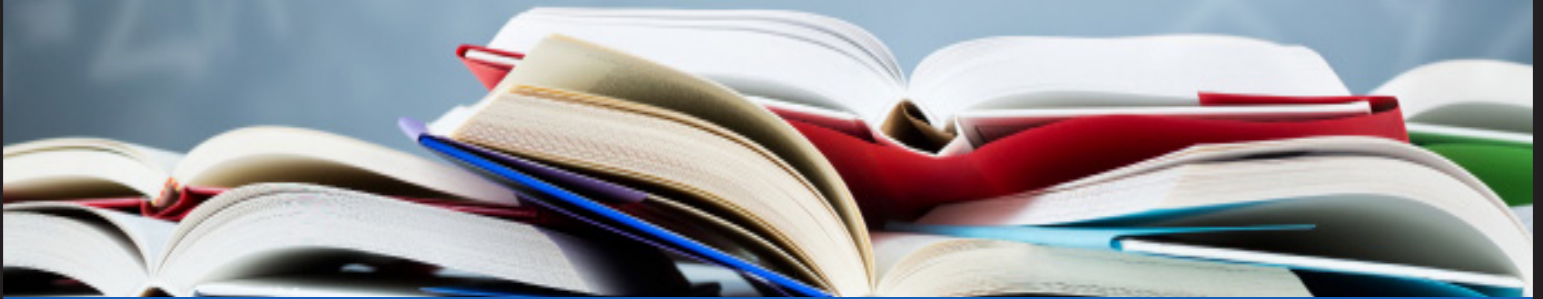


Ventura Unified School District

School Plan for

Student

Achievement



Juanamaria Elementary School

56 72652 6056097

Contact Information:

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100 South Crocker Avenue

Ventura, CA 93004

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Ventura Unified
SCHOOL DISTRICT

Fiscal Year 2024-2025

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The School Plan for Student Achievement

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

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

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

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

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

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(805) 672-0291
sandy.corona@venturausd.org

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 / Other Staff	Parent or Community Member	Student
Alexandra (Sandy) Corona	X				
Tamara Bond		X			
Kathy Fierro		X			
Mary Beth Sheaffer		X			
Jessica Gardner			X		
Michelle Bowie				X	
Neal Benson				X	
Pedro Figueiredo				X	
Lisa Lawrence				X	
Christina Lopez				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
Sandy Corona	X				
Beatriz Duarte Rodriguez				X	
Lizeth Madrid				X	
Number of members in each category	1			2	

(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 Parent Representative
School Staff

Signature of Authorized
Representative

Beatriz Duarte Rodriguez
Lamara Bred

- 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: May 21, 2024.

Attested:

Sandy Corona
Sandy Corona, Principal

5/21/24
Date

[Signature]
SSC Chairperson

5/21/24
Date

District information

District Profile

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

School Profile

During the 2023-24 school year, Juanamaria Elementary School served 400 students in grades K-5. Student enrollment included 26% students with disabilities, 13.8% English learners, 50% socioeconomically disadvantaged, 0.5% migrant, 4.3% homeless, and 0.5% foster youth. Juanamaria Elementary School is located in East Ventura at the base of the coastal foothills surrounded by single family dwellings, community parks and citrus/avocado orchards. Juanamaria Elementary School is named after Juanamaria, the heroine of Scott O'Dell's novel, Island of the Blue Dolphins. It is a fictionalized story based on facts from Accounts of the Lone Woman of San Nicholas Island.

