2024-25 School Accountability

# Report Card

Published January 2026

## Mound Elementary School

455 South Hill Road, Ventura, CA 93003
(805) 289-1886

Gina Young, Principal
Grades TK-5

## Principal's Message

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

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

Overall as a school, Mound scored fairly equal in math and ELA CAASPP scores. Although Mound's scores were higher than the district scores as a whole, we will continue to work to get the scores back to the pre-COVID threshold.

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

## District & School Description

### 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.

### 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. Over 14,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.


## Board of Education

James Forsythe
Shannon Trani Fredericks
Sabrena Rodriguez
Dr. Jerry Dannenberg
Calvin Peterson

## District Administration

Dr. Antonio Castro
Superintendent

Dr. Greg Bayless
Assistant Superintendent
Educational Services

Ms. Gina Wolowicz
Assistant Superintendent
Human Resources

Dr. Ahsan Mirza
Assistant Superintendent
Business Services



## Ventura Unified School District

255 West Stanley Avenue, Suite 100
Ventura, California 93001
(805) 641-5000
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Ventura Unified SCHOOL DISTRICT

## Mound Elementary School

At the beginning of the 2024-25 school year, 490 students were enrolled, including 14.9% in special education, 6.3% qualifying for English Language Learner support, 2.0% homeless, and 38.8% socioeconomically disadvantaged.

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

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

Before- and after-school day care is offered on campus by Catalyst (a private company) from 6:30 a.m. to 6:00 p.m. for Mound Elementary's students (grades TK-5). Breakfast is available in the morning and structured sports and other extracurricular programs are offered in the afternoon. Afterschool care and activities are available for qualifying students through the district's expanded learning opportunities program.

**Student Enrollment by Student Group**
**2024-25**

| Student Group | % of Total Enrollment |
|---|---|
| Female | 47.6% |
| Male | 52.4% |
| Non-Binary | 0% |
| American Indian or Alaska Native | 0.8% |
| Asian | 12.0% |
| Black or African-American | 1.6% |
| Filipino | 0.2% |
| Hispanic or Latino | 35.9% |
| Native Hawaiian or Pacific Islander | 0.6% |
| Two or More Races | 7.1% |
| White | 41.6% |
| English Learners | 6.3% |
| Foster Youth | 0% |
| Homeless | 2.0% |
| Migrant Services | 0% |
| Socioeconomically Disadvantaged | 38.8% |
| Students with Disabilities | 14.9% |

**Student Enrollment by Grade Level**
**2024-25**

| Grade Level | # of Students |
|---|---|
| Transitional Kindergarten | 4 |
| Kindergarten | 72 |
| Grade 1 | 83 |
| Grade 2 | 81 |
| Grade 3 | 83 |
| Grade 4 | 90 |
| Grade 5 | 77 |
| Total Enrollment | 490 |

# Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

# Parent Involvement

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

Opportunities to Volunteer
- Classroom Helper
- Chaperone Field Trips
- Library Helper
- Copy Cats (parent volunteer group)
- Help with Recess Activities
- Crossing Guards
- School Garden Committee
- Science Lab

Organizations
- District LCAP Committee
- English Learner Advisory Council
- School Site Council
- Parent Teacher Organization
- Safety Committee
- Superintendent's Parent Advisory Council

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

# Student Achievement

## Physical Fitness

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

**Physical Fitness Test**

**% of Students Participating in each of the Five Fitness Components**

**2024-25**

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength & Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| 5 | 98% | 93% | 93% | 93% | 93% |

*Note: The administration of the PFT requires only participation results for these five fitness areas.*

*To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

**CAASPP Test Results in ELA and Mathematics for All Students**

**2024-25**

| | Percent of Students Meeting or Exceeding State Standards | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| | 23-24 | 24-25 | 23-24 | 24-25 | 23-24 | 24-25 |
| English-Language Arts/Literacy (Grades 3-8 and 11) | 66.79 | 67.0 | 47.0 | 49.0 | 47.0 | 48.0 |
| Mathematics (Grades 3-8 and 11) | 66.80 | 62.0 | 37.0 | 37.0 | 35.0 | 37.0 |

