Ventura Unified School District

School Plan for Student Achievement



Juanamaria Elementary School

56 72652 6056097

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Ventura Unified SCHOOL DISTRICT

Fiscal Year 2026-2027

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Juanamaria 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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Ventura, CA 93004
(805) 672-0291
sandy.corona@venturausd.org

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 / Other Staff	Parent or Community Member	Student
Alexandra (Sandy) Corona / Karen Senesac (Interim Principal)	X				
Carol Napoli		X			
Keri Schaefer Roth		X			
Mary Beth Sheaffer		X			
Dora Herrera / Jessica Gardner			X		
Jennifer Durkee				X	
Thomas Edelson				X	
Yvonne Mancia				X	
Mindy Roosendahl				X	
Bonnie Whiting				X	
Number of members in each category	1	3	1	5	

English Learner Advisory Committee Membership

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

Name of Members	Administrator	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Sandy Corona	X				
Maria Fernandez				X	
Alejandro Rea Morales				X	
Rosaura Aguilar Ortiz				X	
Reyes Hernandez				X	
Felicitas Hernandez				X	
Lucia Gomez				X	
Ana Mendez				X	
Maria Hernandez				X	
Juan Botello				X	
Number of members in each category	1			9	

(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:

Signature of Authorized Representative

English Learner Parent Representative — Maria G. Hernandez Rangel

School Staff — Carol L. Reynolds

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: 2-11-26

Attested:

Karen E Senesac
Karen Senesac, Interim Principal — 2-11-26 Date

Jennifer Q
SSC Chairperson — 2.11.26 Date

District information

District Profile

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

School Profile

During the 2024-2025 school year, Juanamaria Elementary School served 397 students in grades TK-5. Student enrollment included 26.2% students with disabilities, 11.8% English learners, 56.4% socioeconomically disadvantaged, 0.3% migrant, and 4.5% homeless. Juanamaria Elementary School is located in East Ventura at the base of the coastal foothills surrounded by single family dwellings, community parks and citrus/avocado orchards. Juanamaria Elementary School is named after Juanamaria, the heroine of Scott O'Dell's novel, Island of the Blue Dolphins. It is a fictionalized story based on facts from Accounts of the Lone Woman of San Nicholas Island.