School Vision

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

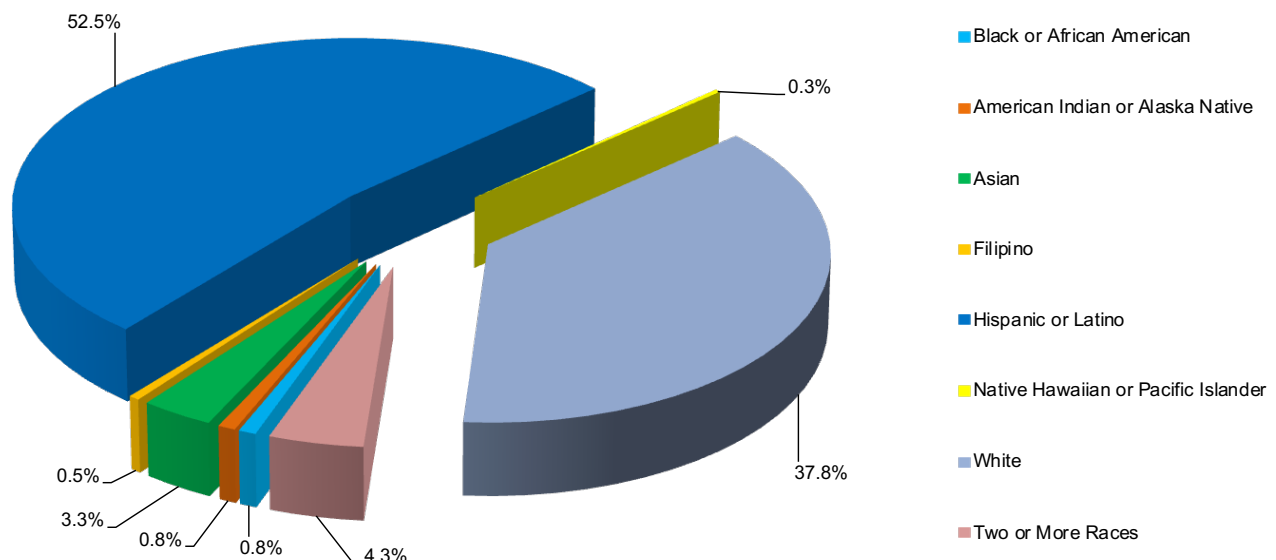
School Mission

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

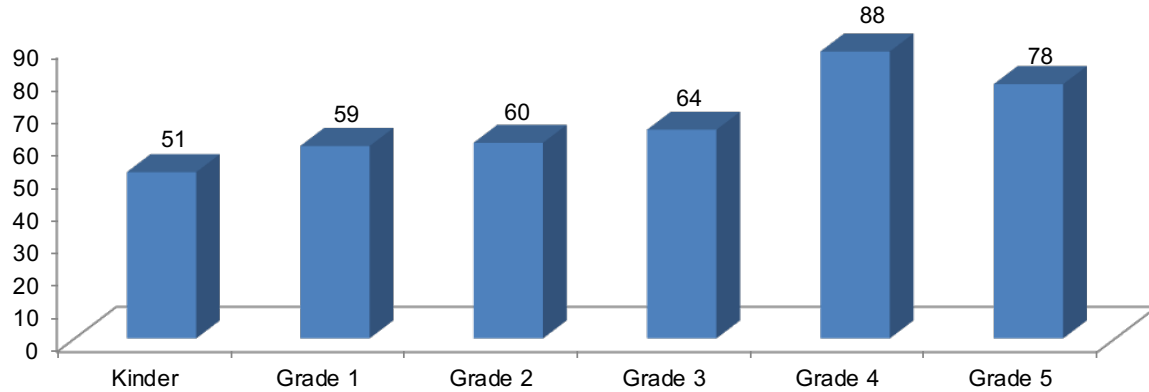
Dolphins Have Heart Pledge

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

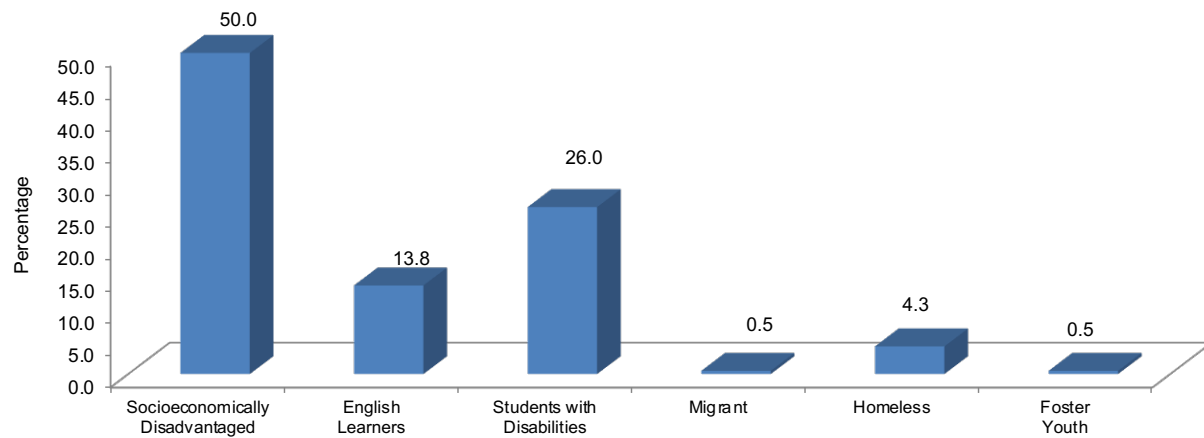
Student Enrollment by Ethnicity – 2023-24



Student Enrollment by Grade – 2023-24



Student Enrollment by Student Group – 2023-24



Comprehensive Needs Assessment

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

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

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Zones of Regulation**
- **Guidelines for Success – Dolphin's Pledge**
- **Red Ribbon Week**
- **Kindness Week**
- **Big Deals/Little Deals**
- **Expectations Assembly (held at the beginning of the school year)**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children.

Community Resource Guide

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

- 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
Juanamaria Elementary School	56726526056097	5/21/2024	

Purpose and Description

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

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

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

The School Plan for improvement combines a continuation of already implemented strategies while also starting a baseline period of implementation and data collection. This is a result of the school closure due to COVID-19 and challenges of distance/hybrid learning learning loss.

Our goals will align with the VUSD LCAP goals, and will focus on student improvement, increasing the connections of students to our site, and the connections and involvement of families to our school.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Certificated and classified staff meeting	4/10/24, 5/8/24
School Site Council Meeting	4/16/24, 5/21/24
PTA Board Meeting	4/11/24, 5/9/24
Site Leadership Team Meeting	4/17/24, 5/8/24

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

The goal of Juanamaria Elementary is to improve overall proficiency levels in ELA and Math by 2% in the “all student group”, and mitigate the learning loss that has occurred over the past three school years.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Testing Percentile Data: Achievement 61st-80th / greater than 80th	<p>Spring 2023-2024 data</p> <p>Proficiency Levels</p> <p>All Students ELA: 25% / 15%</p> <p>Median: 50th</p> <p>Total number of students= 349</p> <p>All Students Math: 19% / 24%</p> <p>Median: 52nd</p> <p>Total number of students= 367</p> <p><u>Grade Breakdown</u></p> <p>K ELA: 13% / 10%</p> <p>Median: 35th</p> <p>Number of students= 38</p> <p>K Math: 5% / 27%</p> <p>Median: 42nd</p> <p>Number of students= 37</p> <p>1st ELA: 24% / 16%</p> <p>Median: 37th</p> <p>Number of students= 50</p> <p>1st Math: 19% / 14%</p> <p>Median: 50th</p> <p>Number of students= 52</p> <p>2nd ELA: 27% / 18%</p> <p>Median= 57th</p> <p>Number of students= 56</p> <p>2nd Math: 20% / 25%</p> <p>Median: 52nd</p> <p>Number of students= 55</p> <p>3rd ELA: 22% / 16%</p> <p>Median= 52nd</p> <p>3rd Math: 24% / 22%</p> <p>Median: 52nd</p> <p>Number of students= 63</p> <p>4th ELA: 26% / 11%</p> <p>Median= 45th</p> <p>Number of students= 74</p>	In the 2024-25 school year we expect to see 2% growth in proficiency levels in each grade on the MAP ELA and Math.

	<p>4th Math:19% / 22% Median: 51st Number of students= 85</p> <p>5th ELA: 31% / 19% Median= 60th Number of students= 68 5th Math: 23% / 34% Median 69th Number of students= 75</p>	
CAASPP results: Grades 3-5	<p>All Students- ELA Spring 2022: 50.48% Spring 2023: 44.65% Spring 2024: data not available yet</p> <p>All Students- Math Spring 2022: 45.49% Spring 2023: 44.89% Spring 2024: data not available yet</p> <p>*data percentages include “met or exceeded standard” for all student groups in Grades 3rd-5th</p>	Expected outcome for the 2025 CAASPP administration is to improve the “all student group” proficiency level in ELA and Math by 2%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Juanamaria staff and targeted school support will strive to meet the needs of all students, and implement strategies to increase overall proficiency in ELA and Math, and mitigate learning loss.
The site goal is to increase overall site proficiency scores in ELA and Math by 2% in both MAP and CAASPP.

Strategy/Activity

In Fall of 2024:

- Staff will continue to train on various tech tool platforms including best practices in CLRP, MAP, ELlevation, ESGI, etc. Staff will need time to collaborate, participate in training and to incorporate these tools into their teaching of curriculum in the classroom.
- We will focus on student engagement and participation by offering and expanding small group intervention with classroom teachers, para educators, Acceleration Teacher time, and small groups with the counselor.
- Maintain Universal Access Acceleration program
- Maintain structured volunteer support to aid classroom teachers.
- Acceleration Teacher 4 days per week to meet with groups from grades 1-5 for ELA support. These groups take place during school wide Universal Access time to avoid students missing core instruction. Acceleration Teacher works in collaboration with grade-level teams to support students of highest need.
- School counselor to provide classroom SEL lessons to help students with academic challenges; in addition to small group SEL sessions and 1:1 student check-ins.
- Monthly grade level meetings of teaching staff to collaborate and decide which students would benefit from acceleration/intervention services.
- Library open/available to assist students in choosing books that meet current needs as well as titles that may challenge to increase understanding and growth.
- Maintain staff understanding of classroom technology to support learning in the classroom. Tools can include the Google Suite for education, Moby Max, MAP, ESGI, ELlevation to organize and collect appropriate student data, etc.
- Hiring of Kindergarten paraeducator 2 hours/day per classroom to support our youngest learners.

