Ventura Unified School District

School Plan for Student Achievement



Elmhurst Elementary School

56 72652 6056089

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Ventura Unified SCHOOL DISTRICT

Fiscal Year 2026-2027

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Elmhurst Elementary School — School Plan for Student Achievement Fiscal Year 2026-2027

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2025-2026 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Bret Klopfenstein	X				
Amy Mukhopadhyay			X		
Alyssa Baarstad		X			
Carrie Gault		X			
Eder Alvarez		X			
Laus Casimiro				X	
Whitney Griley				X	
Robin Murray				X	
Jessica Estrada				X	
Blanca Fernandez				X	
Number of members in each category	1	3	1	5	

English Learner Advisory Committee Membership

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

Name of Members	Administrator	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Bret Klopfenstein	X				
Leticia Alamillo				X	
Araceli Severiano				X	
Lorraine Castro				X	
Bianca Camelisa				X	
Yuri Esparza				X	
Araceli Esparza				X	
Tanya Langley				X	
Yuly Lantigua				X	
Lupe Cruz				X	
Laus Casimiro				X	
Mrabella Negrete				X	
Gris Macias				X	
Liz Garita				X	
Jiris Alvarez				X	
Evelyn Reyes				X	
Diana Santos				X	
Raul Saucedo				X	
Celina Paola				X	
Blanca Fernandez				X	
Number of members in each category	1			19	

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

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

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

Recommendations and Assurances

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

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

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

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

English Learner Advisory Committee

Signature of Authorized Representative: Blanca F. B.

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: 2/24/26.

Attested:

Bret Klopfenstein, Principal — Date: 2/24/26

SSC Chairperson — Date: 2/25/26

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 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, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2024-2025 school year, Ventura Unified School District served 14,379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% homeless, and 0.2% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Vision

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

District Mission

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

District Governing Principles

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

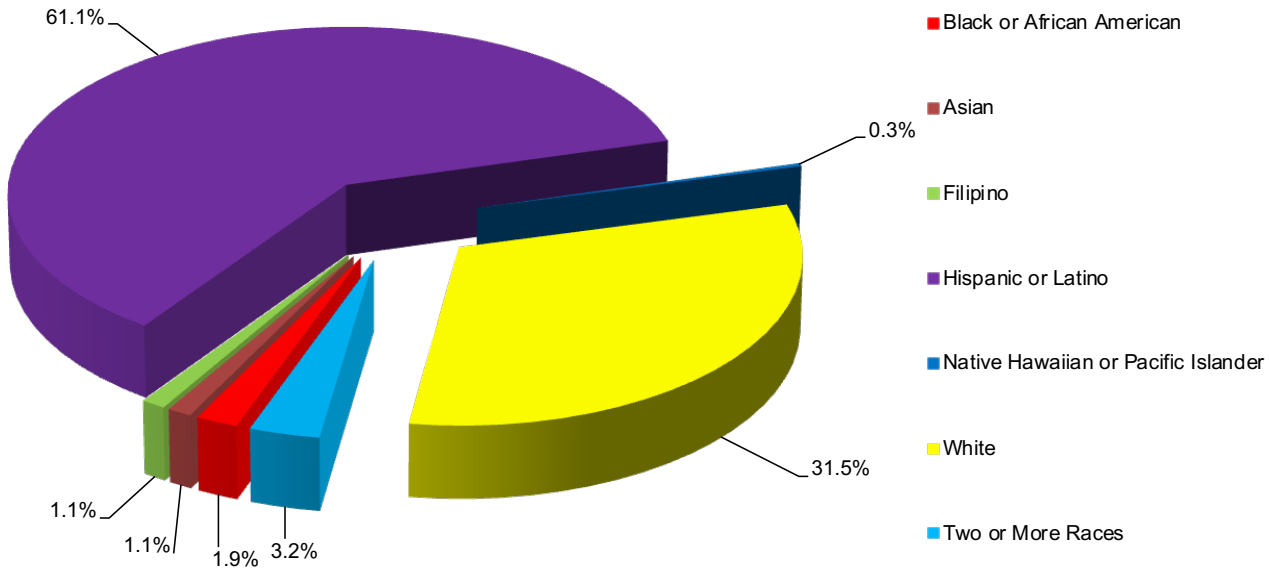
School Information

During the 2024-2025 school year, Elmhurst School served 378 students in grades TK-5 following a traditional school calendar. Student enrollment included 27.8% students with disabilities, 13.2% English learners, 72% socioeconomically disadvantaged, 4.5% homeless, and 0.3% foster youth. Elmhurst is the home school for the Severely Learning Impaired Special Day Classes serving approximately 40 students from kindergarten to fifth grade.