School Vision

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

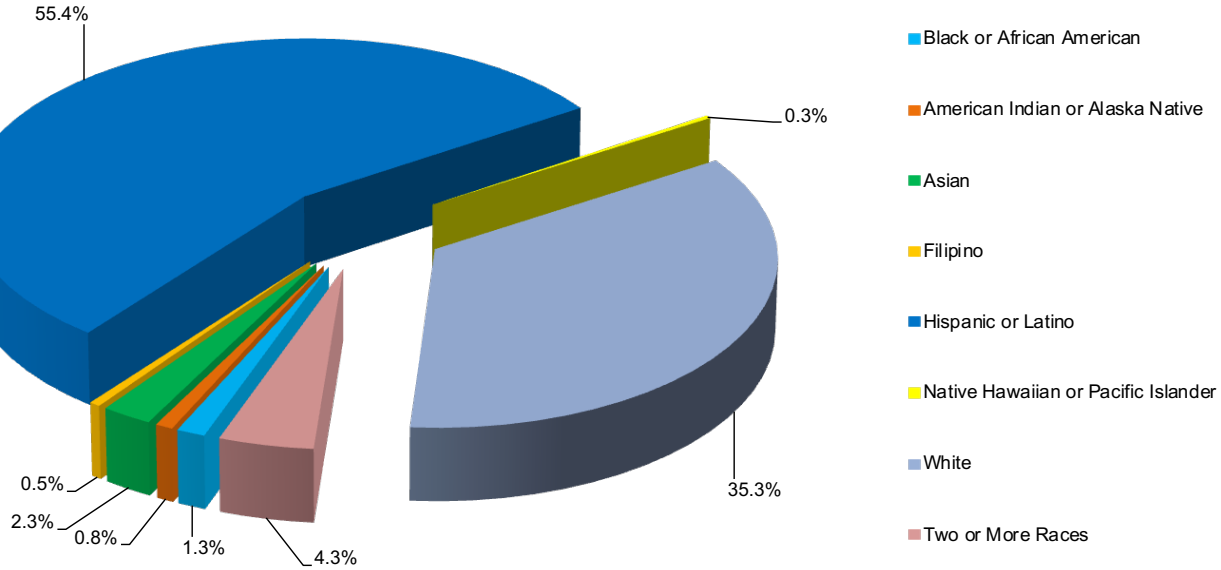
School Mission

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

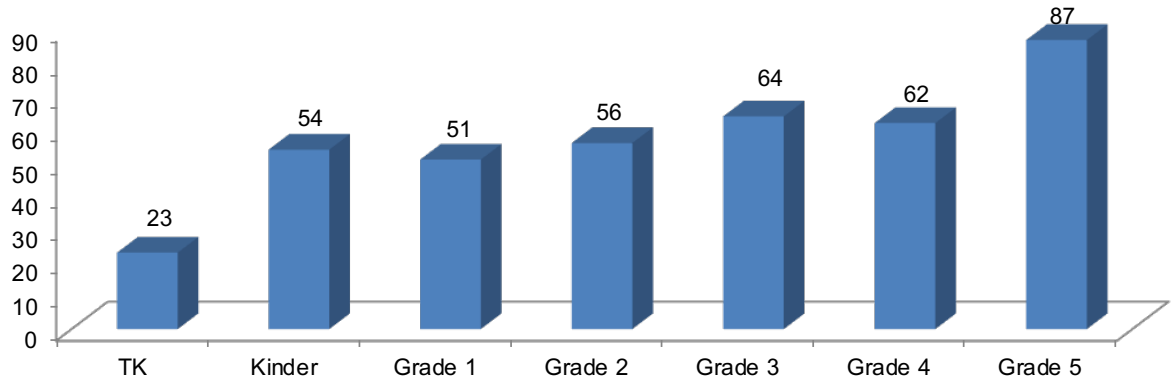
Dolphins Have Heart Pledge

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

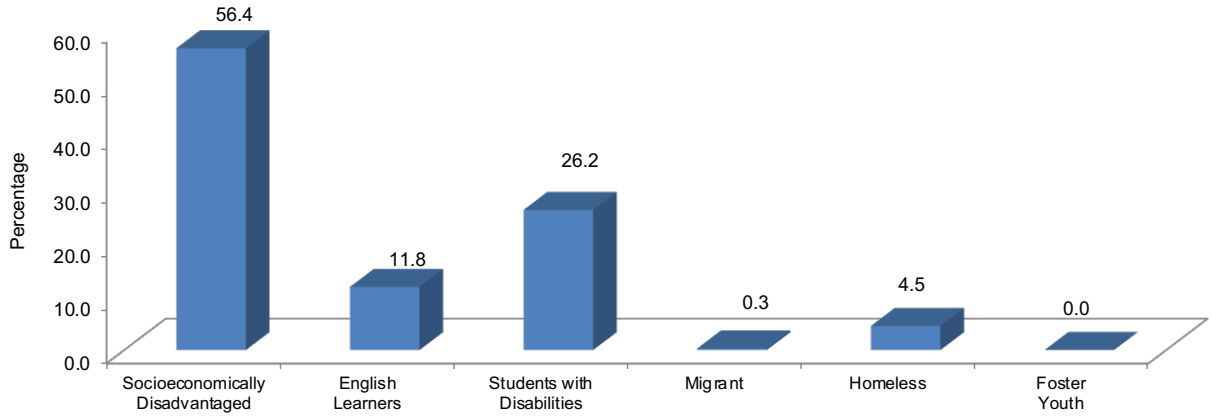
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



Comprehensive Needs Assessment

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

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

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Juanamaria Elementary School	**56726526056097**	**2/11/26**	

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

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

The School Plan for improvement combines a continuation of already implemented strategies while also reviewing our goals and data collection.