- Maintaining funds for substitute teachers for SST scheduling support in order to address concerns of classroom teachers on student deficits.
- Intervention (Acceleration) moved to a “data cycle” of servicing students during strategic academic time.
- Leadership team served as the “MTSS Committee” discussing and reviewing the Pyramid of Supports to be implemented school-wide.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Paraeducator extra support at 2 hours/day	Supplemental based \$21,399
Substitute for teacher release for trainings, SST, curriculum planning	Paid from Site-based and Supplemental Funds (not to exceed (\$5,000)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

- Library setup and organization to increase functions of the school library and highlight library book titles to support EL students... following improvement, spending and additions of previous school year
- Provide resources and training to staff for best practices for EL students (multilingual learners).
- Stronger push for ELAC schedule and meetings to support families of English Learners
- Provide MAP and ELlevation support for classroom teachers to track data/information specifically pertaining to both EL and SED students in order to monitor growth.
- Training and staff support for ELPAC testing and in ELlevation (progress monitoring data of ELs).
- MTSS Committee will meet to discuss and review the pyramid of supports to be implemented school-wide; as it pertains to ELs and SED.
- Intervention (Acceleration) moved to a “data cycle” of servicing students during strategic academic time.
- Leadership team served as the “MTSS Committee” discussing and reviewing the Pyramid of Supports to be implemented school-wide.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0.00	Included in Goal 1, Strategy/Activity 1 in the “Source” box

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.

Comparing the 2022-2023 spring data (by cohort), in the ELA achievement data is as follows:

2022-2023 K: 23% / 16% achievement data	2023-2024 1st: 24% / 16% achievement data
2022-2023 1st: 14% / 10% achievement data	2023-2024 2nd: 27% / 18% achievement data
2022-2023 2nd Grade: 20% / 27% achievement data	2023-2024 3rd: 22% / 16% achievement data
2022-2023 3rd Grade: 19% / 13% achievement data	2023-2024 4th: 26% / 11% achievement data
2022-2023 4th Grade 26% / 17% achievement data	

Overall, staff knowledge of test administration improved with the continued support/training in this area. In addition, having a technician assigned to the site 2-days per week helped address any site technology issues.

After review of data and discussion as a site, our area of focus was our third grade ELA. We will continue to discuss and monitor this cohort.

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

As a site, we are still noticing students recouping from the learning loss during the pandemic and distance learning, and the impact it has had on them academically and behaviorally (SEL). Our site this year has focused on relooking at our academic and SEL supports to best address this need through our MTSS Committee. As a site, reviewing and discussing data this year was a site goal, and will remain for the upcoming school year.

In '23-'24, we site funded 0.20 for extra counselor support. This did have a positive impact on the students and school.

In addition, we did have new staff that required key training in areas of curriculum, programs, testing platforms, and other site specific items.

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.

Our site will continue the implementation of the MTSS Committee (Leadership) and discuss the support and resources needed to address the targeted areas.

Our site will continue to monitor data through ESGI, ELlevation, NWEA (MAP), and our Acceleration Teacher's reports.

Goal 2:

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

Identified Need:

In the 2024-2025 school year, the goal is to meet the 98% attendance level.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
VUSD Annual Attendance Percentage	<p>K-5 All Students:</p> <p>'19-'20 = 495 students 96.24%</p> <p>'20-'21 = 460 students 96.66% (includes closure periods)</p> <p>'21-'22 = 442 students 92.76 %</p> <p>'22-23= 310 students 94.4%</p> <p>'23-'24= 399 students 94.4% (as of May 7, 2024)</p>	Work to maintain and increase overall attendance percentages for all students.
<p>Participation in extracurricular activities:</p> <p>Battle of the Books</p> <p>ELOP (Expanded Learning Opportunity Program)</p> <p>Art and Music through Prop 28 funds</p>	<p>Battle of the Books '22-'23 students= 55 students</p> <p>Battle of the Books '23-'24 students= 59 students</p> <p>*established baseline for the ELOP program in the '23-'24 school year *ELOP enrollment for the '23-'24 school year: students= 26 students site staff= 3 paraeducators</p> <p>*establishing baseline for the art & music program in the '24-'25 school year</p> <p>*funding never came through for the '23-'24 school year. Not able to establish baseline data</p>	<p>Work to maintain/provide access and participation of all students in Juanamaria extra-curricular activities as much as is possible.</p> <p>Look at ways to add other extracurricular activities/sports for the students.</p>
School Awards and Incentives	In '23-'24 school year, student Award Assemblies were done every other month.	Implement and collect data on number of students earning recognition in various incentives programs (attendance, academic, social emotional domains)

	<p>Students recognized (as of May '24)= 317 students</p> <p>Dolphin Tickets= draw 10 students every Friday during the school year... ~approx 31 Fridays x 10= 310 students</p>	
Counselor small group activities and classroom presentations	<p>*establishing baseline for the '23-'24 for the participation of SEL activities</p> <p>in the 2023-2024 school year... 132 lessons total (1 lesson per month each class, with extra lessons depending on the need such as harmful language, leadership lessons, etc.) so each class was given ~7 lessons</p> <p>Groups/Group Topics: 15 groups total over the course of the year (Friendship/Social Skills, Coping Skills, Stress & Worry, Impulse and Self Control, Zones of Regulation)</p> <p>Individual Check-ins: ~50 students</p> <p>Tier 1 School Wide Activities: Unity Day Handprints/Poster, School Wide-Kindness Grams, GKC - spirit week/rainbow, Valentines, Career Fair</p>	Student participation in SEL activities/counseling will positively impact attendance

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students to improve overall attendance rate with focused attention given to SWD and SED groups

Strategy/Activity

In the 2024-25 school year, strategies will include:

- Small group counseling with the school counselor.
- Counselor classroom monthly presentations and SEL small group and/or individual.
- Continued implementation of Second Step SEL curriculum, with counselor supporting classroom teachers.
- ABAR implementation and classroom presentations done by school counselor.
- Work to implement "VUSD Character Traits" in '24-'25.
- Teacher-based interventions including, but not limited to, small group instruction, parent/guardian phone calls, parent meetings.