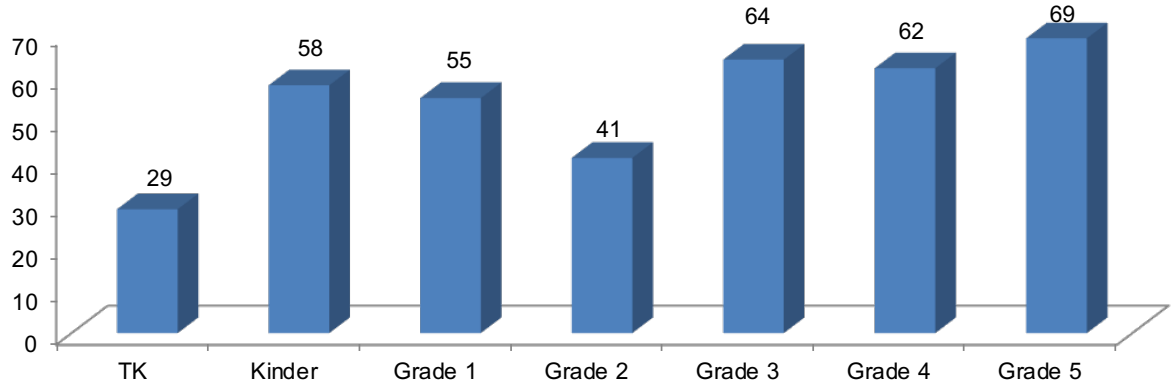
School Vision

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

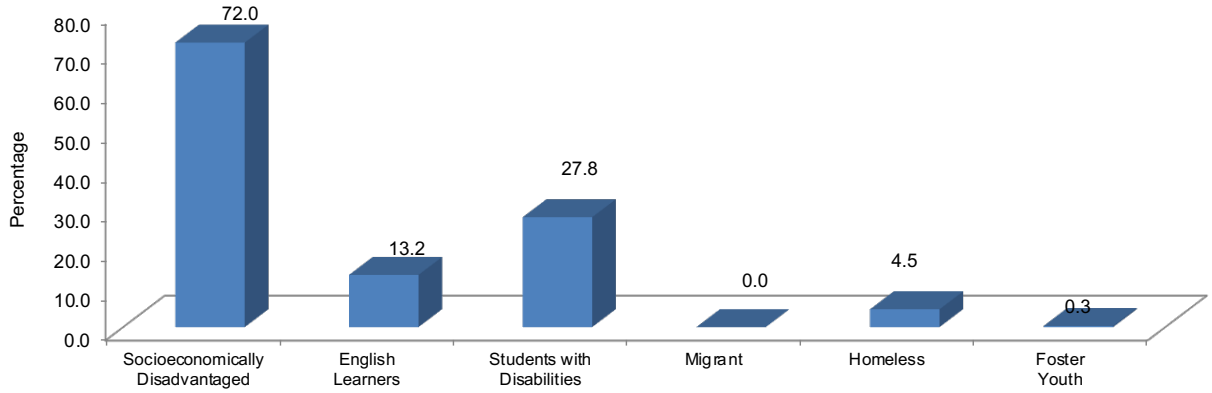
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



Comprehensive Needs Assessment

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

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

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

Transition from Preschool to Kindergarten

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

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

Jumpstart State Preschool Program: Jumpstart is an early education program administered by Ventura Unified School District and is a California State Preschool Program ('CSPP'). We provide care for children in Ventura and the surrounding community throughout Ventura County.

The staff and administration at Jumpstart know that young children thrive in safe, friendly and respectful environments. These elements are foundational and at the core of our Program's philosophy; a philosophy that fosters a child-centered curriculum and is based on the guiding principles of the California Preschool Curriculum Foundations where:

- Relationships are central
- Play is the primary context for learning
- Learning is integrated and inclusive
- Intentional interactions enhance children's learning experiences
- Family and community partnerships create meaningful connections
- Individualization of learning includes all children
- Responsiveness to culture and language supports children's learning

Jumpstart is a part-day multi-age opportunity for children between the ages of 2 and 5 years, and, along with parent participation, promotes empathy, self-regulation, and leadership development. We offer care and curriculum that is age appropriate for children's developmental needs in a rich setting allowing for exploration, creativity, problem-solving, science, math, and language acquisition through play, group activities, and individual choice.

Jumpstart Preschool Program is located at 6 sites within the Ventura Unified School District.

- ATLAS Elementary
- E.P. Foster Elementary
- Montalvo Elementary
- Portola Elementary
- Sheridan Way Elementary
- Will Rogers Elementary

Each site offers an AM (8:15 am to 11:15 am) and a PM (12:15 pm to 3:15 pm) program daily that includes a "no cost" nutritionally balanced meal. Each Jumpstart Preschool classroom is designed for team teaching and provides a state and grant funded required teacher-to-child ratio.

Transitional Kindergarten (TK) Program: Transitional Kindergarten (TK) is a bridge between preschool and Kindergarten that gives young learners a head start and provides them with an opportunity to learn and grow in an environment that is tailored to meet their academic and social-emotional needs. Since enrollment at a school site is not based on a family's residential boundary and the TK program is not offered at all VUSD elementary schools, families must apply via this SOC lottery process:

- A.T.L.A.S. TK-8
- Citrus Glen Elementary School
- Elmhurst Elementary School
- E.P. Foster Elementary School
- Juanamaria Elementary School

- Junipero Serra Elementary School
- Lemon Grove TK-8
- Lincoln Elementary School
- Loma Vista Elementary School
- Montalvo Elementary School
- Mound Elementary School
- Poinsettia Elementary School
- Portola Elementary School
- Sheridan Way Elementary
- Sunset TK-8
- Will Rogers Elementary School

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Elmhurst Elementary School	**56726526056089**	**52/24/26**	

Plan Description

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

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

Elmhurst Elementary School receives funding from various programs or resources. Some resources are "unrestricted" and may be used for a wide variety of educational purposes. Other resources are "restricted" and may only be used for specific purposes (i.e. instructional materials or professional development). Elmhurst's 2025-2026 School Plan for Student Achievement includes goals and actions supported by the Local Control Funding Formula (LCFF) funding and are eligible to receive funds through the Local Control Accountability Plan (LCAP). The school also receives additional General Fund revenue from the sources below and will expend the resources on appropriate programs and services to benefit students who generate the funding as part of a comprehensive educational program that meets the needs of all students attending our schools.

Site-based Funds: discretionary educational expenditures.
Lottery: restricted student Instructional materials and technology expenditures.
Special Education: State and Federal Implementation of the Special Education Program.
Title I, Basic Grants: Supplemental services and materials for students "at risk" of not meeting grade-level standards for ELA and/or Math.

Using input from the stakeholders and a comprehensive need's assessment, Elmhurst has identified goals for school improvement and allocated resources to strategic actions and expenditures aimed at achieving those goals. These goals are in alignment with the Ventura Unified School District's LCAP.

Educational Partner Involvement

How, when, and with whom did your 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:
School Site Leadership Team: *principal, school psychologist, counselor, TK teacher, 2nd grade teacher, 4th grade teacher, Office manager*	9/17/25, 10/15/25, 11/12/25, 12/17/25, 1/21/26, 2/18/26
English Learner Advisory Committee: *Parents, 5th grade teacher, bilingual paraeducator, principal*	9/23/25, 12/6/25, 2/17/26
School Site Council: *5 parents, 3 teachers, 1 classified staff, principal*	9/9/25, 11/4/25, 1/13/26, 2/3/26

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data reflecting school attendance, academic performance, and stakeholder input were analyzed to develop an understanding of the current needs of our school. These data have been reviewed by key stakeholder groups including our site leadership team, School Site Council, PTA, and ELAC. Data sources reviewed include:

California School Dashboard
CAASPP ELA and Math scores
Safe School Needs Assessment
Healthy Kids Survey Results
Suspension, Truancy, and Expulsion Data
Staff Survey Results

Although there are no significant performance gaps among student groups, there are concerning areas of low performance indicated on the California Dashboard:

CAASPP ELA - Orange for all students in Mathematics
English Learner - All English Learner Progress is Orange.

To address these areas of concern, our school has identified the goals outlined below and planned the actions described to achieve these goals. The steps to address these areas include structured monthly teacher collaborations, funding an ELD support paraeducator position, and review of performance data at monthly site leadership team meetings and SSC meetings. This year our school staff set a goal of using AVID strategies to support writing school-wide. Student leadership opportunities and attendance incentives have shown an important impact on contributing to improved attendance and sense of belonging at school.

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/Activities, and Expenditures

Goal 1:

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

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Across all student groups and content areas, Elmhurst has room to grow to raise student academic achievement.