Our goals align with the VUSD LCAP goals, and will focus on (1) Student Academic Achievement, (2) Positive Learning Environments, (3) Family and Community Engagement, and (4) Early Literacy.

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:
Certificated and Classified Staff Meeting	12-3-25, 2-4-26
School Site Council Meeting	10-3-25, 11-20-25, 12-11-25, 1-22-26, 2-11-26
PTA Board Meeting	12-11-25
Site Leadership Team Meeting	12-10-25, 1-14-26

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.

In review of the Dashboard and local data, Juanamaria will continue to focus on student improvement in Language Arts and Math.

LANGUAGE ARTS: Breakdown by student groups that will be a targeted focus in Language Arts:

- Red: Students with Disabilities (declined -3.8 points), Hispanic (maintained -2 points)
- Orange: English Learners (increased 6.5 points), White (declined 26 points)
- Yellow: Socioeconomically Disadvantaged (increased 3.1 points)

There is Moderate Growth for All Students from the previous year. Moderate Growth for Students with Disabilities and Average Growth for English Learners and Socioeconomically Disadvantaged.

MATH

Breakdown by student groups that will be a targeted focus in Math:

- Red: English Learners (declined 7.6 points), Students with Disabilities (declined 8.7 points)
- Orange: Hispanic (declined 5.5 points), Socioeconomically Disadvantaged (declined 8.8 points)
- Yellow: White (declined 15.6 points)

There is Accelerated Growth for All Students from the previous year. Moderate Growth for Students with Disabilities and Average Growth for English Learners and Socioeconomically Disadvantaged.

ENGLISH LEARNER PROGRESS

- Red: 29.3% making progress (declined 7.1%)

SUSPENSION

Breakdown by student group that will be a targeted focus in this area:

- Orange: Hispanic (increased 1.3%), Socioeconomically Disadvantaged (increased 1.3%), Students with Disabilities (increased 0.9%)

Schoolwide Program (SWP)

In addressing the above areas of low performance and performance gaps, the steps that will be taken to improve student outcomes in these targeted focus are the following:

- Leadership Team will continue to guide needed initiatives within the school.
- PLC's have been started with the focus on Data Analysis. Grade level teachers meet with the Intervention Teacher and the Principal to analyze data and discuss how the data will inform their instruction, as well as address individual student needs. The plan is to meet 3 times per year after trimester assessments.
- Continue Sonday (whole class instruction). Currently 5 teachers are using the program. Consider expanding to additional grade levels.
- Intervention (Acceleration) Teacher will continue to provide updates at Staff Meetings.
- Continue to provide resources and training to staff for best practices for EL students (multilingual learners); collaborate with the district Multilingual Team.
- Continued implementation of Second Step SEL curriculum, with counselor supporting classroom teachers.
- ABAR implementation and classroom presentations done by the school counselor.
- Continue and strengthen "VUSD Character Traits" in 202-2027.
- Teacher-based interventions including, but not limited to, small group instruction, parent/guardian phone calls, parent meetings.
- Continue to increase school connectedness of students by providing fun and engaging activities as possible (Battle of the Books, Family Movie Night, PTA events, field trips, etc).
- Front office closely monitoring attendance data through A2A platform and making calls home when excessive absences and/or tardies occur.... attendance conferences will also be used in this way.
- Attendance Team (including Principal, Office Manager, ESSA, Health Tech/Nurse, Counselor) conduct continuous review of and/or revision to the site Attendance Plan as needed.
- School Counselor will work with staff and families to connect students to appropriate services when applicable (SAP Referrals, VCBH referrals, etc.)
- Site staff will work with district SAP counselors/social workers and general education behavior team to assist with students and families at the highest level of need.
- Funding an additional day of Counselor: add a 0.20 - 0.40 (current district funding to be determined - anticipate a cut of 0.20) in order to meet the social emotional needs of our students.
- Funding a Kindergarten academic support (56 calendar days/2 hours per day) to support our youngest learners.
- Funding an additional hours/per day of Campus Support Assistant to assist with before school and morning drop-off and supervision.