- Front office closely monitoring attendance data through A2A platform and making calls home when excessive absences and/or tardies occur.... attendance conferences will also be used in this way.
- Attendance Team (including Principal, Office Manager, ESSA, Health Tech/Nurse, Counselor) conduct student/family follow-up for excessive absences.
- Attendance Team (including Principal, Office Manager, ESSA, Health Tech/Nurse, Counselor) conduct continuous review of and/or revision to the site Attendance Plan as needed.
- Implement attendance incentives schoolwide and in the classroom to increase Monday and Friday attendances ("Fun Fridays", Dolphin Ticket Drawings, Award Assemblies etc.) – continue to work with the grade-level and Leadership team (MTSS Committee) to implement ideas.
- Continue to provide and build our after school ELOP program to students and families.
- Prop 28 Art and Music being offered this school year.
- Continue to increase school connectedness of students by providing fun and engaging activities as possible (Battle of the Books, Family Movie Night, PTA events, field trips, etc).
- Provide fun and robust Saturday Attendance Academies that help to bolster attendance in a positive way.
- Implement GATE Academies (Saturday School) to encourage continued academic achievement.
- Intervention (Acceleration) moved to a "data cycle" of servicing students during strategic academic time.
- Leadership team continues to serve as the "MTSS Committee" discussing and reviewing the Pyramid of Supports to be implemented school-wide.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Battle of the Books	PTA, Donations
Library Maintenance	PTA, Donations
Student Incentive Prizes	Site Funds, Donations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

- Teaching staff will provide instruction in health and social emotional learning through The Great Body Shop and Second Step lessons at each grade level.
- PTA sponsored events such as a Sport-A-Thon, Fall Art Festival, Read-A-Thon, Winter Boutique, Spring Fling Dance, Dining with Dolphins, STEAM Night
- Teaching staff will teach Digital Citizenship lessons through VUSD and Common Sense Media
- School Counselor will teach social emotional lessons through small groups and whole group instruction (big deals and little deals, bucket filling, the zones of regulation, coping strategies, growth mindset, expected and unexpected behaviors, etc.)
- School Counselor will work with staff and families to connect students to appropriate services when applicable (Care Solace, VCBH referrals, etc.)
- Site staff will work with district SAP counselors/social workers and general education behavior team to assist with students and families at the highest level of need.
- Continue to work with staff and provide training involving best practices of MTSS, UDL, PBIS, SEL, and ELD.
- Provide additional opportunities for staff development in above areas.

Proposed Expenditures for this Strategy/Activity

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

Annual Review:

SPSA Year Reviewed: 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.

This school year we did have a higher student population. Overall, attendance did not improve or meet the district/site goal of 98%.

Our counselor this year was able to present to classrooms and conduct group sessions, along with 1:1 check-in support when needed. This was extremely beneficial to our site this year with a positive impact on students and the school community. As noted: 132 total lessons (in classrooms were conducted, 15 groups total over the course of the year, and 50 individual check-ins: ~50 students. In addition, Tier 1 School Wide Activities included: Unity Day Handprints/Poster, School Wide-Kindness Grams, GKC - spirit week/rainbow, Valentines, Career Fair.

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

Counseling services will be an area in which our site will continue to monitor as we will not have the funding to supplement the additional 0.20 of a counselor.

New staff and families- continue to communicate the need for volunteers and PTA membership..

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.

This school year, our Attendance Committee closely monitored A2A, and conducted outreach and/or conferenced with families needed.

Our site will continue to monitor and provide outreach/support where needed.

In the '24-'25 school year, we will implement monthly classroom attendance, both perfect and improved, to motivate students in their attendance.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

In the 2024-25 school year, the Juanamaria staff will work to maintain family/community involvement at the school site for all students.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Sign-ins and attendance monitoring at school-wide events:</p> <ul style="list-style-type: none"> • Sport-A-Thon (Sept) • Fall Art Festival (Oct) • Family Movie Night (Nov) • Winter Boutique (Dec) • Spring Fling Dance (April) • STEAM Night (May) • School Needs Assessment Survey (May) 	<p>In the '23-'24 we recognized 156 volunteers at our Volunteer Appreciation ceremony.</p> <p>#of volunteers (paperwork submitted)= 67 volunteers</p> <p>PTA= 109 active members</p>	<p>Family involvement is expected to be higher this year than in the '23-'24 school year (as noted by volunteer sign-in, volunteer packet completion, and attendance at school events).</p>
Classroom Volunteer Agreements	<p>As noted by volunteer sign-in, volunteer packet completion, and classroom volunteers.</p> <p>#of volunteers (paperwork submitted)= 67 volunteers</p>	Maintain partnership with families and community members to directly support the students of Juanamaria.
Student Attendance Data	<p>K-5 All Students:</p> <p>'19-'20 = 495 students 96.24%</p> <p>'20-'21 = 460 Students 96.68% (includes closure periods)</p> <p>'21-'22 = 417 students 92.76 %</p> <p>22-23= 413 students 94.4%</p> <p>'23-'24= 400 students 94.4% (as of May '24)</p>	Maintain a high level of overall attendance for all students and a very low overall rate for student suspension.
Student Suspension Data	<p>'19-'20 = 7 suspensions</p> <p>'20-'21 = 0 suspensions</p> <p>'21-'22 = 4 suspensions</p> <p>'22-'23 = 3 suspensions</p> <p>'23-'24 = 3 suspensions</p>	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students at Juanamaria.

Strategy/Activity

In the 2024-25 school year, strategies include:

- Encourage parents to fully participate in the ParentSquare application, which is the home-to-school communication tool in the school district.
- Continue activities to encourage student/family participation and engagement.
- Provide many opportunities for families to be involved and present in the school setting. Events may include: Back to School Night, Dining with Dolphins, PTA meetings, Family Picnics, Curbside Coffee with VPD, Awards Assemblies, Fundraisers, Family Movie Night, Parent Conferences, Spelling Bee, Book Fair Night, STEAM Night/Silent Auction, Kindergarten Celebration, 5th Grade Promotion.
- Continue/increase family communications home about important dates/events through email, phone calls, PTA Facebook, school calendar, and ParentSquare
- Continue to update the Juanamaria school website; collaborate with VUSD for support/training
- Continue to translate important communications in Spanish and support Spanish speaking families
- Continue to work towards providing ELAC opportunities for families of English Learners
- Counselor outreach with families to include Parent Trainings
- Establish site "Calming Corner" room to support student' SEL need.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
School Events	PTA
Printing for events	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.

Overall, parent/family participation in school events were very evident, and well attended including the Fall Art Festival, Family Movie Night, Spring Fling Dance, STEAM Night, Award Assemblies. Parents/Families enjoy being able to be on-campus- including morning drop-off and afternoon pick-up. This is a close knit (neighborhood) school community.

Volunteer participation increased this year from 47 volunteers (completed paperwork) in the '22-'23 school year to 67 volunteers. Increased communication via ParentSquare and office staff has helped with this increase.

