

Ventura Unified School District School Plan for Student Achievement



Junipero Serra Elementary School

56 72652 6056105

Contact Information:

Anna Belitski, Principal

anna.belitski@venturausd.org

8880 Halifax Street

Ventura, CA 93004

(805) 672-2717



Fiscal Year 2024-2025

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Junipero Serra Elementary School School Plan for Student Achievement 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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Junipero Serra Elementary School
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Ventura, CA 93004
(805) 672-2717
anna.belitski@venturausd.org

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

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2023-24 School Site Council consists of the following members:

| Name of Members | Principal | Certificated Staff | Classified Staff | Parent or Community Member | Student |
|------------------------------------|-----------|--------------------|------------------|----------------------------|---------|
| Anna Belitski | X | | | | |
| Kristen O'Neill | | X | | | |
| Teresa Ramos | | X | | | |
| Karen Rose | | X | | | |
| Shannon Reveles | | | X | | |
| Lindsey Stachurski | | | | X | |
| Patsy Hooper | | | | X | |
| Kim Hel | | | | X | |
| Kristyn Meyer | | | | X | |
| Megan Verardo | | | | X | |
| | | | | | |
| Number of members in each category | 1 | 3 | 1 | 5 | |

English Language Advisory Council (ELAC) Membership

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

| Name of Members | Principal | Certificated Staff | Classified Staff | Parent or Community Member | Student |
|------------------------------------|-----------|--------------------|------------------|----------------------------|---------|
| Anna Belitski | X | | | | |
| Candee Terranova | | X | | | |
| Maria Geib | | X | | | |
| Juanita Gills | | | | X | |
| | | | | | |
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| | | | | | |
| | | | | | |
| Number of members in each category | 1 | 2 | | 1 | |

Recommendations and Assurances

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

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

English Learner Advisory Council

Signature of Authorized
Representative

Maria Grub

- 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 7, 2024

Attested:

Anna Belitski
Anna Belitski, Principal

Bob O'Neill
SSC Chairperson

4.25.24

Date

5.7.2024

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, Junipero Serra School served 448 students in grades TK-5. Student enrollment included 15.6% students with disabilities, 6.9% English learners, 50.7% socioeconomically disadvantaged, 0.2% migrant, and 13.6% homeless. Junipero Serra Elementary has established boundaries and draws students from within its surrounding neighborhood in East Ventura. As a VUSD School of Choice, Junipero Serra School accepts students residing outside its enrollment area; approximately 50 students annually attend Junipero Serra via a School of Choice application.

Junipero Serra Elementary School is one of seventeen elementary schools within the Ventura Unified School District and the only elementary program for the Emotionally Disturbed (approx 10-12 students).

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

Staff

Junipero Serra School has 16 certificated teachers, four special education teachers, one resource specialist, a 0.6 FTE school psychologist, a part-time speech therapist, a physical therapist, and an occupational therapist. There are approximately 25 classified employees, including an office manager, a health technician, an office clerk, a library technician, three custodians, three kitchen personnel, six campus safety assistants, and nine para-educators.