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

*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 by Student Group<br>2024-25 | | | | | |
|---|---|---|---|---|---|
| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | % Met or Exceeded |
| All Students | 247 | 247 | 100 | 0 | 66.80 |
| Female | 119 | 199 | 100 | 0 | 69.75 |
| Male | 128 | 128 | 100 | 0 | 64.06 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 32 | 32 | 100 | 0 | 78.13 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 94 | 94 | 100 | 0 | 53.19 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 16 | 16 | 100 | 0 | 93.75 |
| White | 99 | 99 | 100 | 0 | 71.72 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Migrant Services | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 89 | 89 | 100 | 0 | 57.30 |
| Students with Disabilities | 28 | 28 | 100 | 0 | 17.86 |

| CAASPP Test Results in Mathematics by Student Group<br>2024-25 | | | | | |
|---|---|---|---|---|---|
| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | % Met or Exceeded |
| All Students | 247 | 247 | 100 | 0 | 61.54 |
| Female | 119 | 199 | 100 | 0 | 55.46 |
| Male | 128 | 128 | 100 | 0 | 67.19 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 32 | 32 | 100 | 0 | 87.50 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 94 | 94 | 100 | 0 | 47.87 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 16 | 16 | 100 | 0 | 62.50 |
| White | 99 | 99 | 100 | 0 | 67.68 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Migrant Services | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 89 | 89 | 100 | 0 | 50.56 |
| Students with Disabilities | 28 | 28 | 100 | 0 | 17.86 |

*Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment 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.*

*To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

*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.*

| CAASPP Test Results in Science for All Students<br>2024-25 | | | | | | |
|---|---|---|---|---|---|---|
| | Percent of Students Meeting or Exceeding State Standards | | | | | |
| | School | | District | | State | |
| | 23-24 | 24-25 | 23-24 | 24-25 | 23-24 | 24-25 |
| Science (Grades 5, 8 and 10) | 59.14 | 58.44 | 33.34 | 31.52 | 30.73 | 32.33 |

*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.*

*To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

*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.*

| CAASPP Test Results in Science by Student Group 2024-25 | | | | | |
|---|---|---|---|---|---|
| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | % Met or Exceeded |
| All Students | 77 | 77 | 100 | 0 | 58.44 |
| Female | 40 | 40 | 100 | 0 | 60.00 |
| Male | 37 | 37 | 100 | 0 | 56.76 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 33 | 33 | 100 | 0 | 42.42 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 27 | 27 | 100 | 0 | 66.67 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Migrant Services | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 31 | 31 | 100 | 0 | 45.16 |
| Students with Disabilities | -- | -- | -- | -- | -- |
| *Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.* | | | | | |

# School Facilities & Maintenance

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

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

• Installation of solar panels (2024-25)

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

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

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

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

| Campus Description | |
|---|---|
| Year Built | 1940 |
| Acreage | 7.9 |
| Square Footage | 40,385 |
| | **Quantity** |
| Permanent Classrooms | 16 |
| Portable Classrooms | 10 |
| Restrooms (Sets) | 3 |
| Cafeteria/Multipurpose Room | 1 |
| Library | 1 |
| Staff Lounge | 1 |
| Psychologist Office | 1 |
| Science Lab | 1 |
| Autism Spectrum Disorder Rooms | 4 |
| Counselor's Office | 1 |
| Intervention Rooms | 2 |
| Occupational Therapist/Sensory Room | 1 |
| Speech Room | 1 |
| Teacher Workroom | 1 |

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Mound Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in January 2026.