In addition, we were able to open a "Calming Corner" room for students who needed time to deescalate/regulate any SEL need.

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

Continued implementation and communication to families regarding the volunteer protocol/procedure.

Continued communication to families regarding the benefits of joining PTA and supporting school fundraising events/activities.

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

Family involvement continues to be a site goal, and is expected to be higher in the '24-'25 school year. Maintaining a positive school climate and culture will support this for students and families

Budget

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2023-24 Carryover	\$0.00
Title I 2024-25 Pre-Allocation	\$0.00
Title I 2024-25 Allocation	\$0.00

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

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2023-24 Carryover	\$0.00
Site-Based Funds 2024-25 Allocation	\$14,000.00
Supplemental Funds 2023-24 Carryover	\$0.00
Supplemental Funds 2024-25 Allocation	\$36,050.00

Subtotal of state or local funds included for this school: **\$50,050.00**

Total of federal, state, and/or local funds for this school: **\$50,050.00**

2024-25 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

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

Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

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 – 2023-24

	English Language Arts/Literacy						
	2022-23						
		Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	84	80	80	21.25%	15.00%	23.75%	40.00%
Male	52	51	51	21.57%	7.84%	27.45%	43.14%
Female	32	29	29	20.69%	27.59%	17.24%	34.48%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	42	41	41	14.63%	9.76%	14.63%	60.98%
Hawaiian or Pacific Islander							
White (not Hispanic)	34	31	31	25.81%	22.58%	32.26%	19.35%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	35	34	34	2.94%	8.82%	26.47%	61.76%
English Learners	14	14	14	0.00%	0.00%	7.14%	92.86%
Students with Disabilities	26	22	22	13.64%	0.00%	18.18%	68.18%
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 3 Mathematics – 2023-24

	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	84	81	81	14.81%	23.46%	18.52%	43.21%
Male	52	51	51	17.65%	25.49%	13.73%	43.14%
Female	32	30	30	10.00%	20.00%	26.67%	43.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	42	42	42	4.76%	16.67%	14.29%	64.29%
Hawaiian or Pacific Islander							
White (not Hispanic)	34	31	31	25.81%	32.26%	19.35%	22.58%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	35	35	35	0.00%	14.29%	17.14%	68.57%
English Learners	14	14	14	0.00%	0.00%	14.29%	85.71%
Students with Disabilities	26	23	23	13.04%	4.35%	0.00%	82.61%
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 4 English Language Arts/Literacy – 2023-24

	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	78	76	76	22.37%	31.58%	14.47%	31.58%
Male	38	37	37	13.51%	24.32%	18.92%	43.24%
Female	40	39	39	30.77%	38.46%	10.26%	20.51%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	4	4	4	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	33	33	33	0.00%	33.33%	18.18%	48.48%
Hawaiian or Pacific Islander							
White (not Hispanic)	38	36	36	38.89%	30.56%	11.11%	19.44%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	32	31	31	9.69%	25.81%	19.35%	45.16%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	14	12	12	0.00%	8.33%	25.00%	66.67%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 4 Mathematics – 2023-24

	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	78	76	76	28.95%	30.26%	19.74%	21.05%
Male	38	37	37	21.62%	29.73%	24.32%	24.32%
Female	40	39	39	35.90%	30.77%	15.38%	17.95%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	4	4	4	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	33	33	33	12.12%	24.24%	21.21%	42.42%
Hawaiian or Pacific Islander							
White (not Hispanic)	38	36	36	38.89%	38.89%	16.67%	5.56%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	32	31	31	19.35%	22.58%	25.81%	32.26%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	14	12	12	0.00%	16.67%	25.00%	58.33%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 5 English Language Arts/Literacy – 2023-24

	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	70	68	68	13.24%	30.88%	23.53%	32.35%
Male	32	30	30	6.67%	30.00%	23.33%	40.00%
Female	38	38	38	18.42%	31.58%	23.68%	26.32%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	33	31	31	9.68%	19.35%	29.03%	41.94%
Hawaiian or Pacific Islander							
White (not Hispanic)	31	31	31	6.45%	45.16%	19.35%	29.03%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	28	26	26	7.69%	26.92%	23.08%	42.31%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	10	8	8	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 5 Mathematics – 2023-24

	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	70	68	68	19.12%	17.65%	33.82%	29.41%
Male	32	30	30	23.33%	13.33%	43.33%	20.00%
Female	38	38	38	15.79%	21.05%	26.32%	36.84%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	33	31	31	9.68%	16.13%	32.26%	41.94%
Hawaiian or Pacific Islander							
White (not Hispanic)	31	31	31	22.58%	16.13%	41.94%	19.35%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	28	26	26	7.69%	19.23%	26.92%	46.15%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	10	8	8	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

2024-25 Supplemental Funds Program Budget

2024-2025 BUDGET

School Site:

Juanamaria

Program:

Supplemental

2024-2025 Allocation	\$	36,050.00
Total Available Funding:	\$	36,050.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ -
1106	Teachers, Sub	\$ 3,000.00
	Other	
2000s - Classified Salaries		
2101	Paraed, Pos #3647 .3275 FTE	\$ 14,673.00
2103	Paraed, Extra hours	\$ -
2403	Clerical, Extra hours	\$ 3,000.00
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 695.00
	38.06% for Classified	\$ 6,726.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ -
4300	Materials and Supplies	\$ 5,000.00
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ 1,456.00
5600	Rentals and Repairs	
5719	Transportation for field trips	\$ -
5710	Graphics	\$ -
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ 1,500.00
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 36,050.00
Budget Balance		
		\$ -

Principals Signature:	Alexander Conner
Date:	5/21/24
School Site Council Approval: (Chair)	[Signature]
Date:	5/21/24
English Learner Advisory Committee Review:	Beatriz Duarte Rodriguez
Date:	5/22/24
Director, Special Projects Approval:	[Signature]
Date:	6/12/24

2024-25 Site Funds Program Budget

2024-2025 BUDGET

School Site:

Juanamaria

Program:

Site Based Fund

2024-2025 Allocation	\$	14,000.00
Total Available Funding:	\$	14,000.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ 1,500.00
1106	Teachers, Sub	\$ 2,000.00
	Other	
2000s - Classified Salaries		
2103	Paraed, Extra hours	\$ -
2403	Clerical, Extra hours	\$ 3,000.00
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 811.00
	38.06% for Classified	\$ 1,142.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ -
4300	Materials and Supplies	\$ 3,347.00
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ -
5600	Rentals and Repairs	\$ 1,200.00
5719	Transportation for field trips	\$ -
5710	Graphics	\$ 1,000.00
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
5900	Communications	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 14,000.00
Budget Balance		
		\$ -

Principals Signature:	<i>Alexander Wilson</i>
Date:	5/21/24
School Site Council Approval: (Chair)	<i>[Signature]</i>
Date:	5/21/24
Director, Special Projects Approval:	<i>[Signature]</i>
Date:	6/12/24

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

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

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

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

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

Juanamaria Elementary School Parent Volunteer Form



Juanamaria Volunteer Information and Guidelines

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

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

Tips for Working in the Classroom

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

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

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

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

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

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

Please cut this portion and return to the teacher.