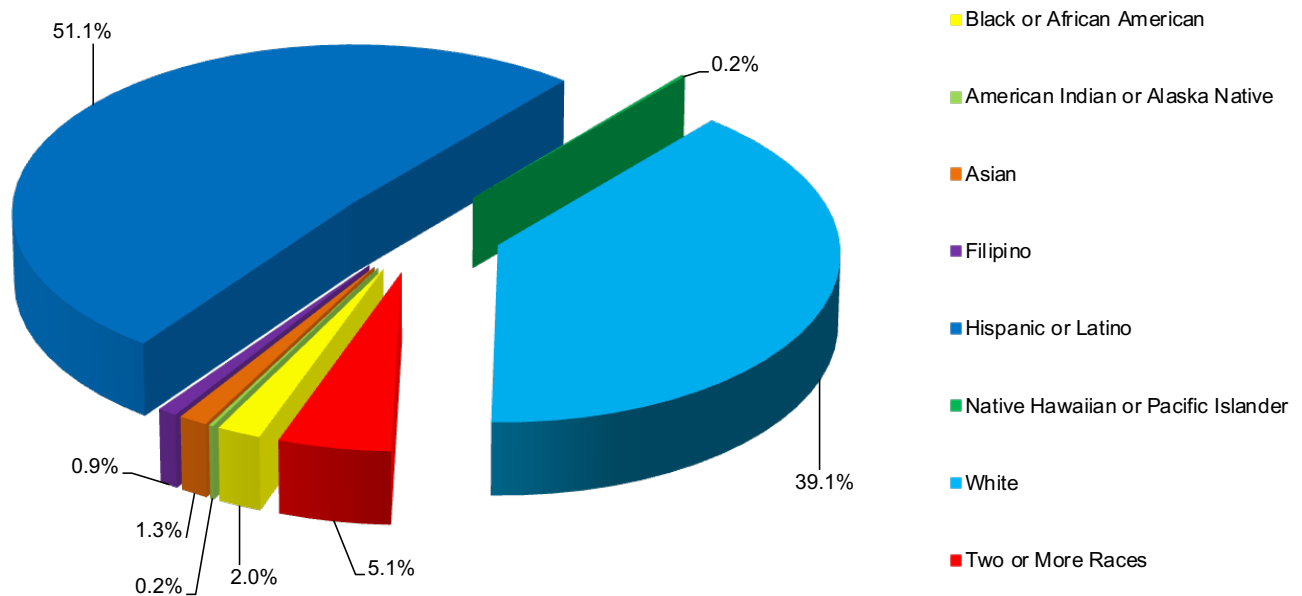
Parent Involvement

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

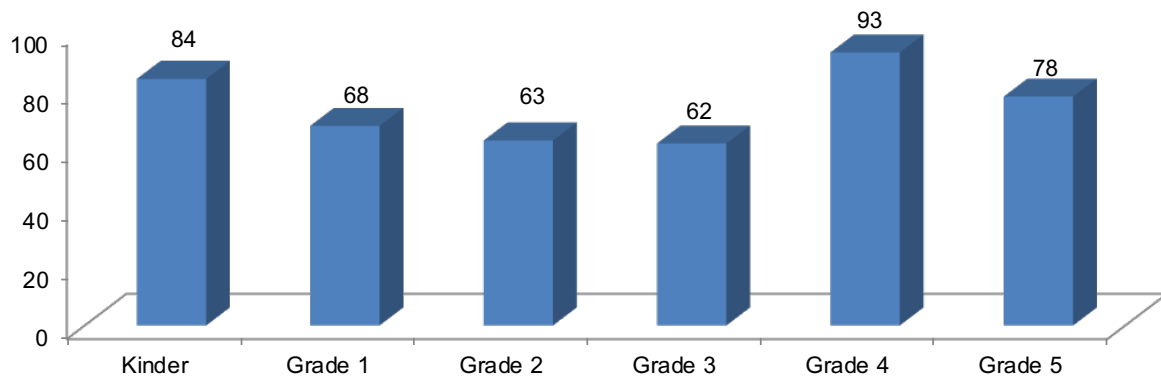
School Vision

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

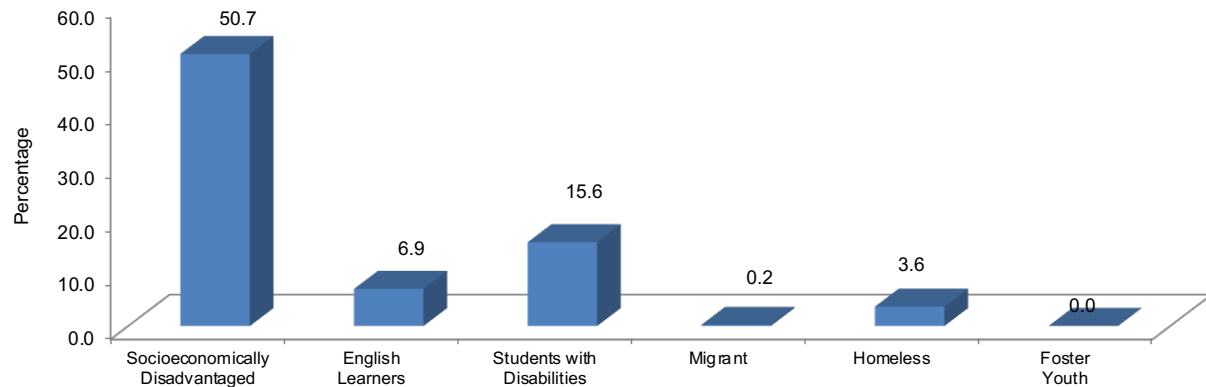
Student Enrollment by Ethnicity – 2023-24



Student Enrollment by Grade – 2023-24



Student Enrollment by Student Group – 2023-24



Comprehensive Needs Assessment

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

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

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

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

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

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. 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 |
|----------------------------------|---------------------------------|---|---------------------------|
| Junipero Serra Elementary School | 56726526056105 | May 7, 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).

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

| Personnel Involved: | Date: |
|---------------------|----------------|
| Staff Meetings | May 1, 2024 |
| PTA Board Meeting | May 6, 2024 |
| SSC Meetings | May 7, 2024 |
| ELAC Meetings | April 25, 2024 |

Resource Inequities

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

N/A.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

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

Annual Measurable Outcomes:

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-------|--------|--|-----|------|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|
| CAASPP results for 3 rd through 5 th grades | 2023-2024 ELA 23.2 Below Standard (Declined 9.2 points) Math 10.7 Below Standard (Maintained 0.2 points) | Serra will continue to target reading and math skills to increase student achievement. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MAP Growth K-5 | Percent of students meeting Growth Projection in MAP from Fall 2023 to Winter 2024 <table><tr><th colspan="2">Fall</th><th colspan="2">Winter</th></tr><tr><th>ELA</th><th>Math</th><th>ELA</th><th>Math</th></tr><tr><td>K: 52</td><td>K: 52</td><td>K: 52</td><td>K: 50</td></tr><tr><td>1: 55</td><td>1: 54</td><td>1: 55</td><td>1: 54</td></tr><tr><td>2: 68</td><td>2: 80</td><td>2: 67</td><td>2: 79</td></tr><tr><td>3: 46</td><td>3: 67</td><td>3: 47</td><td>3: 67</td></tr><tr><td>4: 47</td><td>4: 53</td><td>4: 45</td><td>4: 53</td></tr><tr><td>5: 46</td><td>5: 43</td><td>5: 47</td><td>5: 43</td></tr></table> | Fall | | Winter | | ELA | Math | ELA | Math | K: 52 | K: 52 | K: 52 | K: 50 | 1: 55 | 1: 54 | 1: 55 | 1: 54 | 2: 68 | 2: 80 | 2: 67 | 2: 79 | 3: 46 | 3: 67 | 3: 47 | 3: 67 | 4: 47 | 4: 53 | 4: 45 | 4: 53 | 5: 46 | 5: 43 | 5: 47 | 5: 43 | Serra will make adjustments in instruction, focusing on developing literacy and numeracy all day with the goal of all students reaching 50% in both ELA and Math for MAP Growth. |
| Fall | | Winter | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | Math | ELA | Math | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K: 52 | K: 52 | K: 52 | K: 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1: 55 | 1: 54 | 1: 55 | 1: 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2: 68 | 2: 80 | 2: 67 | 2: 79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3: 46 | 3: 67 | 3: 47 | 3: 67 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4: 47 | 4: 53 | 4: 45 | 4: 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5: 46 | 5: 43 | 5: 47 | 5: 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

Strategy/Activity 1

Students to be served by this Strategy/Activity

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

Staff and targeted programs will strive to meet the needs of all students. Staff will work collaboratively to identify, target and scaffold grade level standards to create access for all learners.