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

## Campus Supervision

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

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

## Facilities Inspections

The district's maintenance department inspects Mound Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Mound Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on December 15, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

**School Facility Good Repair Status**

| Item Inspected | Repair Status | | | |
|---|---|---|---|---|
| Inspection Date: December 15, 2025 | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
| Systems | X | | | |
| Interior Surfaces | | X | | Cafeteria - VCT flooring is pitted and has divots throughout; Classroom 22 - Sink cabinet laminate is peeling; Classroom 9 - Water damaged ceiling tiles at the south wall; Classroom 19 - Water damaged ceiling tiles above the teacher's desk; Classroom K1 - Water damaged ceiling tiles, damaged wall surface at sink faucet; Classroom K2 - Damaged floor tiles in both restrooms, secure or clear overhead storage both restrooms and classrooms; Classroom K3 - Secure or remove overhead storage, secure tech storage |
| Cleanliness | X | | | |
| Electrical | X | | | Classroom 15 - The electrical outlet in the wire mold by the teachers desk is falling out of the wore mold when unplugged; Classroom K2 - Remove items away minimum 3 ft from electrical panel; Classroom K3 - Need improvement to cord layout, trip hazard |
| Restrooms/Fountains | X | | | |
| Safety | X | | | Cafeteria - Excessive peeling paint next to the HVAC return register; Building A Boys' RR East, Building A Girls' RR West, Building A Boys' RR West, Building B Girls' RR - Excessive peeling paint on the ceiling; Classroom K1 - Excessive peeling paint on the north wall next to the windows |
| Structural | | | X | Building B Exterior - Rusted roof gutters at all rooms north and south elevation, excessive peeling paint at room south 14 windows, excessive peeling by the west exterior wall by the restrooms; Building 17-18 Exterior - Rotted roof plywood at the north and south eaves on room 18; Classroom K3 Exterior - North gutter is growing weeds; Building D Exterior - Excessive peeling paint at Room 24 north eaves, excessive rust and structural damage at Rooms 23, 25 & 26 north and south roof beams, south rain gutters are clogged with leaves and weeds growing |
| External | X | | | Building C Exterior - North back door is rotted and deteriorated; Classroom K3 Exterior - Door signs are faded and missing information; Playfields - Needs fencing or signage due to potential harm to students |

**Overall Summary of School Facility Good Repair Status**

| | Exemplary | Good | Fair | Poor |
|---|---|---|---|---|
| Overall Summary | | | X | |

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

# Classroom Environment

## Discipline & Climate for Learning

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

**Suspensions and Expulsions by Student Group**
**2024-25**

| Student Groups | Suspensions Rate | Expulsion Rate |
|---|---|---|
| All Students | 0.40 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.76 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.56 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.47 | 0.00 |
| English Learners | 2.94 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 8.33 | 0.00 |
| Migrant Services | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.00 | 0.00 |
| Students with Disabilities | 2.13 | 0.00 |

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

**Suspensions & Expulsions**

| | 22-23 | 23-24 | 24-25 |
|---|---|---|---|
| | School | | |
| % Students Suspended | 0.19 | 0.37 | 0.40 |
| % Students Expelled | 0.00 | 0.00 | 0.00 |
| | District | | |
| % Students Suspended | 3.22 | 2.81 | 2.10 |
| % Students Expelled | 0.01 | 0.00 | 0.01 |
| | State | | |
| % Students Suspended | 3.60 | 3.28 | 2.94 |
| % Students Expelled | 0.08 | 0.07 | 0.06 |

## 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 | Avg. Class Size | Number of Classes | | |
|---|---|---|---|---|
| | | 1-20 | 21-32 | 33+ |
| | 2022-23 | | | |
| K | 26 | 1 | 2 | 1 |
| 1 | 25 | | 3 | |
| 2 | 32 | | 2 | 1 |
| 3 | 28 | | 3 | |
| 4 | 31 | | 3 | |
| 5 | 21 | 1 | 3 | |
| | 2023-24 | | | |
| K | 20 | | 3 | |
| 1 | 25 | | 3 | |
| 2 | 31 | | 3 | |
| 3 | 26 | | 3 | |
| 4 | 27 | | 3 | |
| 5 | 24 | | 3 | |
| | 2024-25 | | | |
| K | 14 | 4 | 1 | |
| 1 | 21 | 1 | 3 | |
| 2 | 26 | | 3 | |
| 3 | 26 | | 3 | |
| 4 | 29 | | 1 | |
| 5 | 21 | 2 | 1 | |
| Other | 12 | 2 | | |