The California School Dashboard Academic Performance indicator for English Language Arts, (reflecting CAASPP scores from the 2024-'25 school year) shows our students overall, are in the Orange, 36.1 points below standard (an increase from the previous year's score of 42.3 points below standard). That represents a 6.2 point increase from the previous academic school year. While students in the Socioeconomically Disadvantaged student group and the White student group are outperforming the general school population and are in the Yellow performance band, our English Learners, Hispanic, and Students with Disabilities student groups are in orange.

The California School Dashboard Academic Performance indicator for Mathematics, (reflecting CAASPP scores from the 2024-'25 school year) shows our students overall, are in the Orange, 49.1 points below standard. That represents a 0.8 point decrease from the previous academic school year. While students in the English Learners, Hispanic, and Socioeconomically Disadvantaged student groups are in the Orange, Students with Disabilities student group are in the Yellow performance band, our White student group improved from Orange to Green.

Our English Learner student group is the Orange with 52.8% making progress. This represents a 11.3% decline from the previous year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Growth Math Achievement	All grades - 47th percentile K - 60th percentile 1st - 44th percentile 2nd - 49th percentile 3rd - 43th percentile 4th - 53th percentile 5th - 43th percentile	Achievement by 26-27 Spring Administration All Grades - 52nd or above K - 65th percentile 1st - 50th percentile 2nd - 55th percentile 3rd - 50th percentile 4th - 58th percentile 5th - 50th percentile
MAP Growth Reading Achievement	All grades - 45th percentile K - 32nd percentile 1st - 32nd percentile 2nd - 45th percentile 3rd - 44th percentile 4th - 51st percentile 5th - 53rd percentile	All grades - 50th percentile or above K - 50th percentile or above 1st - 40th percentile 2nd - 50th percentile 3rd - 50th percentile 4th - 55th percentile 5th - 55th percentile

CAASPP Math "Met / Exceeded Standard" Rate	All Students 49.1 points below standard English Learners 82.2 points below standard White 16.2 points below standard	All Students at standard or above English Learners no more than 20.0 points below standard White students at standard or above
CAASPP ELA "Met/Exceeded Standard" Rate	All Students 36.1 points below standards Students with Disabilities 82.4 points below standard English Learners 73.5 points below standard	All Students at standard or above Students with Disabilities no more than 40.0 points below standard English Learners no more than 40.0 points below standard
5th Grade CAST "Met/Exceeded Standard" Rate	Overall, students are at 46.2 points	All at standard or above
English Learner Reclassification Rate	3/45	8/45
English Learner Progress Indicator	52.8% making progress	70% making progress
Reading Intervention students served and exited	70 served, 17 exited	90 served, 45 exited
Math Intervention students served and exited	81 Served, 23 exited	90 served, 45 exited

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Universal Access Schedule	Universal Access Schedule creates strategic instructional blocks to prioritize core instruction and designate when all students can receive tailored services (i.e. SAI, Speech, Reading or Math Acceleration, Counseling, ELD)	All	N/A	N/A
UA Grade-level collaboration days	Working in PLC teams, teachers will analyze assessment data to inform instructional planning and universal access time structured grouping. PLC's meet during classroom release time by grade level, three times per year, once per trimester.	All	$7,588	LCAP site-based proposal
Reading Intervention/ Acceleration	A reading specialist teacher uses assessment data to identify students in need of reading intervention/acceleration. The teacher works with small groups in 6-8 week cycles in daily sessions and monitors their progress on specific reading goals to reach grade level reading expectations.	SED, SWD, ELL	$128,752	Pre-allocated LCAP
Math Intervention/ Acceleration	A math specialist teacher uses assessment data to identify students in need of math intervention/acceleration. The teacher works with small groups in 6-8 week cycles in daily sessions and monitors their progress on	SED, SWD, ELL	$40,490	LCAP site-based proposal

	specific math goals to reach grade level expectations.			
Supplemental Instructional Materials	Flowcabulary Math Shelf Mystery Science	SED, SWD, ELL	$10,675	Restricted Lottery
Designated and Integrated ELD	Bilingual Paraeducator Classroom support (0.8 FTE)	ELL	$64,621	Title I
Weekly grade-level collaboration	While students are in weekly dance and music instruction, grade-level partner teachers will collaborate to examine performance data and plan interventions to improve academic performance.	All	N/A	N/A (see goal 2 Arts Education)
Family Math Night	Work with local partners to host a family math night with teachers, students, and families to promote positive mindsets towards math, build connections to school, and positive experiences in math.	ELL, SED, SWD	$200	Site-based
School Library	Utilize ESSA position to support up-to-date library selection, organization, Accelerated Reader, and class library visits.	All	NA	N/A (see goal 3 additional ESSA)

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

Universal Access time was used this year to ensure that the school's schedule provides designated time for supports to be offered for all students without interfering with core instructional time. Reading and math acceleration as well as ELD continue to help improve the academic outcomes for the targeted student groups. Having a part time bilingual paraeducator continues to be helpful to provide designated ELD instruction during the school day.

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

The 2025-26 SPSA introduced Universal Access schedule, math intervention, and additional bilingual para support. The plan did not detail additional support for early elementary literacy attainment through an LCAP-proposal funded paraeducator position. That proposal was made during the summer in response to CAASPP preliminary results indicating that students with disabilities and English learners were performing lower than their grade-level peers in the 3rd grade ELA assessment. The funding for this change was allocated from district LCAP grant awards. All other budget expenditures and actions targeting improved academic performance and closing achievement gaps were implemented as described in last year's plan.

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

Our leadership team will work to revise our Universal Access schedule for next school year to build grade-level and team-alike collaborations into the weekly schedule for short-cycle inquiry and intervention to promote students' academic progress. We will also use our Art, Dance, and Music instruction funded by Prop 28 to create time for weekly teacher collaboration to review student performance data and plan interventions and acceleration utilizing the UA schedule.