Strategy/Activity

- Research Based RtI Model
 - Tier 1 Intervention- homogeneous grouping for 30+ minutes a day taught by collaborative, classroom teachers to target and create access to grade level standards
 - Tier 2 Intervention- With data driven grouping and learning goal driven instruction, the Acceleration/Intervention teacher and paraeducator teach small groups of K-5 grade students for 30 minutes a day 4 days per week in Reading, Writing and Math.
 - Paraeducator for English Learners and Combo Classes to provide push in support
 - Tier 2 Intervention- With data driven grouping and learning goal driven instruction for all students K-5
- Intervention teachers use the Sonday Reading program and other reading/math materials.
- Library clerk to assist with Accelerated Reader and STAR reading programs, leveling of books, and identifying “good fit” books for students.
 - An additional hourly intervention teacher was hired to target complex reading and writing skills for 4th and 5th grade students in the Spring of 2024.
- School counselor to provide individual/small group support to identified students with SEL strategies to support academic success.
- School counselor to provide classroom presentations to support academic success.
- Teachers will be attending district provided CRLP Foundations Skills trainings to continue to provide Tier1 and Tier 2 instruction based on the current research
- Maintain access to technology in the classroom for all students to utilize computer programs, such as Moby Max, Prodigy, EPIC and Accelerated Reader. These programs are academic supplements, specifically filling achievement gaps as based on data
- Implementation of Inspire Science curriculum with hands-on science materials
- STEAM Lab- 4th and 5th grade students access the lab for weekly experiments.
- Both in-class and after school Enrichment opportunities for GATE students.
- ELOP after school program provides academic supports for unduplicated students.
- Implement PBIS Framework for student success
 - Consider Structure when determining behavioral expectations
 - Teach Expectations for Common Areas and Classrooms
 - Recognize positive behaviors school wide and in the classroom
 - Flowchart for office managed and classroom managed behavior concerns
 - Clear, common and consistent consequences for undesired behaviors
 - Clear behavioral expectations set the tone for academic success, allowing students to feel safe, supported and ready to learn

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|---|--|
| Reading Intervention teacher - 80% | District paid |
| Reading Intervention paraeducator \$7,701 | Supplemental and District Paid (Title 3) |
| Library Technician \$28,004 | Site & Supplemental |
| Substitutes for grade level planning and professional development \$1,500 | Site |
| Extra Hours for Classified for collaboration and Professional Development \$1,000 | Supplemental |

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

| | |
|---|---------------------|
| Extra Hours for Certificated staff for Collaboration and Professional Development \$3,500 | Site & Supplemental |
| GATE enrichment – Teacher and supplies \$600 | GATE & Site |
| Translation - ELAC meetings \$500 | Supplemental |
| Curricular/RTI materials \$4,000 | Supplemental |
| Travel/conferences \$200 | Site |
| Accelerated Reader \$4,000 | 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.

Goal 1: While CAASPP ELA scores declined overall, Serra was able to increase EL achievement by over 19 points from 21-22 to 22-23 by allocating expertise, time and resources. However, given the almost goal for 50% student growth on the MAP assessment, it is evident that the Tier 1 and Tier 2 strategies are having a significant impact on student achievement and growth. In the Spring of 2023, English Learner supports were targeted for 4th and 5th grade ELs which resulted in significant increase in achievement.

Goal 2: While the number of Office Discipline Referrals appears to have increased, PBIS has changed the process of documentation for the students who are sent to the office for behavioral needs. Anecdotal data illustrates that overall school wide behavior issues are less egregious than years previous. Additionally, the implementation of the PBIS model of office managed vs classroom managed has drastically decreased the amount of students who are sent to the office for lower level behaviors.

Goal 3: Families and students love their school. Families volunteer through many routes ie. PTA, classroom volunteers and field trip chaperones. Many families attend after school and evening events at J. Serra. A PTA Survey was sent out at the end of the 23-24 school year, with families reporting positive engagement with teachers and the school. Families particularly enjoy family events such as "Movie Night" and "Spring Dance."

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

Goal 1: With a reduction in Intervention hours, providing differentiated support to all learners in need is a struggle. The needs of students who need intensive supports, Tier 3, were not met on a regular basis.

Goal 2: Going from an 80% to a 60% counselor has drastically reduced the amount of students that can receive school based counseling. Additionally this reduction also impacts how the site is able to support students with immediate Tier 3 needs, usually falling to the principal and classroom teacher.

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.

Goal 2: In addition to using office discipline referrals as a metric, we will also use positive behavior referrals such as Wow! Tickets and Principal's Handshake.

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

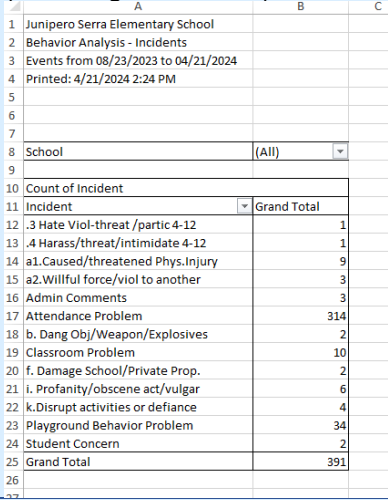
Goal 2:

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

Identified Need:

Increase positive engagement/behavior referrals and decrease office referrals.

Annual Measurable Outcomes:

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Suspension Data | 2020-21: 0% 2021-22: 0.9% 2022-23: 2.1% | Decrease |
| Office Discipline Referral Data | Behavior Incidents August 2023-April 2024: 77 (removing attendance)  | Decrease |
| Positive Behavior Referrals <ul style="list-style-type: none"> Wow! Tickets Principal's Handshake | No data is available as this is a new metric for 2024-2025 | |
| Participation information in extra-curricular activities | Fifth Grade Leadership 2023-24: 34 Students Battle of the Books – 4 th and 5 th grades 2022-2023 : 29 4th/5th Grade Lunch Clubs- Axolotl: 16 Drawing: Lego: 8 Space Club: 20 Origami: 20 Cross Country – 3 rd – 5 th grades 2023-24: 36 students | Maintain Maintain Maintain |

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

Strategy/Activity 1

Students to be served by this Strategy/Activity

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

Decrease Office Discipline referrals for all students.

Strategy/Activity

- Implement PBIS Framework for student success
 - Consider Structure when determining behavioral expectations
 - Teach Expectations for Common Areas and Classrooms
 - Recognize positive behaviors school wide and in the classroom
 - Flowchart for office managed and classroom managed behavior concerns
 - Clear, common and consistent consequences for undesired behaviors
 - Clear behavioral expectations set the tone for academic success, allowing students to feel safe, supported and ready to learn
- Development, adoption and implementation of the J. Serra PBIS Handbook
- Admin and teachers will contact families to share positive news
- Ongoing professional development for all staff
- PBIS Leadership team will meet regularly to analyze needs, responses and next steps
- Principal and Counselor will use Culturally Sustaining Restorative Practices
- 5th Grade Leadership to promote leadership skills, service to school and positive engagement with younger students
- Implement student lead lunch clubs for 4th and 5th grade students
- Structured lunch recess activities
- Game room at lunch recess
- Prop 28 Arts plan to include visual and performing arts

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|---|-----------|
| Behavior Incentives \$500 | Site |
| Professional Development/Extra Hours \$1000 | Site |

Strategy/Activity 2

Students to be served by this Strategy/Activity

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

All student groups will feel positive, safe, supported and connected to school by targeted positive behavior recognition, clear behavior expectations and fair and consistent consequences.