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

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

| Chronic Absenteeism by Student Group 2024-25 | | | | |
|---|---|---|---|---|
| Student Groups | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students | 503 | 498 | 47 | 9.4 |
| Female | 239 | 237 | 19 | 8.0 |
| Male | 264 | 261 | 28 | 10.7 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 60 | 60 | 3 | 5.0 |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 180 | 180 | 21 | 11.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 35 | 35 | 2 | 5.7 |
| White | 212 | 207 | 21 | 10.1 |
| English Learners | 34 | 34 | 3 | 8.8 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 12 | 11 | 2 | 18.2 |
| Migrant Services | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 201 | 199 | 31 | 15.6 |
| Students with Disabilities | 94 | 92 | 18 | 19.6 |
| *Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.* | | | | |

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Mound Elementary School for the 2024-25 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."

## 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 2023-24, 2024-25, and 2025-26 school years, the teachers at Mound Elementary School had the opportunity to participate in districtwide staff development training focused on:

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)

2024-25 Trainings:
- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- District Assessments
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Family Engagement
- Multilingual Learner Liaisons Collaboration
- Strategies and Techniques to Support All Students in Reading
- K-5 English Language Development

2025-26 Trainings:
- Step Up to Writing / Handwriting Without Tears (New Curriculum)
- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- RAZ Kids (Online Materials for Upper Elementary Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Elementary Collaborations (Structured Literacy, Math Framework, ML Progress Monitoring and Strategies)
- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/ Progress Monitoring English Learners with Disabilities
- Structured Literacy
- Ed Tech Trainings (Canvas, etc.)
- Designed ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation
- SPARKS
- COGAT Identification Protocols for GATE Identification

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 2024-25 school year, Mound Elementary School's staff development activities concentrated on:

- California Reading & Literature Project (CRLP)
- Math Training (Number Sense)
- Autism Acceptance (Best Practices)

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

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

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

## 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 both TK and 9-12 are aligned to state standards and approved by the district's board of education.

On September 23, 2025, 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 #25-22 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 2025-26 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

# Professional Staff

## Teacher Preparation and Credentials

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

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

| Textbooks | | | |
|---|---|---|---|
| Adoption Year | Publisher & Series | From Most Recent State Adoption (Y/N) | Pupils Lacking Textbooks |
| **English Language Arts** | | | |
| 2016 | Benchmark Education Company: *Benchmark Advanced* | Yes | 0% |
| **History-Social Science** | | | |
| 2022 | Savvas: *myWorld Interactive* | Yes | 0% |
| **Mathematics** | | | |
| 2017 | Houghton Mifflin: *Math Expressions* | Yes | 0% |
| **Science** | | | |
| 2021 | McGraw Hill: *California Inspire Science* | Yes | 0% |

| Teacher Preparation and Placement Authorization | | | | | | |
|---|---|---|---|---|---|---|
| | Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | Intern Credential Holders Properly Assigned | Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | Unknown | Total Teaching Positions |
| 2023-24 | | | | | | |
| School # | 22.5 | 0.0 | 1 | 0.0 | 0.0 | 23.5 |
| School % | 95.75 | 0.0 | 4.25 | 0.0 | 0.0 | 100 |
| District # | 476.8 | 4.6 | 32.6 | 51.8 | 34.2 | 600.2 |
| District % | 79.43 | 0.78 | 5.44 | 8.64 | 5.7 | 100 |
| State # | 230039.4 | 6213.8 | 16855 | 12112.8 | 13705.8 | 278927.1 |
| State % | 100 | 2.23 | 6.04 | 4.34 | 4.91 | 100 |
| 2022-23 | | | | | | |
| School # | 19.1 | 0.0 | 1.0 | 1.0 | 1.0 | 22.1 |
| School % | 86.48 | 0.0 | 4.51 | 4.51 | 4.51 | 100 |
| District # | 495.7 | 6.9 | 37.3 | 61.4 | 32.7 | 634.2 |
| District % | 78.16 | 1.09 | 5.9 | 9.68 | 5.17 | 100 |
| State # | 234405.2 | 4853.0 | 12001.5 | 11953.1 | 15831.9 | 279044.8 |
| State % | 84.0 | 1.7 | 4.3 | 4.3 | 5.7 | 100.0 |
| 2021-22 | | | | | | |
| School # | 22.6 | 0.0 | 2.0 | 0.0 | 0.2 | 24.9 |
| School % | 90.81 | 0.0 | 8.02 | 0.0 | 1.12 | 100 |
| District # | 515.8 | 6.2 | 23.3 | 66.0 | 43.2 | 654.7 |
| District % | 78.78 | 0.96 | 3.56 | 10.09 | 6.6 | 100 |
| State # | 234405.2 | 4853.0 | 12001.5 | 11953.1 | 15831.9 | 279044.8 |
| State % | 84.0 | 1.7 | 4.3 | 4.3 | 5.7 | 100.0 |

*Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.*

| Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment | | | |
|---|---|---|---|
| | School Number | | |
| | 21-22 | 22-23 | 23-24 |
| Permits and Waivers | 1.0 | 1.0 | 0.0 |
| Misassignments | 1.0 | 0.0 | 1.0 |
| Vacant Positions | 0.0 | 0.0 | 0.0 |
| Total Teachers Without Credentials and Misassignments | 2.0 | 1.0 | 1.0 |

| Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator | | | |
|---|---|---|---|
| | School Number | | |
| | 21-22 | 22-23 | 23-24 |
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 | 1.0 | 0.0 |
| Local Assignment Options | 0.0 | 0.0 | 0.0 |
| Total Out-of-Field Teachers | 0.0 | 1.0 | 0.0 |

| Class Assignments / Indicator | | | |
|---|---|---|---|
| | School Number | | |
| | 21-22 | 22-23 | 23-24 |
| Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned) | 4.3 | 0.0 | 4.7 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 | 0.0 | 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.* | | | |

## Counseling & Support Staff

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

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

| Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25 | | |
|---|---|---|
| | No. of Staff | FTE |
| Academic Counselor | 1 | 0.6 |
| Psychologist | 1 | 0.6 |
| School Nurse | 1 | 0.2 |
| Health Technician | 1 | 0.75 |
| Library Clerk | 1 | 0.5 |
| Reading Intervention Teacher | 1 | 0.5 |
| Math & Literacy Intervention Teacher | 1 | 0.8 |
| *Note: 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.* | | |

# 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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

| Teacher and Administrative Salaries 2023-24 | | |
|---|---|---|
| | District | State Average of Districts in Same Category |
| Beginning Teacher Salary | $57,712 | $62,783 |
| Mid-Range Teacher Salary | $83,105 | $97,783 |
| Highest Teacher Salary | $115,107 | $128,020 |
| Superintendent Salary | $283,083 | $313,465 |
| **Average Principal Salaries:** | | |
| Elementary School | $144,454 | $160,224 |
| Middle School | $158,093 | $166,992 |
| High School | $164,183 | $180,971 |
| **Percentage of Budget:** | | |
| Teacher Salaries | 24.46% | 30.05% |
| Administrative Salaries | 5.39% | 5.00% |
| *For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.* | | |

| Expenditures Per Pupil and School Site Teacher Salaries 2023-24 | | | | | |
|---|---|---|---|---|---|
| | Dollars Spent per Student | | | | |
| | School | District | % Diff. School & Dist. | State | % Diff. School & State |
| Total** | $8,986 | N/A | N/A | N/A | N/A |
| Restricted | $3,290 | N/A | N/A | N/A | N/A |
| Unrestricted | $5,696 | $6,125 | 93.0% | $11,146 | 51.1% |
| Avg Teacher Salary | $104,891 | $92,704 | 113.1% | $103,743 | 101.1% |
| *Note: Cells with N/A values do not require data.* | | | | | |

## Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of $19,098 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Antibias Education Grant
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- LCFF Equity Multiplier
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- 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 Mound Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

## California School Dashboard

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

## Internet

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

## Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in November 2025.