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:

Student Academic 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.

The goal of Juanamaria Elementary is to improve overall proficiency levels in ELA and Math by 2% in the "all student group", and decrease the performance gap between student groups.

Student Groups of targeted focus include: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic.

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 Testing Percentile Data: Achievement 61st-80th /Greater than 80th	<u>Winter 2025-2026 data Proficiency Levels</u> All Students ELA: 21% / 17% Median: 48th Total number of students= 293 All Students Math: 26% / 16% Median: 52nd Total number of students= 302 <u>Grade Breakdown</u> K ELA: 15% / 3% Median: 43rd Number of students= 33 K Math: 38% / 3% Median: 44th Number of students= 34 1st ELA: 24% / 26% Median: 58th Number of students= 46 1st Math: 32% / 13% Median: 52nd Number of students= 47 2nd ELA: 16% / 25% Median= 48th Number of students= 49 2nd Math: 16% / 20% Median: 52nd Number of students= 51 3rd ELA: 15% / 19% Median= 46th Number of students= 58 3rd Math: 26% / 26% Median: 61st	In the 2026-2027 school year we expect to see 2% growth in proficiency levels in each grade on the MAP ELA and Math.

	Number of students= 58 4th ELA: 31% / 10% Median= 57th Number of students= 52 4th Math:30% / 7% Median: 52nd Number of students= 54 5th ELA: 25% / 15% Median= 52nd Number of students= 55 5th Math: 19% / 23% Median 51st Number of students= 58	
CAASPP Results: Grades 3-5	All Students- ELA Spring 2022: 50.48% Spring 2023: 44.65% Spring 2024: 44.25% Spring 2025: 38.91% All Students- Math Spring 2022: 45.49% Spring 2023: 44.89% Spring 2024: 43.37% Spring 2025: 35.96% *data percentages include “met or exceeded standard” for all student groups in Grades 3rd-5th	Expected outcome for the 2026 CAASPP administration is to improve the “all student group” proficiency level in ELA and Math by 2%.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Fund a Kindergarten hourly intervention teacher (56 calendar days/2 hours per day) to support our youngest learners.	K students (Early Literacy goal as well)	$6,720	Site Based Funds
2	Maintaining funds for substitute teachers for SST scheduling support in order to address concerns of classroom teachers on student deficits. Funds also used for Data Team meetings	All student groups	$5,000	Supplemental Funds
3	Intervention (Acceleration) Teacher: moved groups to a “data cycle” of servicing students during strategic academic time.	Tier 2 & 3 students (based off classroom data); focus on target student groups	$0	District Funded Staff
4	TK/K Teachers will support afternoon intervention groups in lower grades (after students leave).	Tier 2 & 3 students (based off classroom data); focus on target student groups (Early Literacy goal as well)	$0	District Funded Staff; in alignment with contracted hours

5	District MLL Staff Support: for ELPAC Testing and EL progress monitoring	English Language Learners	$0	District Funded Staff
6	Maintain structured volunteer support to aid classroom teachers. (Need to clear VUSD Volunteer Protocol)	All student groups	$0	N/A

ANNUAL REVIEW

SPSA Year Reviewed: 2025-26
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.

Overall, the strategies and activities implemented to support this goal were in place and carried out. These contributed to improved instructional practices and systems of support across the school. Staff knowledge of MAP assessment administration increased as a result of ongoing training and support. District TOSAs provided support on testing days that assisted in reducing testing errors. Additionally, the assignment of a site technician two days per week proved effective in promptly addressing technology issues, minimizing disruptions during assessment windows.

Continued implementation of the California Reading and Literature Project (CRLP) framework supported more intentional small-group instruction and targeted Language Arts interventions, allowing teachers to better address individual student needs. The Leadership Team continued to function as the MTSS Committee, consistently reviewing grade-level and site-wide Pyramid of Supports to identify, implement, and adjust academic and behavioral interventions as needed.