Strategy/Activity

- Posted and referred to Common Area Rules
- Posted and referred to Playground Rules
- Principal's Handshake awards, WOW tickets, and Awards Assemblies are utilized school wide to recognize students for academic, behavioral and social/emotional successes and improvements.
- Behavior Monitor Logs are used by teachers in implementing agreed upon common consequences as well as implementing a progressive discipline model.
- PBIS uses the Behavior Monitor log as data when a teacher comes to the PBIS Leadership team for support.
- Office Discipline Referrals are only used for repeated behavioral concerns or more serious issues.
- Encourage student participation in school wide programs such as: Battle of the Books, Fifth Grade Leadership, Spirit Days, Cross Country, and PTA Reflections.
- School counselor and staff will implement Social Emotional Learning lessons in class through Great Body Shop and Second Step curriculum. Staff will also implement school wide programs such as: Guidelines for Success, Zones of Regulation, CHAMPS, Big Deals vs. Little Deals, Bucket Filling, Expected vs. Unexpected Behaviors, Growth Mindset and restorative justice practices.

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

- School counselor will teach classroom lessons based on VUSD curriculum.
- School Counselor will teach small groups for social skills, conflict resolution and feelings
- Site with partner with District TOSA to Anti-Bias, Anti-Racist lessons one time per trimester
- Site will partner with mentors from African American Parent Council group to ensure ABAR practices are being implemented on a regular basis
- Improve safety measures around campus.
- Staff will engage in ongoing professional development

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|--|-------------------------|
| Assemblies \$3,000 | PTA |
| Incentives/Materials for various student recognition activities \$500 | Site |
| Fifth Grade Leadership materials \$100 | Site |
| Battle of the Books materials \$200 | \$100 Site \$100 PTA |
| Cross Country | \$400 PTA |
| Extra Hours for Classified and Certificated For collaboration and Professional Development | \$1,000 Site |

Goal 3:

Family Involvement - Increase parent and community partnership.

Identified Need:

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

Annual Measurable Outcomes:

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Parent participation and attendance at school events. | 2023-2024 Events | |
| | Back to School Night Fall: 273 | Maintain |
| | Family Picnic Spring: 475 | |
| | Fall Movie Night: 250 | |
| | Spring Movie Night: Canceled Due to Weather | |
| | Spring Dance: 276 | |
| | PTA Membership: 100 | |
| | MLAC Attendance Average 2023-2024: 1 | Increase |
| Student Attendance data | 2022-2023 20.7% chronically absent (declined 9.8%) | Decrease the amount of chronically absent students |

Strategy/Activity 1

Students to be served by this Strategy/Activity

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

All student groups.

Strategy/Activity

Implement PBIS Framework for student success

Consider Structure when determining behavioral expectations

Teach Expectations for Common Areas and Classrooms

Recognize positive behaviors school wide and in the classroom

Flowchart for office managed and classroom managed behavior concerns

Clear, common and consistent consequences for undesired behaviors

Clear behavioral expectations set the tone for academic success, allowing students to feel safe, supported and ready to learn

Development, adoption and implementation of the J. Serra PBIS Handbook

Admin and teachers will contact families to share positive news

Advertise and invite families to school events such as Back to School Night, Family Picnics and Art Night using multiple strategies: VUSD website, School/PTA newsletters, school marquee, Parent Square posts, school and PTA websites, PTA Facebook page, and classroom communication.

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

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

Proposed Expenditures for this Strategy/Activity

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

Annual Review:**SPSA Year Reviewed: 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.

Goal 1: While CAASPP ELA scores declined overall, Serra was able to increase EL achievement by over 19 points from 21-22 to 22-23 by allocating expertise, time and resources. However, given the almost goal for 50% student growth on the MAP assessment, it is evident that the Tier 1 and Tier 2 strategies are having a significant impact on student achievement and growth. In the Spring of 2023, English Learner supports were targeted for 4th and 5th grade ELs which resulted in significant increase in achievement.

Goal 2: While the number of Office Discipline Referrals appears to have increased, PBIS has changed process of documentation for the students who are sent to the office for behavioral needs. Anecdotal data illustrates that overall school wide behavior issues are less egregious than years previous. Additionally, the implementation of the PBIS model of office managed vs classroom managed has drastically decreased the amount of students who are sent to the office for lower level behaviors.

Teachers will be attending district provided CRLP Foundations Skills trainings to continue to provide Tier1 and Tier 2 instruction based on the current research.

Goal 3: Families and students love their school. Families volunteer through many routes ie. PTA, classroom volunteers and field trip chaperones. Many families attend after school and evening events at J. Serra.

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

Goal 1: With a reduction in Intervention hours, providing differentiated support to all learners in need is a struggle. The needs of students who need intensive supports, Tier 3, were not met on a regular basis.

Goal 2: Going from a 80% to a 60% counselor has drastically reduced the amount of students that can receive school based counseling. Additionally this reduction also impacts how the site is able to support students with immediate Tier 3 needs, usually falling to the principal and classroom teacher.

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.

Goal 1: For the 2024-2025 school year, Serra will no longer be able to support an additional paraeducator for English learners and combo classes. This has been removed from the strategies section.

Goal 2: In addition to using office discipline referrals as a metric, we will also use positive behavior referrals such as Wow! Tickets and Principal's Handshake.

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

Budget

Other Federal, State and Local Funds

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

| Federal Programs | Allocation (\$) |
|--------------------------------|-----------------|
| Title I 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 | \$15,680.00 |
| Supplemental Funds 2023-24 Carryover | \$0.00 |
| Supplemental Funds 2024-25 Allocation | \$40,775.00 |

Subtotal of state or local funds included for this school: **\$56,455.00**

Total of federal, state, and/or local funds for this school: **\$56,455.00**

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 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 | 92 | 91 | 91 | 20.88% | 16.48% | 24.18% | 38.46% |
| Male | 51 | 50 | 50 | 14.00% | 10.00% | 30.00% | 46.00% |
| Female | 41 | 41 | 41 | 29.27% | 24.39% | 17.07% | 29.27% |
| African American | * | * | * | * | * | * | * |
| American Indian or Alaskan Native | | | | | | | |
| Asian | * | * | * | * | * | * | * |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 48 | 47 | 47 | 8.51% | 12.77% | 31.91% | 46.81% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 33 | 33 | 33 | 36.36% | 18.18% | 15.15% | 30.30% |
| Two or More Races | 6 | 6 | 6 | * | * | * | * |
| Socioeconomically Disadvantaged | 43 | 42 | 42 | 7.14% | 7.14% | 30.95% | 54.76% |
| English Learners | * | * | * | * | * | * | * |
| Students with Disabilities | 13 | 13 | 13 | 0.00% | 7.69% | 0.00% | 92.31% |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