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

Volunteer name (print)_____ Date_____

Volunteer signature_____

Professional Development Plan

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



Juanamaria 2024–2025

Planned Professional Development Site-based Meeting Dates & Training Topics

Staff Meetings

September 4
October 2
November 6
December 4
January 8
February 5
March 5
April 2 - (CAASPP info for 3-5)
May 7
June 4 - Last Day Lunch!

Leadership Meetings

September 11
October 9
November 13
December 11
January 15
February 12
March 12 - no meeting due to conferences
April 9
May 14

Grade-Level RTI Meetings

September 18 - support review
October 16
November 20 - no meeting due to conferences
December 18
January 22
February 19
March 19
April 16
May 21 - class building

SST Days

September 26
December 5
February 27
May 29- possible retentions & follow-up

School Site Council

September 17 - training, officers, SPSA/CSSP, data...
October 15 - goals, CSSP vote...
March 11
April 22
May 20

ELAC Meetings

September 24
October 22
November 19
February 18
April 29
May 27

Professional Development/

Site Based Trainings

- Multi-Tiered System of Supports (MTSS)
- SEL supports (MTMDSS)
- PBIS discussions
- ABAR lessons & response
- Character Traits site implementation
- CLRP
- Data Driven Meetings/Discussions
 - Acceleration Teacher data
 - MAP data
 - ELlevation data
- Site Safety Procedures/Response
- Para Handbook (Trainings)

2022-23 School Accountability Report Card

Published January 2024



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

SANDY CORONA ECHEVESTE, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

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

Our goal at Juanamaria Elementary is to ensure that every student has a safe, nurturing, and positive environment where students can learn to their fullest

potential. Juanamaria students use their HEARTs daily, in which we ALL work to Have a positive attitude, Expect success, Accept responsibility, Respect ourselves and others, and Think before acting.

This year we will continue to reconnect as a community and strengthen our

"Dolphin Pod". The staff here at Juanamaria Elementary continues to be dedicated in making a positive impact on the behavior, academic achievement, and social development of our students. We also take pride in building relationships with our students, families, and school community.

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

Our school has been serving students since 1962 and has even been recognized as a CA Distinguished School. Our educational program provides a meaningful well-rounded experience for ALL students to thrive in our academic and social environments.

Once on campus you will see just how much our "DOLPHINS have HEART" in all they do!

District Vision Statement

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

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the 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.

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

VENTURA UNIFIED SCHOOL DISTRICT

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



Juanamaria Elementary School

Juanamaria Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2022-23 school year, 413 students were enrolled, including 21.8% in special education, 13.3% qualifying for English Language Learner support, 4.1% homeless, 1.2% foster youth, 0.5% migrant, and 43.6% 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	48.2%	Kindergarten	58
Male	51.8%	Grade 1	53
Non-Binary	0.0%	Grade 2	67
American Indian or Alaskan Native	0.7%	Grade 3	86
Asian	3.1%	Grade 4	77
Black or African American	0.2%	Grade 5	72
Filipino	0.5%		
Hispanic or Latino	50.1%		
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	4.6%		
White	40.4%		
English Learners	13.3%		
Foster Youth	1.2%		
Homeless	4.1%		
Migrant	0.5%		
Socioeconomically Disadvantaged	43.6%		
Students with Disabilities	21.8%	Total Enrollment	413

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

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, school newsletters, the school website, the school marquee, PTA email (juanamariapta@gmail.com) and PTA Newsletters. Contact your child's teacher, the principal, office manager, or PTA President at (805) 672-0291 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Office Helper
- Library Helper

Committees

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

School Activities

- Back to School Night
- Art Night
- Sport-a-Thon
- Student Performances

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	98.0%	98.0%	98.0%	98.0%	98.0%

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

	Juanamaria		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	25.68	26.47	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.

- Book Fairs
- School Event Nights
- Awards Assemblies

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

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

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

Physical Fitness

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

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	70	68	97.14	2.86	26.47
Female	38	38	100	0	23.68
Male	32	30	93.75	6.25	30
American Indian or Alaskan Native	—	—	—	—	—
Asian	—	—	—	—	—
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	33	31	93.94	6.06	19.35
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	31	31	100	0	29.03
English Learners	—	—	—	—	—
Foster Youth	—	—	—	—	—
Homeless	—	—	—	—	—
Military	—	—	—	—	—
Socioeconomically Disadvantaged	17	16	94.12	5.88	12.05
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	—	—	—	—	—

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

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

	Percentage of Students Meeting or Exceeding the State Standards					
	Juanamaria		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English Language Arts/Literacy	50	45	47	47	47	46
Mathematics	46	45	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	232	224	96.55	3.45	44.64	232	225	96.98	3.02	44.89
Female	110	106	96.36	3.64	56.6	110	107	97.27	2.73	45.79
Male	122	118	96.72	3.28	33.9	122	118	96.72	3.28	44.07
American Indian or Alaskan Native	—	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—	—
Filipino	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	108	105	97.22	2.78	28.57	108	106	98.15	1.85	27.36
Native Hawaiian or Pacific Islander	—	—	—	—	—	—	—	—	—	—
Two or More Races	11	11	100	0	63.64	11	11	100	0	63.64
White	103	98	95.15	4.85	57.14	103	98	95.15	4.85	59.18
English Learners	23	22	95.65	4.35	4.55	23	22	95.65	4.35	4.55
Foster Youth	—	—	—	—	—	—	—	—	—	—
Homeless	—	—	—	—	—	—	—	—	—	—
Military	—	—	—	—	—	—	—	—	—	—
Socioeconomically Disadvantaged	62	59	95.16	4.84	18.64	62	60	96.77	3.23	23.33
Students Receiving Migrant Education Services	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	50	42	84	16	11.9	50	43	86	14	16.28

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.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Juanamaria Elementary School's original facilities were built in 1962; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During the 2022-23 school year, the following campus improvements were completed:

- Roof repairs
- New A/C units in all permanent buildings

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

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

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

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

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

Campus Description	
Year Built	1962
Acreage	8.2
Bldg. Square Footage	37000
	Quantity
# of Permanent Classrooms	20
# of Portable Classrooms	0
# of Restrooms (student use)	4 sets & 1 unisex
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Resource Room	1
Speech/Language Room	1
Staff Lounge	1
Teacher Work Room	1

