 - Compassion

4 - Beach Day 4<sup>th</sup>/5<sup>th</sup>  
5 - Staff Meeting  
5 - Staff Pot Luck: Anything goes  
6 - Fire Drill  
13 - Kindergarten Celebration, 8:30 am  
13 - 5th Gr. Promotion, 10:00 am  
13 - Spirit Day: Hawaiian/Aloha  
13 - Last Day - Minimum Day

\*\*Note: To be updated at beginning of 2024-25 by new administrator.

School – Parent Compact

Elmhurst Elementary School  
School-Parent Compact  
For the Future of Every Student



**School Goals:**

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

**Teacher/School Responsibilities:**

- Create a safe and welcoming learning environment.
- Provide high quality curriculum and instruction in an engaging learning environment that enables the student to meet the CA Common Core State Standards, through:
  - Rigorous curriculum
  - Differentiated instruction that is data driven
  - Following the Response to Intervention Model
  - Hands-on learning opportunities
- Communicate frequently with parents about student achievements, academic progress, and behavior through multiple modes of communication.
- Model a growth mindset for all of our students to see.
- We will invite families to volunteer and welcome families to participate in their child's learning.

**Family Responsibilities:**

- Nurture my child's social and emotional health and ensure my child understands their valued contribution to their community.
- Make school attendance a priority by ensuring my child arrives to school on time daily, prepared and ready to learn.
- Encourage academic responsibility at home by limiting electronic devices, scheduling reading and homework time, and creating a quiet study space.
- Communicate regularly with my child's teacher and school via email, phone call, daily agenda, and scheduled conferences.
- Reinforce school, bus and classroom expectations.
- Extend learning at home through family discussions, homework completions, and creating opportunities for new inquiry ideas.
- When possible, participate in my student's school community by volunteering in the classroom, library, PSFO or preparing materials at home.

**Student Responsibilities:**

- I will show responsibility by staying AVID organized, being punctual, and coming prepared to school.
- I will read every day, study, and complete my homework.
- I will have a positive attitude and will be kind to others.
- I will participate in class discussion and I will ask scholarly questions.
- I will take care of my school, and treat everyone with respect.

My goals:

- My own personal learning goal is \_\_\_\_\_.
- To reach my goal, I will \_\_\_\_\_.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Student Name \_\_\_\_\_ Room \_\_\_\_\_

School Site Council Approval: Meli Fraj 10/10/23



### Professional Development Plan

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

During the 2024-25 school year, teachers at Elmhurst Elementary School may focus on the following trainings depending on new administrator areas of focus:

- School Climate & Behavior
- Social Emotional Learning (SEL)

# 2022-23 School Accountability Report Card

Published January 2024



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

DEANNA BACZEK, PRINCIPAL  
GRADES TK-5

## PRINCIPAL'S MESSAGE

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

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

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

In October of 2023, one of our special education teachers received the Teacher of the Year award from the Ventura County autism society. For the second year in a row, our fifth grade students have daily music classes with a credentialed music teacher. They learn to read music and play band and orchestra instruments. They perform concerts in front of parents and the school community to showcase their newly honed skills. This summer our playgrounds will be upgraded and we will be receiving new roofing. We are also moving toward solar installation.

We have made a commitment to provide the best educational program possible for our

students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Elmhurst Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, we will challenge our students to reach their maximum potential.

We encourage you to:

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

### District Vision Statement

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

### District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to 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.

## Board of Education

DR. JERRY DANNENBERG  
CALVIN PETERSON  
JAMES FORSYTHE  
ALICIA LAVERE  
SABRENA RODRIGUEZ

## District Administration

DR. ANTONIO CASTRO  
SUPERINTENDENT

DR. GREG BAYLESS  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

AHSAN MIRZA  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

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



## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than approximately 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, and 5 high schools.

### Elmhurst Elementary School

Elmhurst Elementary School serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2022-23 school year, 362 students were enrolled, including 21.3% in special education, 17.1% qualifying for English Language Learner support, 3% homeless, 0.6% foster youth, and 69.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.2%	Kindergarten	70
Male	50.8%	Grade 1	61
Non-Binary	0.0%	Grade 2	61
American Indian or Alaskan Native	0.0%	Grade 3	68
Asian	1.9%	Grade 4	44
Black or African American	2.2%	Grade 5	58
Filipino	1.7%		
Hispanic or Latino	66.0%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.0%		
White	25.1%		
English Learners	17.1%		
Foster Youth	0.6%		
Homeless	3.0%		
Migrant	0.0%		
Socioeconomically Disadvantaged	69.3%	Total Enrollment	362
Students with Disabilities	21.3%		

Elmhurst Elementary School is the "home" school for the severely learning impaired special education program which provides services to approximately 46 students throughout the Ventura Unified School District and neighboring school districts within the region.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

## PARENT INVOLVEMENT

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

California Physical Fitness Test Results					
2022-23					
% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	100.0%	100.0%	100.0%	100.0%	100.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

California Assessment of Student Performance and Progress Test Results in Science					
All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Elmhurst		VUSD		CA
	21-22	22-23	21-22	22-23	21-22 22-23
Science (Grades 5, 8, & 10)	22.64	25	32.31	32.57	29.47 30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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 receive scores.