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 | 92 | 91 | 91 | 20.88% | 21.98% | 30.77% | 26.37% |
| Male | 51 | 50 | 50 | 24.00% | 16.00% | 34.00% | 26.00% |
| Female | 41 | 41 | 41 | 17.07% | 29.27% | 26.83% | 26.83% |
| African American | * | * | * | * | * | * | * |
| American Indian or Alaskan Native | | | | | | | |
| Asian | * | * | * | * | * | * | * |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 48 | 47 | 47 | 12.77% | 12.77% | 44.68% | 29.79% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 33 | 33 | 33 | 39.39% | 27.27% | 12.12% | 21.21% |
| Two or More Races | 6 | 6 | 6 | * | * | * | * |
| Socioeconomically Disadvantaged | 43 | 42 | 42 | 9.52% | 9.52% | 40.48% | 40.48% |
| English Learners | * | * | * | * | * | * | * |
| Students with Disabilities | 13 | 13 | 13 | 7.69% | 0.00% | 23.08% | 69.23% |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

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 | 74 | 74 | 74 | 20.27% | 17.57% | 27.03% | 35.14% |
| Male | 44 | 44 | 44 | 18.18% | 20.45% | 20.45% | 40.91% |
| Female | 30 | 30 | 30 | 23.33% | 13.33% | 36.67% | 26.67% |
| African American | * | * | * | * | * | * | * |
| American Indian or Alaskan Native | | | | | | | |
| Asian | * | * | * | * | * | * | * |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 34 | 34 | 34 | 11.76% | 20.59% | 23.53% | 44.12% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 34 | 34 | 34 | 23.53% | 17.65% | 35.29% | 23.53% |
| Two or More Races | * | * | * | * | * | * | * |
| Socioeconomically Disadvantaged | 35 | 35 | 35 | 8.57% | 17.14% | 28.57% | 45.71% |
| English Learners | 5 | 5 | 5 | * | * | * | * |
| Students with Disabilities | 15 | 15 | 15 | 0.00% | 13.33% | 26.67% | 60.00% |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

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 | 74 | 74 | 74 | 18.92% | 20.27% | 33.78% | 27.03% |
| Male | 44 | 44 | 44 | 22.73% | 13.64% | 36.36% | 27.27% |
| Female | 30 | 30 | 30 | 13.33% | 30.00% | 30.00% | 26.67% |
| African American | * | * | * | * | * | * | * |
| American Indian or Alaskan Native | | | | | | | |
| Asian | * | * | * | * | * | * | * |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 34 | 34 | 34 | 8.82% | 23.53% | 29.41% | 38.24% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 34 | 34 | 34 | 26.47% | 17.65% | 41.18% | 14.71% |
| Two or More Races | * | * | * | * | * | * | * |
| Socioeconomically Disadvantaged | 35 | 35 | 35 | 5.71% | 17.14% | 37.14% | 40.00% |
| English Learners | 5 | 5 | 5 | * | * | * | * |
| Students with Disabilities | 15 | 15 | 15 | 0.00% | 13.33% | 53.33% | 33.33% |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

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 | 76 | 73 | 73 | 13.70% | 32.88% | 31.51% | 21.92% |
| Male | 39 | 39 | 39 | 5.13% | 38.46% | 30.77% | 25.64% |
| Female | 37 | 34 | 34 | 23.53% | 26.47% | 32.35% | 17.65% |
| African American | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaskan Native | | | | | | | |
| Asian | * | * | * | * | * | * | * |
| Filipino | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 43 | 40 | 40 | 7.50% | 27.50% | 40.00% | 25.00% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 27 | 27 | 27 | 18.52% | 40.74% | 22.22% | 18.52% |
| Two or More Races | 4 | 4 | 4 | * | * | * | * |
| Socioeconomically Disadvantaged | 42 | 42 | 42 | 7.14% | 26.19% | 35.71% | 30.95% |
| English Learners | * | * | * | * | * | * | * |
| Students with Disabilities | 11 | 11 | 11 | 9.09% | 0.00% | 27.27% | 63.64% |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

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 | 76 | 73 | 73 | 23.29% | 27.40% | 27.40% | 21.92% |
| Male | 39 | 39 | 39 | 17.95% | 33.33% | 25.64% | 23.08% |
| Female | 37 | 34 | 34 | 29.41% | 20.59% | 29.41% | 20.59% |
| African American | N/A | N/A | N/A | N/A | N/A | N/A | N/A/ |
| American Indian or Alaskan Native | | | | | | | |
| Asian | * | * | * | * | * | * | * |
| Filipino | N/A | N/A | N/A | N/A | N/A | N/A | N/A/ |
| Hispanic or Latino | 43 | 40 | 40 | 12.50% | 30.00% | 20.00% | 37.50% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 27 | 27 | 27 | 29.63% | 25.93% | 40.74% | 3.70% |
| Two or More Races | 4 | 4 | 4 | * | * | * | * |
| Socioeconomically Disadvantaged | 42 | 42 | 42 | 16.67% | 23.81% | 26.19% | 33.33% |
| English Learners | * | * | * | * | * | * | * |
| Students with Disabilities | 11 | 11 | 11 | 9.09% | 0.00% | 36.36% | 54.55% |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

2024-25 Supplemental Funds Program Budget

2024-2025 BUDGET

School Site:

Junipero Serra

Program:

Supplemental

| | | |
|--------------------------|----|-----------|
| 2024-2025 Allocation | \$ | 40,775.00 |
| Total Available Funding: | \$ | 40,775.00 |

| | | Budget |
|---|---------------------------------|--------------|
| Expenditures: | | |
| 1000s - Certificated Salaries | | |
| 1103 | Teachers, Extra hours | \$ 500.00 |
| 1106 | Teachers, Sub | \$ 1,000.00 |
| | Other | \$ - |
| 2000s - Classified Salaries | | |
| 2101 | Paraed, Pos #3824 .2 FTE (Cox) | \$ 7,701.00 |
| 2103 | Paraed, Extra hours | \$ - |
| 2201 | ESSA Pos #182 .27 FTE (Brondos) | \$ 14,200.00 |
| 2403 | Clerical, Extra hours | \$ - |
| | Other | \$ - |
| 3000s - Employee Benefits | | |
| | 23.16% for Certificated | \$ 347.00 |
| | 38.06% for Classified | \$ 12,624.00 |
| 4000s - Books and Supplies | | |
| 4200 | Books Other Than Textbooks | \$ 500.00 |
| 4300 | Materials and Supplies | \$ 3,903.00 |
| 4400 | Equipment not Capitalized | \$ - |
| 5000s - Services & Other Operating Expenses | | |
| 5202 | Conferences/Travel | \$ - |
| 5600 | Rentals and Repairs | \$ - |
| 5719 | Transportation for field trips | \$ - |
| 5710 | Graphics | \$ - |
| 5800 | Contracted Services | \$ - |
| 5806 | Internet Publications/Software | \$ - |
| 6000s - Capital Outlay | | |
| 6400 | Capital Equipment >\$5,000 ea. | \$ - |
| Total | | \$ 40,775.00 |
| Budget Balance | | \$ - |

| | |
|--|-------------------|
| Principal's Signature: | Aduna B. O. H. i. |
| Date: | May 6, 2024 |
| School Site Council Approval: | (Signature) |
| Date: | 5.7.2024 |
| English Learner Advisory Committee Review: | |
| Date: | |
| Director, Special Projects Approval: | (Signature) |
| Date: | 6/12/24 |

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

2024-25 Site Funds Program Budget

2024-2025 BUDGET

School Site: Junipero Serra

Program: Site Based Fund

| | | |
|--------------------------|----|-----------|
| 2024-2025 Allocation | \$ | 15,680.00 |
| Total Available Funding: | \$ | 15,680.00 |

| | | Budget |
|---|----------------------------------|---------------------|
| Expenditures: | | |
| 1000s - Certificated Salaries | | |
| 1103 | Teachers, Extra hours | \$ 1,000.00 |
| 1106 | Teachers, Sub | \$ 1,000.00 |
| | Other | \$ - |
| 2000s - Classified Salaries | | |
| 2103 | Paraed, Extra hours | \$ 750.00 |
| 2201 | ESSA, Pos #182 .12 FTE (Brondos) | \$ 6,085.00 |
| 2403 | Clerical, Extra hours | \$ - |
| | Other | \$ 500.00 |
| 3000s - Employee Benefits | | |
| | 23.16% for Certificated | \$ 463.00 |
| | 38.06% for Classified | \$ 2,792.00 |
| 4000s - Books and Supplies | | |
| 4200 | Books Other Than Textbooks | \$ 700.00 |
| 4300 | Materials and Supplies | \$ 2,190.00 |
| 4400 | Equipment not Capitalized | \$ - |
| 5000s - Services & Other Operating Expenses | | |
| 5202 | Conferences/Travel | \$ 200.00 |
| 5600 | Rentals and Repairs | \$ - |
| 5719 | Transportation for field trips | \$ - |
| 5710 | Graphics | |
| 5800 | Contracted Services | \$ - |
| 5806 | Internet Publications/Software | \$ - |
| 5900 | Communications | \$ - |
| 6000s - Capital Outlay | | |
| 6400 | Capital Equipment >\$5,000 ea. | \$ - |
| Total | | \$ 15,680.00 |
| Budget Balance | | |
| | | \$ - |

| | |
|---------------------------------------|------------------|
| Principal's Signature: | Anna B. O. F. H. |
| Date: | May 16, 2024 |
| School Site Council Approval: (Chair) | H. K. K. |
| Date: | 5-7-2024 |
| Director, Special Projects Approval: | A. Mohan |
| 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

Junipero Serra Elementary School School Plan for Student Achievement Fiscal Year 2024-2025

Parent Involvement Calendar

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

Professional Development Plan

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

During the 2024-25 school year, teachers at Junipero Serra Elementary School will focus on the following trainings:

- Positive Behavioral Interventions and Supports (PBIS)
- Literacy

2022-23 School Accountability Report Card

Published January 2024



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

ANNA BELITSKI, PRINCIPAL
GRADES TK-5

PRINCIPAL'S MESSAGE

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

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

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

District Vision Statement

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

District Mission Statement

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

all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

Honors & Awards

2020 California
Distinguished
School Award



DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the 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.

Junipero Serra Elementary School

Junipero Serra Elementary School serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2022-23 school year, 445 students were enrolled, including 11.7% in special education, 5.4% qualifying for English Language Learner support, 1.8% homeless, and 48.1% qualifying for free or reduced price lunch.

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



| Student Enrollment by Student Group and Grade Level 2022-23 | | | |
|---|-----------------------|--------------|----------------------|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Female | 47.4% | Kindergarten | 88 |
| Male | 52.6% | Grade 1 | 62 |
| Non-Binary | 0.0% | Grade 2 | 57 |
| American Indian or Alaskan Native | 0.0% | Grade 3 | 90 |
| Asian | 2.5% | Grade 4 | 71 |
| Black or African American | 2.0% | Grade 5 | 77 |
| Filipino | 0.2% | | |
| Hispanic or Latino | 51.7% | | |
| Native Hawaiian or Pacific Islander | 0.2% | | |
| Two or More Races | 5.2% | | |
| White | 38.2% | | |
| English Learners | 5.4% | | |
| Foster Youth | 0.0% | | |
| Homeless | 1.8% | | |
| Migrant | 0.0% | | |
| Socioeconomically Disadvantaged | 48.1% | | |
| Students with Disabilities | 11.7% | | |
| | | | Total Enrollment 445 |

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

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible

students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare (automated phone and email system), the school marquee, the school website, email, voicemail, parent conferences, personal correspondence, flyers, and PTA newsletters. Contact the school office manager (Shannon Reveles) or the Principal Anna Belitski at (805) 672-2717 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Fundraisers
- Office Helper
- Chaperone

Committees

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

School Activities

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

| California Physical Fitness Test Results | | | | | |
|--|------------------|----------------------------------|---|-----------------------------------|-------------|
| 2022-23 | | | | | |
| % of Students Tested | | | | | |
| | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor and Strength and Flexibility | Upper Body Strength and Endurance | Flexibility |
| Grade Level | | | | | |
| Fifth | 100.0% | 99.0% | 100.0% | 97.0% | 100.0% |

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

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

| California Assessment of Student Performance and Progress Test Results in Science | | | | | |
|---|----------------|-------|-------|-------|-------------|
| All Students | | | | | |
| Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | Junipero Serra | | VUSD | | CA |
| | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 22-23 |
| Science (Grades 5, 8, & 10) | 50.62 | 35.62 | 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.