Goal 2:

Student Connections to School - Support Positive Student Learning Environments and Student Mental Health

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Elmhurst's academic performance and mental health/wellness data reveal a need to improve students' engagement to school and their sense of their learning environment and campus as positive and safe. This is a broad goal intended to provide safe and welcoming schools. Enhancing culture and climate with socioemotional support for all students, with an emphasis on those with more intensive needs, will improve overall well-being, reduce chronic absenteeism, decrease suspension rates and ultimately support improved academic performance.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey Responses		
“my child likes going to school”	Agree/strongly agrees = 96%	Agree/strongly agrees = 98%
“my child wants to do well in school”	Agree/strongly agrees = 100%	Agree/strongly agrees = 100%
“school sets high expectations for student achievement”	Agree/strongly agrees = 68%	Agree/strongly agrees = 85%
“bullying is not a problem”	Agree/strongly agrees = 50%	Agree/strongly agrees = 75%
“students feel safe at school”	Agree/strongly agrees = 87%	Agree/strongly agrees = 100%
Chronic Absenteeism	21.58%	16%
Attendance Rate	94.3%	97.5%
Suspension Rate	0.8%	0.5%
CA Healthy Kids Survey Students (Grade 5)		
School connectedness	70%	85%
Meaningful participation	38%	60%
Feel safe at school	69%	85%
Social and emotional learning supports	59%	75%

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Campus Supervision	Two 15 minutes Teacher supervisor positions will cover morning supervision in the cafeteria during drop-off daily	All	$9,800	Site supervision allotment
Weekly Communication	Student, Staff, and parent messages are posted weekly to promote connection, belonging, and involvement in school and a positive learning environment	All	$250	Site-based
Elmhurst Ambassadors	Monthly Assemblies and awards ceremonies are planned and conducted with the support of this student leadership team.	All	$500	Site-based
Assemblies	Assemblies to promote a positive school culture, belonging, and inspiration are held bi-monthly	All	$2,500	PTA Donations
Saturday Academies Campus Beautification	Saturday Enrichment Academies are designed to engage, connect, extend, and involve students with a range of academic, attendance, and behavioral needs. 5 total Saturday Academies will be added for the 26-27 school year.	SED, SWD, ELL	$500	PTA Donation
Arts Education	18 hours weekly Music Teacher 10 hours weekly Dance Teacher Shared district Art Teacher online lessons provided weekly to all classes Arts and Wellness Lessons weekly	All	$103,800	Prop 28
Counselor	0.6 FTE	All	$58,980	Title I
After School Sports	Cross Country League Entry Fee	All	$500	Donations

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

A sense of belonging, strong attendance, and social emotional support are foundational to student learning. To promote a positive culture at the school in the broader community that supports attendance and learning, our school strategically provided messages to families, students, and staff. Students dealing with family/personal stressors are less able to focus on their lessons and learning. The Elmhurst Ambassadors, the Recess Reboot were two major changes implemented this school year that helped achieve this goal of supporting a positive learning environment and student mental health. Both opportunities involve student leadership. Dance and music instruction have provided opportunities for all students to participate and perform in class and in evening events designed for family engagement. The after school events have contributed to significant growth in students' connection to school.

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

Last year's SPSA included plans to bring back Playworks for continued support for our Recess Reboot Playground trainings. Unfortunately, the LCAP proposal that was planned to fund this service was not approved. We were able to utilize a teacher adjunct duty to provide support for continuing our Junior Coach program that was part of the Recess Reboot program to promote leadership and meaningful student involvement on campus. We have 14 students in grades 3-5 serving as Junior Coaches. Originally, our SPSA for the 25-26 school year provided for certificated music and dance instructors, however, we were unable to fill those positions. Instead, we hired part-time arts experts in dance and music. The difference in pay structure for these positions allowed us to hire two music content area specialists who work closely together on a themed year long "Kindness Records" project. This project engages students in writing and recording songs as they develop musical skills, sing, and perform music related to the Kindness theme for the year. All other budgeted expenditures and strategies were implemented as intended from last year's SPA.

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.

Due to an expiration of one-time personnel funds, morning supervision in the cafeteria will now be provided by teacher supervisors utilizing our district site allotment. There are no changes planned to the outcomes, metrics, strategies, or activities for this goal.

Goal 3:

Family Involvement - Engage Families as Partners in Education

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal was developed based on input from parents/guardians, and is designed to support achieving goals 1, 2, and 4. Maintaining effective communication between families and schools will reinforce a culture of collaboration and accessibility, all towards leveraging parent/guardian partnerships to achieve better student educational outcomes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey Responses "Offers parents a say in the the decision-making process at my school" "Encourages parent involvement"	 "Agree/Strongly Agree = 68% "Agree/Strongly Agree = 80%	 "Agree/Strongly Agree = 80% "Agree/Strongly Agree = 85%
PTA Membership	73	85
ELAC Membership	10	16
Volunteer forms completed	50	60
Weekly volunteers	10	15
CA Health School Survey Parents Promotion of Parental Involvement School actively seeks the input of parents School encourages parents to be an active partner Parents feel welcome to participate at this school	 49% 40% 40% 63%	 75% 60% 60% 85%

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Elmhurst Expo	This nighttime event invites current and prospective families to a showcase of student work in the arts (dance and music).	All	$500	Site-based
PTA Membership Drive	Parent Teacher Association Membership drive to be held at school orientation, first day, and at BTSN	All	N/A	PTA Donation

ELAC	English Learner Advisory Committee is composed of parents and must have a majority of its members from families of students designated as English learners. The committee reviews services, data, and resources regarding support and school programs that serve English Learners and promote their progress.	ELL	$750	SSC Supplemental
SSC	School Site Council is composed of teachers, classified staff, parents, and the principal and reviews site performance data related to the school goals and advises and consents to school plans for improvement and safety.	All	N/A	N/A
Family Picnics	Convene the community on campus to promote connection to school	All	N/A	N/A
BTSN, Open House, and Science Night	Convene the community on campus to promote connection to school and provide child care and campus supervision as needed	All	$500	Site-based
Arts Night	Provide arts supplies and decorations for Arts Night for family activities	All	$500	Prop 28
Bilingual and additional ESSA Support	Bilingual ESSA Support will schedule meetings with families, communicate with families regarding attendance, help families with registration and accessing services	ELL, SED	$43,505	SSC Supplemental
Family Math Night	Work with local partners to host a family math night with teachers, students, and families to promote positive mindsets towards math, build connections to school, and positive experiences in math.	ELL, SED, SWD	See Goal 1	See Goal 1
Update School Website	In August and bimonthly during the year, update the school website with current event information, school handbook, and parent involvement opportunities.	All	N/A	N/A

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our PTA set a fundraising record year for the second straight year. Our family picnics have been well-attended. Our December ELAC meeting was also the best attended since the COVID-19 pandemic with over 40 people in attendance. We utilized this opportunity to gather family input on our Comprehensive School Safety Plan. Our Elmhurst Expo also provided new and prospective families with opportunities to view student learning in the arts and connect with the broader school community. Our PTA's fall festival facilitated one classroom parent liaison in each class to communicate with parents and the classroom teachers.

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

There were no major differences between the intended implementation or the budgeted expenditures to meet this goal.

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

To improve opportunities for meaning family partnerships, we will update the school website regularly with current information and monitor traffic to our website including the type of devices accessing the website. We will also host a family Math Night next year to increase knowledge of the importance of math and create positive experiences for students and families to build confidence for both. This action will also help us meet our goal of engaging families as partners in their children's education.