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

## Committees

- School Site Council (SSC)
- English Learner Advisory Council (ELAC)
- District English Learner Advisory Council (DELAC)
- Parent Staff Friends Organization (PSFO)
- Special Education District Advisory Committee (SEDAC)
- Superintendent's Parent Advisory Council (PAC)

## School Activities

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

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

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

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

	2022-23				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	57	57	100	0	24.56
Female	31	31	100	0	19.35
Male	26	26	100	0	30.77
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100	0	18.75
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	18	18	100	0	33.33
English Learners	11	11	100	0	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	21	21	100	0	14.29
Students Receiving Migrant Education Services					
Students with Disabilities	12	12	100	0	8.33

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.

## STUDENT ACHIEVEMENT

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

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

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

	Percentage of Students Meeting or Exceeding the State Standards					
	Elmhurst		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English Language Arts/Literacy	31	31	47	47	47	46
Mathematics	26	26	35	36	33	34

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

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

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

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	170	169	99.41	0.59	31.36	171	170	99.42	0.58	25.98
Female	88	88	100	0	35.23	88	88	100	0	19.32
Male	82	81	98.78	1.22	27.16	83	82	98.8	1.2	32.93
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	107	106	99.07	0.93	28.3	107	106	99.07	0.93	20.75
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	46	46	100	0	36.96	47	47	100	0	38.3
English Learners	32	32	100	0	9.38	33	33	100	0	6.06
Foster Youth										
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	82	81	98.78	1.22	22.22	82	81	98.78	1.22	23.46
Students Receiving Migrant Education Services										
Students with Disabilities	33	32	96.97	3.03	3.13	34	33	97.06	2.94	3.03

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

Double dashes (--) appear in the table when the number of students is ten or fewer, 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.

### Physical Fitness

In the spring of each year, Elmhurst Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in 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/](http://www.cde.ca.gov/ta/tg/pf/).

## SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Elmhurst Elementary School's original facilities were built in 1960; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

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

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

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

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

- Office Areas
- Restrooms
- Classrooms
- Routine Maintenance

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

### Campus Supervision

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

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

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Elmhurst Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in November 2023 and throughout the year at faculty meetings.

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

### Facilities Inspections

The district's maintenance department inspects Elmhurst Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Elmhurst Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 31, 2023. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

Item Inspected		School Facility Good Repair Status			
		Repair Status			Repair Needed and Action Taken or Planned
		Good	Fair	Poor	
Inspection Date:	July 31, 2023				
Systems	✓				Classroom 5 - The return air grill for the furnace is damaged
Interior Surfaces	✓				Psychologists Office - Wall surface is peeling under the east windows; Classroom 29 - Window sill trim is missing at the east window, cove base missing under the east window
Cleanliness	✓				
Electrical	✓				
Restrooms/Fountains	✓				Building B Boys RR - Left sink is out of order
Safety	✓				
Structural	✓				Building 27-29 - Entrance ramp surface at classroom 29 is deteriorated/peeling, has holes in it, and is loose at the asphalt, trip hazard, excessive rust at the west eaves on room 27 roof beams
External	✓				Kindergarten Play Area, Playfields - Excessive weeds growing in fall surface wood chips
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 (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	383	379	116	30.6
Female	191	188	63	33.5
Male	192	191	53	27.7
American Indian or Alaska Native				
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	248	246	73	29.7
Native Hawaiian or Pacific Islander				
Two or More Races	12	12	6	50
White	101	99	31	31.3
English Learners	89	89	13	18.8
Foster Youth	--	--	--	--
Homeless	16	16	9	56.3
Socioeconomically Disadvantaged	268	267	87	32.6
Students Receiving Migrant Education Services				
Students with Disabilities	99	98	41	41.8

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

Suspensions and Expulsions									
	Elmhurst			VUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	0.00%	0.78%	0.17%	2.74%	3.22%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%	0.08%

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

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.8%	0.0%
Female	0.0%	0.0%
Male	1.6%	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	0.6%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	1.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.8%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

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

## CLASSROOM ENVIRONMENT

### Discipline & Climate for Learning

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

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

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Elmhurst Elementary School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