STUDENT ACHIEVEMENT

Physical Fitness

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

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

California Assessment of Student Performance and Progress (CAASPP)

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

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

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

| 2022-23 | | | | | |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested | 76 | 73 | 96.05 | 3.95 | 35.62 |
| Female | 37 | 34 | 91.89 | 8.11 | 38.24 |
| Male | 39 | 39 | 100 | 0 | 33.33 |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 43 | 40 | 93.02 | 6.98 | 20 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 27 | 27 | 100 | 0 | 55.56 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 31 | 31 | 100 | 0 | 16.13 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 11 | 11 | 100 | 0 | 9.09 |

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

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

| Percentage of Students Meeting or Exceeding the State Standards | | | | | | |
|---|----------------|-------|-------|-------|-------|-------|
| | Junipero Serra | | VUSD | | CA | |
| | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 | 22-23 |
| English-Language Arts/Literacy | 44 | 40 | 47 | 47 | 47 | 46 |
| Mathematics | 45 | 44 | 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)

| 2022-23 | | | | | | | | | | |
|---|--------------------------------|---------------|----------------|--------------------|-------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| | 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 | 242 | 238 | 98.35 | 1.65 | 40.34 | 242 | 238 | 98.35 | 1.65 | 44.12 |
| Female | 108 | 105 | 97.22 | 2.78 | 47.62 | 108 | 105 | 97.22 | 2.78 | 46.67 |
| Male | 134 | 133 | 99.25 | 0.75 | 34.59 | 134 | 133 | 99.25 | 0.75 | 42.11 |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 125 | 121 | 96.8 | 3.2 | 28.93 | 125 | 121 | 96.8 | 3.2 | 33.06 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | 12 | 12 | 100 | 0 | 58.33 | 12 | 12 | 100 | 0 | 58.33 |
| White | 94 | 94 | 100 | 0 | 51.06 | 94 | 94 | 100 | 0 | 55.32 |
| English Learners | 11 | 11 | 100 | 0 | 0 | 11 | 11 | 100 | 0 | 9.09 |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 82 | 81 | 98.78 | 1.22 | 19.75 | 82 | 81 | 98.78 | 1.22 | 24.69 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | 46 | 46 | 100 | 0 | 8.7 | 46 | 46 | 100 | 0 | 8.7 |

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. Junipero Serra Elementary School's original facilities were built in 1966; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

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

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

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

- Classrooms
- Office Areas
- Restrooms
- Routine Maintenance

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

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

| School Facility Good Repair Status | |
|---|---|
| Item Inspected | Repair Status |
| Inspection Date: August 14, 2023 | Good Fair Poor Repair Needed and Action Taken or Planned |
| Systems | ✓ Classroom 12, 18 - Duct insulation is falling off |
| Interior Surfaces | ✓ Building E Boys RR - Missing cover plate at floor sewer cleanout; Classroom 13 - Missing ceiling tiles at the south wall; Classroom K3, K4 - VCT floor tile is missing by the door; Building L Boys RR - FRP wall panels are coming off the walls on the south and north walls; Building L Girls RR - The cove base is coming off the wall in multiple locations; Classroom 21 - Wall surface and cove base peeling on the south wall; Classroom 26 - Cove base missing at the east wall |
| Cleanliness | ✓ |
| Electrical | ✓ Multipurpose Room - Two light fixtures do not function; Classroom 32 - Electrical outlet cover plate missing on east wall |
| Restrooms/Fountains | ✓ Building D Boys RR - The toilet does not function; Classroom 8 - Faucet and drinking fountain do not function; Building E Boys RR - Cracked floor tiles at the ADA toilet, right sink does not function; Building E Girls RR - Left sink does not function; Building F Boys RR - Center sink faucet does not function; Building L Boys RR - Left urinal is out of order; Building L Girls RR - Left toilet is out of order; Classroom 30 - Sink faucet is loose |
| Safety | ✓ |
| Structural | ✓ Building H Exterior - Excessive peeling paint at the north and south eaves; Building L Exterior - Excessive rust at the ramp surface in multiple locations, signs of foundation rot and damage on the west side of building, ramp skirt is falling off in multiple locations; Classroom 29 - Excessive rust at west roof eaves, ramp skirting is falling off; Classroom 30 - Roof is rusted through at the east side, excessive rust damage at modular joint line, foundation is rotted at the north, large holes in the ramp surface, tripping hazard; Classroom 31 - Roof is rusted through at the east side, excessive rust at the west eaves, floor slopes extremely from the center to the outside walls (2" difference) possible foundation damage; Classroom 32 - Bottom ramp supports have failed at the asphalt to ramp transition, foundation is rotted at the west side; Playfields - North soccer goal upper support is structurally damaged and may fail |
| External | ✓ Building F Boys RR - The bottom of the toilet partition for the ADA stall is no longer secured to the floor on the hinge side of the stall door; Playfields - Excessive weeds in the wood chips in main play area |
| Overall Summary of School Facility Good Repair Status | |
| Overall Summary | Exemplary Good Fair Poor |
| | ✓ |

Percentage Description Rating

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

Facilities Inspections

The district's maintenance department inspects Junipero Serra Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Junipero Serra Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 14, 2023. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, teachers, and campus safety assistants are strategically assigned to the front of the school. During recess, the principal, campus assistants, and paraeducators supervise playground activity. Campus safety assistants monitor lunch time activity in the cafeteria and on

the playground. At the end of the day when students are dismissed, the principal, and teachers are stationed at the front of the school to monitor student behavior to ensure a safe and orderly departure.