Campus Supervision

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

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

School Site Safety Plan

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

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

Facilities Inspections

The district's maintenance department inspects Juanamaria Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Juanamaria Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 21, 2023. During fiscal year 2022-23, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 21, 2023	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			Building B Girls RR - Water damaged ceiling tiles and active roof leak at the exhaust grill; Building B Boys RR - Excessive peeling paint by the door
Cleanliness	✓			Building A Exterior - Excessive peeling paint at the south building fascia
Electrical	✓			Classroom 2 - Wire mold cover is missing by the window northeast corner of the room, exposed live wires; Building A Boys RR - Cover plate is missing from the programmable light switch by the door; Classroom 15 - Wire mold end cap missing at the northeast corner
Restrooms/Fountains	✓			Classroom 17 - The p-trap on the sink is leaking
Safety	✓			Classroom 8 - Fire extinguisher is missing from the room
Structural	✓			Building 25-26 Exterior - Water damaged and rotted plywood at the north eaves; Building A Exterior - Roof leaking on the arcade to the cafeteria (active leak); Building B Boys RR - Active roof leak by the door; Room 23 Library - Active roof leaks in multiple locations along the north and south walls; Classroom 24 - Active roof leak along the south wall; Building C Boys RR - Active roof leak at the exhaust fan; Building C Exterior - The north rain gutters are not functioning and need to be cleaned out
External	✓			Building 27 Exterior - Ramp to concrete transition is loose; Building C 23-24 - Contrasting stripe missing from the stair nosings at the north and south stairs; Classroom 14 - Exterior door sticks at the bottom on the rubber ramp and must be forced open; Building D Exterior - Excessive peeling paint at the arcade between building C&D; Playfields - Holes in the fall surface at the climbing play equipment
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

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	427	424	65	15.3
Female	206	205	27	13.2
Male	221	219	38	17.4
American Indian or Alaska Native	--	--	--	--
Asian	13	13	0	0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	217	214	40	18.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	20	4	20
White	170	170	20	11.8
English Learners	58	56	11	19.6
Foster Youth	--	--	--	--
Homeless	17	17	1	5.9
Socioeconomically Disadvantaged	194	191	44	23
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	107	106	24	22.6

do

Average Class Size and Class Size Distribution				
2020-21				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	24.0		2	
1	23.0		3	
2	16.0	2	2	
3	21.0		3	
4	23.0	1	1	
5	25.0	1		2
2021-22				
K	24.0		2	
1	19.0	3		
2	23.0		3	
3	19.0	1	3	
4	19.0	2	2	
5	18.0	2	2	
2022-23				
K	19.0	1	2	
1	21.0		2	
2	24.0		2	
3	21.0	1	3	
4	19.0	2	2	
5	24.0	1		1

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

** "Other" category is for multi-grade level classes.

The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

Suspensions and Expulsions									
	Juanamaria			VUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	0.45%	0.70%	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%

not

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.70%	0.00%
Female	0.00%	0.00%
Male	1.36%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.92%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.59%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.55%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.87%	0.00%

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.

follow school rules, or are disruptive in the classroom. The principal presents school-wide expectations at assemblies for all students at the start of the school year to reinforce the importance of good citizenship and following school rules. Dolphins Have Heart Pledge: "I will have a positive attitude. I will expect success and come prepared to learn. I will accept responsibility for my choices and actions. I will respect myself and others. I will think before acting and always do my personal best."

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

Chronic Absenteeism
The following chart identifies the chronic absenteeism rates by student group for Juanamaria Elementary School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

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

CURRICULUM & INSTRUCTION	
Staff Development	
All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.	
During the 2021-22, 2022-23, and 2023-24 school years, the teachers at Juanamaria 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)	
• Elevation 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
- 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, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2022-23 school year, Juanamaria Elementary School's staff development activities concentrated on:

- Language Objectives
- MAP Assessments
- Reading Intervention
- School/Student Safety Topics

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

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

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

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

Instructional Materials

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

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 SARCs 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.

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

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	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	0
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.1	86.56	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	65.1	10.03	12115.8	4.41
Unknown	2.5	13.44	29.7	4.57	18854.3	6.86
Total Teaching Positions	18.6	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)	16.1	86.56	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)	0	0	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	2.5	13.44	43.2	6.6	15831.9	5.67
Total Teaching Positions	18.6	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

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

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

Academic Counselors and Other Support Staff 2022-23		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.8
Psychologist	1	0.8
School Nurse	1	0.2
ESSA/Office Assistant	1	0.8
Occupational Therapist	As needed	
Adaptive PE Specialist	As needed	
Speech/Language/Hearing Specialist	2	1.8
School Counselor	1	1.0

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

Teacher Preparation and Credentials

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

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

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/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 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/cs/>.

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	Juanamaria	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	2,586	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,969	N/A	N/A	N/A	N/A
Unrestricted (Basic)	617	6,550	9.4%	7,607	86.1%
Average Teacher Salary	87,582	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 Juanamaria Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

Internet

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

Disclosure

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

School Site Council Bylaws



Juanamaria Elementary School
School Site Council
Bylaws

Article I

Name of the Council

The name of this council is established as the Juanamaria Elementary School, School Site Council.

Article II

Role of the Council

The School Site Council is required, under state law, to serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The School Site Council has responsibility of these duties:

- Analyzing and evaluating the academic achievement of all students in the school
- Obtain recommendations from school site advisory, standing, and special committees regarding the focus of the School Plan for Student Achievement
- Developing and approving the school plan and all related proposed expenditures in accordance with all state and federal laws and regulations
- Recommending the school plan including related budget expenditures to the local governing board
- Providing ongoing monitoring of the implementation of the plan and budgets/expenditures
- Revising the school plan, including expenditures, timelines, and evaluation criteria, as needed
- Participating in all local, state, and federal reviews of the school's program for compliance and quality
- Annually evaluating the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students
- Encouraging broad representation of parents, community members, teachers, and students, if appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the School Site Council
- Carrying out all other duties assigned to the council by the district governing board and by state or federal law

Article III - Members

Section 1: Size and Composition

The council will be composed of a minimum of 10 members. Half of the representation on the council shall be from the school staff including:

- classroom teachers
- other school staff member
- Principal

The remaining half on the council shall be:

- Parents or community members, selected by parents at the school

Section 2: Term of Office

All members of the council shall serve for a term of 2 years.

However, in order to achieve staggered membership, one-half, or the nearest approximation, of each representative group shall be selected during the odd years and the remaining number of members selected during the even years.

Section 3: Selection/Election of Members

Elections of council members shall be held each year in September. Annually, the School Site Council will establish an Election Committee composed of a teacher, other school personnel, and parent, if appropriate, to oversee the election of council members.

Election Committee: The duties of the committee shall be to supervise the election procedure, to identify nominees based on the nominating procedure, to unseal and count the ballots, and to declare elected representatives based on the election procedure.