Goal 4:

Improve Early Elementary Literacy Attainment

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Elementary English achievement data, in addition to intervention needs in later grades deriving from incomplete literacy attainment/development, demonstrate a need to emphasize early literacy instruction in early elementary. Elmhurst Elementary School desires to emphasize best practice literacy instruction and strong early literacy intervention to support long-term student academic engagement and achievement through the grade continuum.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade EOY/3rd Trimester MAP Results English	38% meeting or exceeding standard	50% meeting or exceeding standard
3rd Grade CAASPP English "Met/Exceeded Standard"	41% "Met/Exceeded Standard" Rate Overall	50% "Met/Exceeded Standard" Rate Overall
RFEP Rate	6/48	8/48
Reading Intervention Exit Rate	71 served, 32 exited	90 served, 45 exited

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Universal Access Schedule	Universal Access Schedule creates strategic instructional blocks to prioritize core instruction and designate when all students can receive tailored services (i.e. SAI, Speech, Reading or Math Acceleration, Counseling, ELD, Amira Tutor)	All	N/A	N/A
UA Grade-level collaboration days	Working in PLC teams, teachers will analyze assessment data to inform instructional planning and universal access time structured grouping. PLC's meet during classroom release time by grade level, three times per year, once per trimester.	SED, SWD, ELL	See goal 1	See goal 1
Reading Intervention/ Acceleration	Hire a part-time Early Elementary Literacy paraeducator to support in-class support and small group instruction to promote early elementary literacy attainment.	SED, SWD, ELL	$24,360	LCAP Proposal
Reading Intervention/ Acceleration	Reading intervention teacher, Early Elementary literacy paraeducator, and RSP teachers will each use Sonday Reading intervention system to deliver research-based reading instruction.	ELL, SWD, SED	$1,496	Restricted Lottery

Reading Intervention/ Acceleration	A reading specialist teacher uses assessment data to identify students in need of reading intervention/acceleration. The teacher works with small groups in 6-8 week cycles in daily sessions and monitors their progress on specific reading goals to reach grade level reading expectations.	SED	See goal 1	See goal 1
Designated and Integrated ELD	Bilingual Paraeducator Classroom support (0.8 FTE)	ELL	See goal 1	See goal 1
School Library	Utilize ESSA position to support up-to-date library selection, organization, Accelerated Reader, and class library visits.	All	N/A	N/A (see goal 3 additional ESSA)

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026
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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This year's plan included teacher collaboration and Universal Access time to schedule

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

The 2025-26 SPSA introduced Universal Access schedule, math intervention, and additional bilingual para support. The plan did not include any reference to using Amira or Amira tutor to support early elementary literacy. This year, VUSD adopted Amira as a universal learning screener that offers detailed reports on early literacy development. Amira Tutor uses individualized assessment results to tailor learning activities for each student based on their needs. Teachers in grades K-2 are using Amira tutor at the recommended 10 minutes daily and monitoring student progress bimonthly during grade level collaboration time.

The plan did not detail additional support for early elementary literacy attainment through an LCAP-proposal funded paraeducator position. That proposal was made during the summer in response to CAASPP preliminary results indicating that students with disabilities and English learners were performing lower than their grade-level peers in the 3rd grade ELA assessment. The funding for this change was allocated from district LCAP grant awards. All other budget expenditures and actions targeting improved early elementary literacy were implemented as described in last year's plan.

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

Moving forward, Amira screener results and Amira tutor will be used regularly in our teacher collaborations to monitor and improve early elementary literacy attainment in grades K-2.

Budget

Budget Summary Table

Description	Amount ($)
Total Funds Provided to the School Through the ConApp	$124,640.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$377,166.00

Overall total of funds included for this school: **$501,806.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation ($)
Title I 2025-2026 Carryover	$0.00
Title I 2026-2027 Allocation	$124,640.00

Subtotal of additional federal funds included for this school: **$124,640.00**

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 2026-2027 Allocation	$14,840.00
Supplemental Funds 2026-2027 Allocation	$45,045.00
Restricted Lottery 2026-2027 Allocation	$22,260.00
Prop 28 Funds 2026-2027 Allocation	$69,716.00

Subtotal of state or local funds included for this school: **$151,861.00**
Total of federal, state, and/or local funds for this school: **$276,501.00**

2026-2027 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 & Mathematics – 2024-2025

	English Language Arts/Literacy 2024-25						
	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	58	58	58	5.17%	24.14%	31.03%	39.66%
Male	26	26	26	7.69%	19.23%	26.92%	46.15%
Female	32	32	32	3.13%	28.13%	34.38%	34.38%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	31	31	31	3.23%	22.58%	19.35%	54.84%
Hawaiian or Pacific Islander							
White (not Hispanic)	18	18	18	11.11%	22.22%	44.44%	22.22%
Two or More Races	N/A5	5	5	*	*	*	*
Socioeconomically Disadvantaged	41	41	41	2.44%	17.07%	34.15%	46.34%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	13	13	13	7.69%	15.38%	15.38%	61.54%
Migrant Education							
Homeless	*	*	*	*	*	*	*

	Mathematics 2024-25						
	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	57	57	57	10.53%	24.56%	33.33%	31.58%
Male	26	26	26	7.69%	30.77%	34.62%	26.92%
Female	31	31	31	12.90%	19.35%	32.26%	35.48%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	31	31	31	9.68%	25.81%	22.58%	41.94%
Hawaiian or Pacific Islander							
White (not Hispanic)	18	18	18	16.67%	27.78%	38.89%	16.67%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	43	42	42	7.14%	45.24%	26.19%	21.43%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	13	13	13	0.00%	23.08%	53.85%	53.85%
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	57	57	57	3.51%	28.07%	15.79%	52.63%
Male	27	27	27	3.70%	25.93%	18.52%	51.85%
Female	30	30	30	3.33%	30.00%	13.33%	53.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	43	43	43	2.33%	30.23%	13.95%	53.49%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	43	43	43	4.65%	30.23%	16.28%	48.84%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education							
Homeless	4	4	4	*	*	*	*

	Mathematics						
	2024-25						
	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	57	57	57	5.26%	15.79%	38.60%	40.35%
Male	27	27	27	3.70%	14.81%	40.74%	40.74%
Female	30	30	30	6.67%	16.67%	36.67%	40.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	43	43	43	6.98%	13.95%	37.21%	41.86%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	46	45	45	2.22%	17.78%	31.11%	48.89%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	16	16	16	0.00%	12.50%	12.50%	75.00%
Migrant Education							
Homeless	4	4	4	*	*	*	*