Resources and professional learning focused on best practices for English Learners (Multilingual Learners) enhanced teacher capacity to support language development and access to grade-level content. Ongoing intervention updates provided by the Intervention (Acceleration) Teacher during staff meetings ensured staff were informed of student progress and intervention effectiveness, promoting collaboration and data-driven decision-making.

Collectively, these strategies strengthened instructional consistency, assessment practices, and systems of support, positively impacting student learning outcomes and staff preparedness.

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

The intended implementation of strategies to meet the projected 2% improvement in ELA and Math did not fully occur as planned during the 2024–2025 school year. While multiple staff meetings, discussions, and reflective practices were conducted, student achievement data indicates that the projected growth was not met. As a result, the site has recognized the need to be more targeted and strategic in the use of available resources and to prioritize funding within the constraints of the current budget, particularly for identified focus student groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic.

A significant difference between the intended and actual implementation involved the rollout of structured Grade Level RTI Meetings in the 2025-2026. Although the plan called for consistent monthly grade level PLC-style meetings to begin earlier in the year, implementation began later than anticipated (in January). This delay limited the amount of time available for staff to collaboratively analyze data, identify students in need of acceleration or intervention, and adjust instructional practices. Additionally, while the Intervention (Acceleration) Teacher and Principal did provide support to grade levels, the shortened implementation window impacted the depth and consistency of follow-up, particularly for targeted student groups.

Staff development focused on small group intervention and CLRP strategies were initiated through the Intervention (Acceleration) Teacher to support classroom teachers and paraeducators. However, implementation relied primarily on existing staff and available funding rather than expanded services. Additionally, the site will include and collaborate with the District Multilingual Learner (MLL) for staff support during a staff meeting to provide guidance on ELPAC testing procedures and English Learner progress monitoring. The intended outcome is to strengthen teacher understanding and instructional response to EL student needs. This support is expected to better align classroom instruction, assessment practices, and targeted interventions to improve English Learner academic progress.

Moving forward, the site will focus on refining and strengthening RTI structures, professional learning, and targeted intervention support by intentionally aligning them with available resources to improve academic outcomes for all students.

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

Our site will continue with the MTSS Committee (Leadership) and implementation of the Grade Level PLC formatted meetings. Continue discussions of the supports and resources needed to address the targeted areas and student groups, and align our budget to fund these. Budgeted for funding substitutes for teacher release days in the Strategies/Activities Table (#2).

Our site will continue to monitor data through Amira, ELLevation, NWEA (MAP), and our Intervention (Acceleration) Teacher's reports, and make any necessary changes needed for achieving this goal.

Goal 2:

Positive Learning Environments

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.

In the 2025-2026 school year, the goal is to meet the district attendance goal of 96%. In addition, a targeted goal will be to reduce our chronic absenteeism percentage to less than 11% per district goal. In doing this, our Attendance Conference rate will need to meet that of the district's 75% meeting completion goal.

Continued support in Social Emotional Learning (SEL) components school-wide to promote a safe, inclusive, and supportive school environment where all elementary students can develop the academic skills, social-emotional competencies, and personal resilience necessary to succeed in school and in life. By the end of the school year, 90% of students identified with behavior or attendance concerns will show measurable improvement, as evidenced by a 25% reduction in office referrals and/or unexcused absences, based on school records and counselor progress monitoring.

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
Student Attendance Data	2022-2023= 310 students 94.4% overall attendance 11.61% chronic absenteeism 2023-2024= 399 students 94.4% overall attendance 13.03% chronic absenteeism 2024-2025= 385 students 94.2% overall attendance (as of 4/22/25) 13.25% chronic absenteeism (as of 4/22/25) 2025-2026=323 students 95.6% overall attendance (as of 2-7-26) 8.05% chronic absenteeism (as of 2-7-26)	Work to increase overall attendance percentages (district goal 96%) for all students; focus on reducing chronic absenteeism percentage to be less than 11% (district goal).
Attendance Conference Completion	2025-26 Attendance Conference completion 84% (as of 2-7-26)	Scheduling and closing Attendance Conferences in a timely manner to meet that of the district's 75% meeting completion goal.
Student Suspension Data	2021-2022 = 4 suspensions 2022-2023 = 3 suspensions 2023-2024 = 3 suspensions 2024-2025 = 9 suspensions 2025-2026= 2 suspensions (as of 2-9-26)	Maintain a high level of overall attendance for all students and a very low overall rate for student suspension.
Participation in extracurricular activities:		Work to maintain/provide access and participation of all students in Juanamaria extra-curricular activities as much as possible.