### Class Size

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

Average Class Size and Class Size Distribution				
Grade Level	Average Class Size	2020-21		
		Number of Classes*		
		1-20	21-32	33+
K	18.0	2	2	
1	18.0	1	2	
2	35.0		1	1
3	24.0		2	
4	28.0		2	
5	32.0		1	
Other**	16.0	3	2	
2021-22				
K	30.0		2	1
1	23.0		2	
2	36.0		1	1
3	21.0	1	1	
4	26.0		2	
Other**	12.0	5	1	
2022-23				
K	26.0	1	1	1
1	24.0		2	
2	32.0	1		1
3	24.0		2	
4	20.0	1	1	
5	28.0		1	1
Other**	16.0	3	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.

## CURRICULUM & INSTRUCTION

### Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

On October 10, 2023, 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 #23-33 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the

cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

### Staff Development

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

During the 2021-22, 2022-23, and 2023-24 school years, the teachers at Elmhurst Elementary School had the opportunity to participate in districtwide staff development training focused on:

#### 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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
2022	Yes	Savvas: <i>myWorld Interactive</i>	0%

#### 2023-24 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- California Reading & Literature Project: RESULTS Training (K-3)
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual learner Liaisons Collaboration
- English Language Development (K-5)

Supplemental site-based training takes place during faculty and grade level meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2022-23 school year, Elmhurst Elementary School's staff development activities concentrated on:

- AVID Strategies
- Behavior Strategies
- Bloodborne Pathogens
- Data Analysis
- Lockdown/Safety
- Mandated Reporter
- MAP Assessments
- Social Emotional Learning (SEL)

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

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

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



Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1	0
Misassignments	0	2
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	1	2

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	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	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	9.5
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7	4.5

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

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

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.5	77.33	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	2	10.67	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	66	10.09	11953.1	4.28
Unknown	2.2	12	43.2	6.6	15831.9	5.67
Total Teaching Positions	18.7	100	654.7	100	279044.8	100

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.

## PROFESSIONAL STAFF

### Counseling & Support Staff

Elmhurst Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Elmhurst Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 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 2022-23		
	No. of Staff	FTE*
Academic Counselor	0	0.00
Health Technician	1	0.75
Psychologist	1	1.00
School Nurse	1	0.20
Library Technician	1	0.50
Occupational Therapist	As needed	
Adaptive PE Specialist	As needed	
Speech/Language/Hearing Specialist	2	1.3
School Counselor	1	1.00
Bilingual Paraeducator	1	0.36

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

### Teacher Preparation and Credentials

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

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



## 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: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2021-22 school year, Ventura Unified School District spent an average of \$15,181 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/csl/](http://www.cde.ca.gov/ds/fd/csl/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

### Teacher and Administrative Salaries 2021-22

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	128,391	146,440
High School	133,882	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

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

### Expenditures Per Pupil and School Site Teachers Salaries 2021-22

Expenditures Per Pupil	Dollars Spent Per Student				
	Elmhurst	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,354	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,135	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,219	6,550	110.2%	7,607	66.1%
Average Teacher Salary	60,346	79,491	N/A	90,632	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco Use Prevention Education

## SARC DATA

### DataQuest

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

### California School Dashboard

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

### Internet

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

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2023.

## School Site Council Bylaws

**ELMHURST SCHOOL SITE COUNCIL BYLAWS****ARTICLE I**

## Name of Council

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

**ARTICLE II**

## Role of Council

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

**ARTICLE III**

## Membership

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

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

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

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

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serve one-year terms. At the conclusion of a member's term, said member may be reelected for another term of office.

#### Section 3 - Voting Rights

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

#### Section 4 - Termination of Membership

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

#### Section 5 – Transfer of Membership

Membership in the SSC is not transferable or assignable.

#### Section 6 – Resignation

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

#### Section 7 – Vacancy

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

### **ARTICLE IV**

#### Officers

#### Section I – Officers

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

#### Section 2 – Election and Term of Office

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

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### Section 3 – Removal

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

### Section 4 – Vacancy

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

### Section 5 – Chairperson

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

### Section 6 – Secretary

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

## **ARTICLE V**

### **Committees**

### Section 1 – Subcommittees

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

### Section 2 – Other Standing and Special Committees

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

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**ARTICLE VI**

## Meetings of the School Site Council

## Section 1 – Regular Meetings

SSC shall meet regularly at least five times a year.

## Section 2 – Special Meetings

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

## Section 3 – Place of Meetings

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

## Section 4 – Notice of Meetings

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

## Section 5 – Decisions of the School Site Council

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

## Section 6 – Quorum

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

## Section 7 – Conduct of Meetings

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

## Section 8 – Meetings Open to the Public

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

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