CAASPP – Grade 5 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	63	63	63	17.46%	30.16%	23.81%	28.57%
Male	30	30	30	20.00%	33.33%	16.67%	30.00%
Female	33	33	33	15.15%	27.27%	30.30%	27.27%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	44	44	44	15.91%	29.55%	22.73%	31.82%
Hawaiian or Pacific Islander							
White (not Hispanic)	15	15	15	26.67%	33.33%	20.00%	20.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	49	49	49	14.29%	22.45%	26.53%	36.73%
English Learners	8	8	8	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless	4	4	4	*	*	*	*

	Mathematics						
	2024-25						
	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	63	62	62	9.68%	14.52%	35.48%	40.32%
Male	30	30	30	10.00%	20.00%	30.00%	40.00%
Female	33	32	32	9.38%	9.38%	40.63%	40.63%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	44	44	44	0.00%	18.18%	40.91%	40.91%
Hawaiian or Pacific Islander							
White (not Hispanic)	15	15	15	40.00%	6.67%	26.67%	26.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	32	32	32	0.00%	12.50%	34.38%	53.13%
English Learners	8	8	8	*	*	*	*
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education							
Homeless	4	*	*	*	*	*	*

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

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

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

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

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

VUSD Board Policy 6020, USC Title 20

Elmhurst Elementary School Parent Involvement Policy

Elmhurst
School Parent Involvement Policy
2026-2027

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

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

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

Opportunities to Volunteer:
Classroom Helper
Playground Supervision
School Events
PTA Fundraising
Library Helper

Committees:
English Learner Advisory Council (ELAC)
District English Advisory Council (DELAC)
Parent Teacher Association (PTA)
Superintendent's Parent Advisory Council (PAC
Special Education District Advisory Council (SEDAC)

School Events and Activities:
Back to School Night
Spring Dance
Fun Fall Festival
Classroom field trips
Family Picnics
Awards Assemblies
School Beautification
Read Across America
Art Open House
Science Night
Cross Country Team
Picture Day
Eagles Dine Outs
Music Performances
School Site Council
Dance Performances
Curbside Chat with Ventura PD
Fun Run
Spelling Bee
Field Day
Drama Club
Elmhurst Expo

Parent Involvement Calendar



School – Parent Compact

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

Ventura Unified SCHOOL DISTRICT

School Goals:

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

Teacher/School Responsibilities:

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

Family Responsibilities:

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

Student Responsibilities:

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

My goals:

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

Parent Signature_____Date_____

Student Signature _____Date_____

Printed Student Name _____Room _____

Professional Development Plan

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

During the 2026-2027 school year, teachers at Elmhurst Elementary School may focus on the following trainings depending on new administrator areas of focus:

- AVID (TK-5)
- IXL (1-5)
- AMIRA (K-2)
- UNIQUE (ESN TK-5)

School Accountability Report Card

2024-25 School Accountability

Report Card

Published January 2026

Elmhurst Elementary School

5080 Elmhurst Street, Ventura, CA 93003
(805) 289-1860

Bret Klopfenstein, Principal
Grades TK-5

Principal's Message

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

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

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

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

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

We encourage you to:

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

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.

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
www.venturausd.org

Ventura Unified SCHOOL DISTRICT

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.

Elmhurst Elementary School

Elmhurst Elementary School serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2024-25 school year, 378 students were enrolled, including 27.8% in special education, 13.2% qualifying for English Language Learner support, 4.5% homeless, 0.3% foster youth, and 72.0% socieconomically disadvantaged.

Student Enrollment by Student Group
2024-25

Student Group	% of Total Enrollment
Female	51.3%
Male	48.7%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	1.1%
Black or African-American	1.6%
Filipino	1.1%
Hispanic or Latino	62.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	2.2%
White	31.0%
English Learners	13.2%
Foster Youth	0.3%
Homeless	4.5%
Migrant Services	0%
Socioeconomically Disadvantaged	72.0%
Students with Disabilities	27.8%

Student Enrollment by Grade Level
2024-25

Grade Level	# of Students
Transitional Kindergarten	29
Kindergarten	58
Grade 1	55
Grade 2	41
Grade 3	64
Grade 4	62
Grade 5	69
Total Enrollment	378

Elmhurst Elementary School is the "home" school for the severely learning impaired special education program which provides services to approximately 48 students throughout the Ventura Unified School District and neighboring school districts within the region.

Local Control Accountability Plan (LCAP)

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

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

- Degree to which teachers are 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, the school website, PTA Facebook and Instagram page, teacher websites, the PTA website, and flyers. Contact the school office manager or PTA President at (805) 289-1860 for more information on how to become involved in your child's learning environment.

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

Committees
- School Site Council (SSC)
- English Learner Advisory Council (ELAC)
- District English Learner Advisory Council (DELAC)
- Parent Teacher Association (PTA)
- Special Education District Advisory Committee (SEDAC)
- Superintendent's Parent Advisory Council (PAC)

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

Student Achievement

Physical Fitness

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

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	100%	100%	100%	100%	100%

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.

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 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)	34.0	34.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	31.0	24.0	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

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	198	196	98.99	1.01	33.67
Female	104	103	99.04	0.96	33.98
Male	94	93	98.94	1.06	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	133	131	98.50	1.50	32.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	48	48	100	0	37.50
English Learners	28	28	100	0	7.14
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	148	146	98.65	1.35	28.08
Students with Disabilities	56	54	96.43	3.57	7.41

CAASPP Test Results in Mathematics by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	197	194	98.48	1.52	24.23
Female	103	101	98.06	1.94	22.77
Male	94	93	98.94	1.06	25.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	133	131	98.50	1.50	21.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	48	48	100	0	35.42
English Learners	28	28	100	0	7.14
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	147	144	97.96	2.04	20.83
Students with Disabilities	56	53	94.64	5.36	11.32

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 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)	21.95	22.22	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	71	70	98.59	1.41	20.00
Female	36	36	100	0	13.89
Male	35	34	97.14	2.86	26.47
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	50	49	98.00	2.00	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100	0	41.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	56	55	98.21	1.79	10.91
Students with Disabilities	14	13	92.86	7.14	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.					