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

School Site Safety Plan

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

| Chronic Absenteeism by Student Group (2022-23) | | | | |
|--|-----------------------|---|---------------------------|--------------------------|
| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students | 466 | 464 | 96 | 20.7 |
| Female | 216 | 216 | 33 | 15.3 |
| Male | 250 | 248 | 63 | 25.4 |
| American Indian or Alaska Native | | | | |
| Asian | 11 | 11 | 1 | 9.1 |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 239 | 238 | 51 | 21.4 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 23 | 23 | 1 | 4.3 |
| White | 179 | 178 | 38 | 21.3 |
| English Learners | 29 | 29 | 7 | 24.1 |
| Foster Youth | | | | |
| Homeless | 13 | 13 | 6 | 46.2 |
| Socioeconomically Disadvantaged | 233 | 231 | 70 | 30.3 |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | 81 | 80 | 23 | 28.8 |

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

| Suspensions and Expulsions | | | | | | | | | |
|----------------------------|----------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Junipero Serra | | | VUSD | | | CA | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Suspensions | 0.00% | 0.88% | 2.15% | 0.17% | 2.74% | 3.22% | 0.20% | 3.17% | 3.60% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.01% | 0.00% | 0.01% | 0.00% | 0.07% | 0.08% |

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

| Suspensions & Expulsions by Student Group (2022-23) | | |
|---|------------------|-----------------|
| Student Group | Suspensions Rate | Expulsions Rate |
| All Students | 2.15% | 0.00% |
| Female | 0.93% | 0.00% |
| Male | 3.20% | 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 | 1.26% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 0.00% | 0.00% |
| White | 2.79% | 0.00% |
| English Learners | 0.00% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 7.69% | 0.00% |
| Socioeconomically Disadvantaged | 3.00% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 7.41% | 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.

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.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Junipero Serra Elementary School's discipline policies are based upon Positive Behavioral Interventions and Supports (PBIS) approaches which provides a structure for schoolwide and classroom expectations, school rules, and equity and inclusion. Positive behavior reinforcement strategies are used schoolwide, and expectations to be respectful, responsible and safe are clearly outlined at the beginning of the school year by the principal who leads grade level assemblies. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom and outside on the playground. Throughout the year on an as needed basis, the principal may visit individual classrooms to address trends in behavior. Programs such as PBIS and Restorative Practices are utilized to teach students positive and successful behavior practices and, in the case of behavior issues, Restorative Practices are utilized where appropriate.

Chronic Absenteeism

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

taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Class Size

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

| Average Class Size and Class Size Distribution | | | | |
|--|--------------------|---------|-------|-----|
| Grade Level | Average Class Size | 2020-21 | | |
| | | 1-20 | 21-32 | 33+ |
| K | 19.0 | 2 | 2 | |
| 1 | 24.0 | | 3 | |
| 2 | 22.0 | | 3 | |
| 3 | 32.0 | | 2 | 1 |
| 4 | 19.0 | 2 | 2 | |
| 5 | 20.0 | 2 | 2 | |

| 2021-22 | | | | |
|---------|------|---|---|--|
| K | 16.0 | 5 | | |
| 1 | 27.0 | | 2 | |
| 2 | 25.0 | | 3 | |
| 3 | 23.0 | | 3 | |
| 4 | 19.0 | 2 | 2 | |
| 5 | 20.0 | 2 | 2 | |

| 2022-23 | | | | |
|---------|------|---|---|--|
| K | 18.0 | 2 | 2 | |
| 1 | 27.0 | | 2 | |
| 2 | 24.0 | | 2 | |
| 3 | 24.0 | | 3 | |
| 4 | 18.0 | 2 | 2 | |
| 5 | 19.0 | 2 | 2 | |

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

CURRICULUM & INSTRUCTION

Staff Development

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

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

2021-22 Trainings:

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

2022-23 Trainings:

- Active Assailant
- Behavior Management Strategies
- Bully Prevention

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

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, Junipero Serra Elementary School's staff development activities concentrated on:

- Literacy (CRLP)
- Math Strategies
- Positive Behavior Interventions & Supports (PBIS)
- Writing (VCOE)

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) | 18.5 | 94.87 | 526.1 | 80.91 | 228366.1 | 83.12 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 9 | 1.4 | 4205.9 | 1.53 |
| Teachers Without Credentials and Misassignments ("Ineffective" under ESSA) | 0 | 0 | 20.1 | 3.09 | 11216.7 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 65.1 | 10.03 | 12115.8 | 4.41 |
| Unknown | 1 | 5.13 | 29.7 | 4.57 | 18854.3 | 6.86 |
| Total Teaching Positions | 19.5 | 100 | 650.2 | 100 | 274759.1 | 100 |

| School Year 2021-22 | | | | | | |
|---|-------------|-------------|---------------|---------------|------------|------------|
| Teacher Preparation and Placement / Authorization/Assignment | School # | School % | District # | District % | State # | State % |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18 | 94.74 | 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 | 1 | 5.26 | 43.2 | 6.6 | 15831.9 | 5.67 |
| Total Teaching Positions | 19 | 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

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

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

| Academic Counselors and Other Support Staff 2022-23 | | |
|---|-----------------|------|
| | No. of Staff | FTE* |
| Academic Counselor | 0 | 0.0 |
| Health Technician | 1 | 0.8 |
| Psychologist | 1 | 0.6 |
| School Nurse | 1 | 0.2 |
| Library Technician | 1 | 0.4 |
| Counselor | 1 | 0.8 |

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

Teacher Preparation and Credentials

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

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

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/csl/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

| Expenditures Per Pupil and School Site Teachers Salaries | | | | | |
|--|----------------|--------|------------------------------------|---|---------------------------------|
| 2021-22 | | | | | |
| Dollars Spent Per Student | | | | | |
| Expenditures Per Pupil | Junipero Serra | VUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 8,171 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 1,448 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 6,723 | 6,550 | 102.6% | 7,607 | 86.1% |
| Average Teacher Salary | 85,605 | 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 Junipero Serra Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

Internet

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

Disclosure

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

School Site Council Bylaws

BY-LAWS OF THE JUNIPERO SERRA ELEMENTARY SCHOOL SITE COUNCIL

Article I – Name

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

Article II – General Purpose

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

Article III – Membership

Section 1. Members

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

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

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

Section 2. Termination/Removal

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

Section 3. Resignation

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

Article IV – Procedure for Electing Members

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

Article V – Term of Office

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

Article VI – Voting Rights

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

Article VII – Officers

Section 1. General

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

Section 2. Duties

A. The Chairperson shall:

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

Article VIII – Council Meetings

Section 1. Meetings/Special Meetings

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

Section 2. Meeting Location

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

Section 3. Notice of Meetings

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

Section 4. Quorum

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

Section 5. Conduct of the Meeting

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

Section 6. Agenda Items

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

Article IX – Amendments

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

Approved by SSC 10-6-2022