Section 4: Voting Rights

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

An alternative representative may not cast a vote in the absence of the selected member. The role of an alternative is for information collection only.

Section 5: Termination of Membership

A member shall no longer hold membership should he/she cease to be a resident of the school or no longer meets the membership requirements under which he/she was selected.

Membership shall automatically terminate for any member who is absent from three regular School Site Council meetings during the school year.

The Council, by an affirmative vote of two-thirds of all the members, can suspend or expel a member.

Section 6: Transfer of Membership

Membership on the Council may not be assigned or transferred.

Section 7: Resignation

Any selected council member may terminate his or her membership by submitting a written letter of resignation to the Council chairperson.

Section 8: Vacancy

Any vacancy on the Council that occurs during the term of a member shall be filled by:

- An election of a new member by the appropriate representation
- An appointment of a new member to fill the remainder of the term (selected by the remaining peer group members, not the Council as a whole)
- Seating of a previously elected alternative member to fill the remainder of the term of the vacant seat.

ARTICLE IV- OFFICERS

Section 1: Officers

The officers of the Council shall include a chairperson, vice-chairperson, secretary, and any other officers the Council shall deem as desirable.

Section 2: Election of Officers and Terms of Office

The officers of the Council shall be elected annually and shall serve a term for one year or until a successor has been elected.

Any member of the Council, including the principal, may serve in any officer capacity.

Section 3: Removal of Officers

Any officer may be removed from their office by a two-thirds vote of all council members.

Section 4: Vacancy in an Officer Position

A vacancy in any office because of resignation, removal, disqualification, death, or otherwise shall be filled for the remainder of the officer's term.

A vacancy in any office shall be filled by a special election of the Council.

This special election will be included in the posted meeting agenda.

Section 5: Officer Duties

The chairperson shall:

- Preside at all meetings of the Council
- Sign all letters, reports, and other communications of the Council
- Provide all notices in accordance with the provisions of these bylaws
- Perform all duties assigned to the office of the chairperson.

The vice-chairperson shall:

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

The secretary shall:

- Keep minutes of all regular and special meetings of the Council
- Promptly transmit to each of the council members and district representative true and correct copies of the minutes of such meetings
- Serve as custodian of the School Site Council records
- Perform all duties assigned to the office of secretary
- Perform such duties that are assigned by the chairperson or the council

Article V- Committees

Section1: Standing and Special Committees

The School Site Council may establish standing or special committees to perform various functions as prescribed by the Council. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the Council and are advisory to it. No standing or special committee may exercise the authority of the Council. A standing or special committee may be abolished by a vote of the Council.

The purpose of these committees is to:

- Gather and analyze data
- Examine materials, staffing, or funding possibilities
- Propose to the Council strategies for improving the instructional practices.

Section 2: Standing and Special Committee Membership

Unless otherwise determined by the Council, the Council chairperson shall appoint members of the standing or special committees. A vacancy on a standing or special committee shall be filled by appointment of the chairperson.

Section 3: Standing and Special Committee Term of Office

The Council shall determine the membership terms for all standing and special committees. This term should be communicated to the committee members at the beginning of their assignment.

Section 4: Standing and Special Committee Rules

Each standing and special committee will establish procedural rules that are consistent with the Council's bylaws and the district governing board.

Article VI- Meetings of the School Site Council

Section 1: Meetings

The Council shall determine the meeting dates at the beginning of the year.

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

Section 2: Place of Meetings

The Council shall hold its regular meetings at a facility provided by the school, unless the school principal determines that such a facility accessible to the public, including handicapped persons, is unavailable or does not meet health and/or safety codes. The school principal and Council chairperson shall determine alternative meeting sites jointly.

Section 3: Notice of Meetings

Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time, and location of the meeting, and contain an agenda describing each item of business to be discussed or acted upon. Any change in the established date, time, or location of the meeting needs to be noted in the agenda. The Council shall not take any action on any item of business unless that item appears on the posted agenda, or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

Questions or brief statements made at a meeting by members of the Council, committee, or public that do not have a significant effect on pupils or employees in the school or school district or that can be resolved solely by the provision of information need not be described on an agenda as items of business.

All required notices shall be delivered to council and committee members no less than 72 hours, and no more than 5 days in advance of the meeting, personally, by mail, or by email.

The Council will annually notify representative groups of the meetings schedules through:

- Inclusion in school communications (e.g., bulletins, newsletters)
- Posted (office window, cafeteria entrance, school entryways).

Section 4: Quorum

The presence of 51% of the Council membership in attendance at the meeting will constitute a quorum. No decisions of the Council shall be valid unless a quorum of the membership is present.

Section 5: Conduct of Meetings

Meetings of the Council shall be conducted in accordance with the rules of order established by Education Code 35147 and the *Robert's Rules of Order* or an adaptation thereof approved by the Council.

Section 6: Meetings Open to the Public

All meetings of the Council and its appointed committees shall be open to the public. Any member of the public shall be able to address the Council during the meeting on any item within the subject matter jurisdiction of the Council. Every agenda for regular meetings shall provide an opportunity for members of the public to directly address the School Site Council on any item of interest to the public, before or during the Council's consideration of that item.

Section 7: Decisions of the School Site Council

The Council may not take any action on any item of business unless that item appears on the posted agenda or unless council members present, by unanimous vote, find that there is a need to take immediate action and that the need for action comes to the attention of the Council subsequent to the posting of the agenda.

Each meeting agenda will include a time for public comment. The School Site Council will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the Council.

The minutes of the Council meeting are public records and are available to the public.

Any materials provided to a School Site Council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (Chapter 3.5 [Commencing with Section 6250] of Division 7 of Title 1).

Section 8: Communication with the Local Board Of Education

The School Site Council shall implement the rules and regulations as defined in local board policy. The Council may communicate with the board by submitting a letter to the Board of Education office. A School Site Council may request to speak at a local board of education meeting by following district procedures for communicating with the school board.

A local board of education has the right to deny the content and related budget found in the School Plan for Student Achievement. The Board of Education will provide written notification to the Council about their concerns.

Section 9: Uniform Complaint Procedures

Annually, the School Site Council shall participate in training about the district's Uniform Complaint Procedures. This training will review procedures for filing a complaint. If any School Site Council member or member of the public believes that the School Site Council has taken an action that is in violation of their legal authority, the individual or group may file a uniform complaint form with the district.

Article VII- Bylaw Amendments

An amendment of these bylaws may be made at any regular meeting of the Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to council members at least seven days prior to the meeting at which the amendment is to be considered for adoption.

The foregoing bylaws were adopted by the Juanamaria Elementary School,

School Site Council on _____ May 30, 2023 _____ in Ventura, CA.

School Site Council Chairperson: _____Mariah Riffel_____

School Site Council Vice-Chairperson: ____Mariah Riffel_____

School Site Council Secretary: ____Tamara Bond_____