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Elmhurst Elementary School's original facilities were built in 1960; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following campus repairs were completed or scheduled for completion:

- New playgrounds
- Solar panel installation

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

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

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

- Office Areas
- Restrooms
- Classrooms
- Routine Maintenance

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

Campus Description	
Year Built	1960
Acreage	8
Square Footage	40,010
	Quantity
Permanent Classrooms	22
Portable Classrooms	8
Restrooms (Sets)	3
Cafeteria/Multipurpose Room	1
Library	1
Computer Lab	1
Staff Lounge	1
Resource Room	1
Speech Room	1
MakerSpace/Science Lab	1
Teacher Workroom	1

Campus Supervision

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

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

School Site Safety Plan

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

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

Facilities Inspections

The district's maintenance department inspects Elmhurst Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Elmhurst Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 25, 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: August 25, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			Classroom 18 - Cove base is missing at the door; Classroom 29 - Window sill trim is missing at the east window, cove base missing in multiple locations
Cleanliness	X			Classroom 28 - Wall surface is deteriorated at the north wall by the restroom, ants present on the wire mold on the west wall
Electrical	X			Classroom 7 - Low voltage wires falling out of the wire mold on the west wall; Classroom 27 - Two electrical outlet cover plates missing on the south wall; Classroom 29 - Sink GFCI outlet did not reset after testing, the electrical panel is blocked by a file cabinet
Restrooms/Fountains		X		Cafeteria Girls' RR - The right sink faucet does not function; Cafeteria Boys' RR - The left toilet seat is broken; Building A Boys' RR - The left urinal is out of order; Building B Boys' RR - Left sink is out of order; Classroom 24 - The drinking fountain does not function
Safety	X			
Structural	X			Building 23-24 Exterior - Excessive rust on the west eaves of the building; Building 27-29 Exterior - Excessive rust at the west eaves on room 27 & 29 roof beams
External	X			Building 23-24 Exterior - The braille on the exterior doors sign is deteriorated; Building 25-26 Exterior - The surface of the stairs and landing is deteriorated and the contrasting stripe is missing from the stair noses; Building 27-29 Exterior - Entrance ramp surface at classrooms 27 & 29 is deteriorated/peeling, has holes in it, and is loose at the asphalt, trip hazard; door sign are deteriorated and the braille is missing

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

Elmhurst Elementary School's discipline policies are based upon a schoolwide discipline plan and Guidelines for Success, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. At grade level assemblies, the principal emphasizes the importance of following expectations for student behavior. Elmhurst Elementary School employs CHAMPS, a positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity. Elmhurst also utilizes "Kelso's Choice" to assist with decision-making, as well as daily announcements, classroom lessons, and school rules. Elmhurst Elementary School utilizes "Second Step" social emotional curriculum to aid students in gaining confidence, making better decisions, setting goals, and collaborating with others.

Suspensions and Expulsions by Student Group 2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	1.49	0.00
Female	1.46	0.00
Male	1.52	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	1.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.64	0.00
English Learners	1.92	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	1.37	0.00
Students with Disabilities	2.44	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	0.78	1.31	1.49
% 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		
	2022-23			
		1-20	21-32	33+
K	26	1	1	1
1	24		2	
2	32	1		1
3	24		2	
4	20	1	1	
Other	16	3	3	
	2023-24			
K	19	1	2	
1	22		1	
2	33		1	1
3	28		2	
4	19	1	2	
5	21	1	1	
Other	14	3	1	
	2024-25			
K	18	1	2	
1	26		2	
2	23		1	
3	24		2	
4	28		2	
5	30		2	
Other	11	5		

**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	402	394	87	22.1
Female	205	202	42	20.8
Male	197	192	45	23.4
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	250	243	57	23.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	3	25.0
White	122	122	23	18.9
English Learners	52	51	6	11.8
Foster Youth	--	--	--	--
Homeless	25	24	8	33.3
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	292	287	72	25.1
Students with Disabilities	123	121	32	26.4
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 Elmhurst 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 curriculum and instructional improvement activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2023-24, 2024-25, and 2025-26 school years, the teachers at Elmhurst 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 and grade level meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2024-25 school year, Elmhurst Elementary School's staff development activities concentrated on:

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

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

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

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

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

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

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 #	12	0.0	3	1	1	17
School %	70.59	0.0	17.65	5,88	5.88	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 #	11.0	0.0	4.0	0.0	2.0	17.1
School %	64.85	0.0	23.39	0.0	11.7	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 #	14.5	0.0	2.0	0.0	2.2	18.7
School %	77.33	0.0	10.67	0.0	12.0	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	0.0	0.0	1.0
Misassignments	2.0	4.0	2.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.0	4.0	3.0

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	0.0	1.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	1.0

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)	9.5	20.0	10.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	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

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

The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Elmhurst Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor	0	0.0
Psychologist	1	1.0
Library Technician	1	0.5
School Nurse	1	0.2
Health Technician	1	0.85
Occupational Therapist	1	As Needed
Adaptive PE Specialist	1	As Needed
Speech/Language/Hearing Specialists	2	2.0
School Counselor	1	1.0
Bilingual Paraeducator	1	0.75
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**	$8,643	N/A	N/A	N/A	N/A
Restricted	$5,945	N/A	N/A	N/A	N/A
Unrestricted	$2,698	$6,125	44.0%	$11,146	24.2%
Avg Teacher Salary	$83,698	$92,704	90.3%	$103,743	80.7%
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 Elmhurst Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

Internet

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

Disclosure

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

School Site Council Bylaws

Elmhurst Elementary School
School Site Council (SSC) Bylaws

Article I - Preamble

VUSD elects to establish the below School Site Council (SSC) bylaws for all VUSD Elementary school sites to govern SSC functions and provide clarity of process, roles and duties. While these bylaws conform to the State of California Department of Education (CDE) SSC Operation Guide and other CDE guidance on SSCs, other than the bylaws that are *italicized & underlined*, they are not statutorily required by California Education Code, Federal Law or VUSD Board Policy. The district may alter these SSC bylaws at any time for the effective functioning of SSCs, for compliance with CDE and Federal guidance/requirements and to conform to the VUEA & VESPA collective bargaining agreements. SSCs may not change these bylaws or operate under other bylaws. On an annual basis and prior to the start of SPSA development for the upcoming year, VUSD will solicit recommendations from all VUSD SSCs for bylaw revisions.

Article II - Role of Council

The primary role of the SSC is to develop the Single Plan for Student Achievement (SPSA). At Title I school sites, the California Department of Education (CDE) requires SSCs to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development of the SPSA for recommendation to the board of education for final approval. VUSD's practice is that all schools, regardless of Title I status, develop SPSAs and establish SSCs. The SPSA must align with the district's LCAP content and process. The SSC also serves as the site's designated Safety Planning Committee and approves the annual Comprehensive School Safety Plan (CSSP) and votes on VUEADistricy Article 27 and VESPA/District Article 42 Site-Based Decision Making proposals.

Article III - Membership

The composition of the SSC must have an equal number of members between the school staff members and parent/community members with a minimum of 10 members; five school site members, of which classroom teachers must be a majority, and five parent/community members (see below).

Composition of VUSD Elementary SSCs with the required minimum of 10 members:

Role	Amount
School Staff Members: Principal or their designee	**1**
School Staff Members: Classroom teachers	**3**
School Staff Members:Classified Unit Member* **Note*: Per VESPA/District Contract Article 42	**1**
Parents and/or Community members	**5**
Total minimum membership	**10**

SSCs larger than 10 must maintain the required (see above paragraph) ratios. The discretion to establish a SSC larger than the minimum 10 members resides with the school site principal on an annual basis. Changes to the size of the SSC may only be implemented at the meeting when the development of the SPSA for the upcoming year is first discussed (typically in late winter/early spring of the current school year).

The SSC at an elementary school must be composed of the both of the following two groups; school staff and parent and/or community members (EC Section 65000[c][1]):

School Group Members (Elementary Schools):

- *The principal of the school or their designee;*
- *School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers; and*
- *Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][1][A]); and*

Parent and/or Community Group Members (Elementary Schools):

- *Parents of students attending the school, or other members of the school community, selected by parents of students attending the school. The number of parent and/or community members selected must equal the number of the school staff members selected (EC Section 65000[c][1][B]).*

Annual SSC elections shall be held in August-September whenever practicable. A simple majority shall determine the outcome of the election. Only eligible members of each membership group shall vote for the group's SSC member(s) (e.g., teachers elect teacher members, etc.).

A term for elected SSC parent/community members and staff members is two years. There are no limits to the number of terms an eligible member can be elected to. Members' terms should, whenever possible, be staggered such that as closest to one-half of membership group's (e.g., Parent/Community member and Staff Member groups) seats are up for election any given year.

Elected SSC parent/community members shall reside within the VUSD attendance boundary. If a member no longer resides within VUSD's boundaries or if they become ineligible (e.g., an elected member teacher enrolls their child at that school) during their term, their membership on SSC shall be automatically terminated. A site principal may terminate the membership of any elected or interim SSC member from any category who does not attend three consecutive SSC meetings. SSC membership or the completion of a SSC member's term is not transferable under any circumstances.

A member may resign anytime by submitting a written resignation to the SSC Chairperson. If membership on the SSC is terminated at any time for any reason prior to the finish of the two-year term, the school site Principal will appoint an interim member who is eligible and from the same required membership category (e.g., Classroom Teachers, Other School Personnel, Parents/Community Members) of the resigning member. That school site Principal-appointed member will serve as an interim SSC member for the duration of the vacating member's term, at which point the interim SSC member must be elected to a two-year term through the required election process.

For any SSC action/matter that requires a vote, each member shall be entitled to one vote.

SSC members must be present at the SSC meeting in which the vote is taking place for the vote to be counted. Absentee ballots or proxies shall not be permitted.

Training of all SSC members by the school site Principal, both new and returning, shall take place annually using the latest district-provided SSC training materials. The training shall be agendized annually at the first meeting where the discussion of the following year's SPSA is discussed. If a member resigns or is removed prior to serving the duration of their term and an interim member is installed, the interim member must be trained by the school site Principal using the latest district-provided SSC training materials.

Article IV - Officers

SSC offices are held by SSC members and shall be established by SSC member election annually. Any officer may be removed from office by a 2/3rds majority vote of all SSC members for failing to fulfill the duties of the office. The SSC offices and duties are as follows:

Chairperson Duties:
Presides over SSC meetings and is responsible for the council's effective completion of SSC meeting agendas including the provision of open and inclusive discussion of agenda items, ensuring members have sufficient data/materials required for each agenda item, and prepares the agenda with the school site Principal.

Vice-Chairperson Duties:
Supports the chairperson in the fulfillment of their duties and serves as Chair at a meeting when Chairperson is absent.

Secretary Duties:
Maintains meeting minutes, distributes meeting minutes from prior meetings to all SSC members present at the beginning of a meeting, records actions and/or votes when applicable, collaborates with the school site Principal on communications about SSC business to staff and parents. Ensures all SSC meeting minutes are publicly available to all and upon specific request (see Greene Act requirements below).

Article V - Meetings

To the extent practicable, SSCs will meet at least five times each school year. Additional meetings may be called by the school site Principal. Prospective meeting dates for the year will be established at the beginning of the school year and publicized in advance to all staff and parents. Any changes to established meeting dates, both cancellations/postponements and additional meetings, shall be communicated broadly and with as much advance notice as possible (see Greene Act requirements below).

SSC meetings shall be held at the school site campus whenever practicable.

Any meeting held by the SSC must follow the Greene Act requirements:

- *Posting the notice of meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice must specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).*
    - ***Note**: Required notification of a VUSD SSC meeting shall occur both in a formal paper posting in the most visible location possible on campus for parent/community and electronic notification via school communication system (e.g., ParentSquare).*
- *Shall be open to the public and allow for any member of the public to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c][1]).*
    - ***Note**: the time on the SSC meeting agenda and the allowable duration of public comments at SSC meetings shall be determined by SSC consensus or SSC vote if necessary.*
- *Allowing for questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on students or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If the SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c][2]).*

- *Provide upon request any meeting materials to any member of the public pursuant to the California Public Records Act (EC Section 35147[d]).*

SSC meetings shall be conducted in accordance with rules of order established by CA Ed. Code 35147(c).

SSCs may employ Robert's Rules of Order by consensus or vote (see #10 below in Article VI).

Article VI - Formal SSC Votes

The presence of a numerical majority of SSC members (i.e., 6 members in a minimum 10 person SSC, etc.) is required in order to constitute a quorum necessary for any official SSC vote.

Elementary SSC aye/nay votes shall be voice votes made publicly by each SSC member except for required votes on proposals related to VUEA/District Article 27 and VUEA/District Article 42, which are by private/anonymous paper ballot and counted by the SSC chairperson.

School site Principals may seek SSC input on a range of school issues and administrative decisions. Formal votes by SSCs must/may occur only on the following items:

1. Required Vote: Approval* of the school's SPSA as recommended to the Board of Education
    a. *Note: SPSA must also be approved by site ELAC prior to being recommended to the board
2. Required Vote: Approval of the CSSP as recommended to the Board of Education
3. Required Vote: District-approved VUEA/District Article 27 and VESPA/District Article 42 collective bargaining agreement Site-Based Decision Making proposals
4. Required Vote: Election of SSC officers
5. Required Vote: Removal of SSC officers
6. Required Vote: Approval of the Parent-School Compact
7. Allowable Vote: Approval of agenda items for SSC meetings
8. Allowable Vote: Approval of the timing of when/at what SSC meetings a vote will occur so long as district-established timelines are observed
9. Allowable Vote: The length and manner of permissible public comments at SSC meetings (see Greene Act requirements above)
10. Allowable Vote: Annual recommendation to the district of SSC bylaw revisions
11. Allowable Vote: Establishing Robert's Rules of Order for SSC meetings