Battle of the Books	Battle of the Books 2022-2023 students= 55 students Battle of the Books 2023-2024 students= 59 students Battle of the Books 2024-2025 students= 44 students Battle of the Books 2025-2026 42 students	Look at ways to add other extracurricular activities/sports for all students.
ELOP (Expanded Learning Opportunity Program)	ELOP enrollment for the 2023-2024 students = 26 students site staff= 3 paraeducators ELOP enrollment for the 2024-2025 students = 24 students site staff= 3 paraeducators ELOP enrollment for 2025-2026 students = 29 students site staff = 3 paraeducators	Focus on recruiting ELOP qualified students/families to offer additional academic support and enrichment activities; increase enrollment.
Art and Music through Prop 28 funds	Dance, Art and Drama Instructors: 1 day/ week for 12 weeks (rotations) Music and Art Zooms - district teachers - lessons are available to classroom teachers Counselor led lessons incorporating art for wellness (1 day/week) Afterschool Drama opportunity for students (2-12 week sessions)	Providing new dance, art, drama and music experiences for the students will support students' attachment to school; increase attendance and wellness..
School Awards and Incentives	During the 2025-2026 school year, Continue Award Assemblies every other month to recognize student achievement and improvement. During the 2025-2026 school year, Dolphin Tickets are drawn every Friday. 10 students are recognized each week.	Recognizing and celebrating student achievement will positively impact student and family connection to school. Recognizing students following the “Dolphins have HEART Pledge” will support in reduction of behaviors and strengthen school culture.
Counselor small group activities and classroom presentations	<u>2024-2025</u> 897 Individual Sessions/Check-ins 155 Recesses/Lunches Supervised 58 Classroom Lessons 44 Restorative Circles 5 Small Counseling Groups (social skills, friendship, impulse/self-control, stress/worry) <u>2025-2026</u> Data will not be available until the end of the school year. Individual sessions, small counseling groups, classroom lessons, restorative circles and recess/lunch supervision is occurring on a regular basis.	Student participation in SEL activities/counseling will positively impact attendance and connection to school.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Fund an additional day(s) of a School Counselor: add a 0.20-0.40 FTE (anticipate 0.40 FTE funded by district)	All student groups	$25,000 (0.20 FTE)	Prop 28 funds
2	Attendance Team (including Principal, Office Manager, ESSA, Health Tech/Nurse, Counselor) conduct student/family follow-up for excessive absences.	All student groups; focus on targeted student groups (chronic absenteeism)	$0	District Funded Staff
3	Fund extra hours for the Health Tech (4 hours/week)	All student groups to support attendance and wellness	$7,000	Supplemental Funds
4	Student Incentive Prizes	All student groups	$1,500	Site Funds, Donations
5	Battle of the Books	Grades 3rd-5th students	$0	PTA, Donations
6	Library Maintenance	All student groups	$0	PTA, Donations
7	Dance Instructor (33 calendar days)	All student groups	$11,220	Prop 28 Funds
8	Art Instructor (33 calendar days)	All student groups	$11,220	Prop 28 Funds
9	Drama Instructor (33 calendar days)	All student groups	$11,220	Prop 28 Funds
10	Music (Zoom with Mr. Brown)	All student groups	$1,972	Prop 28 Funds
11	Art (Zoom with Ms. Coggeshall)	All student groups	$1,137	Prop 28 Funds
12	Afterschool Drama workshop	All student groups	$2,000	Prop 28 funds
13	Fund additional hours per day of Campus Support Assistants (estimate 11 hours/week)	All student groups	$14,000	Supplemental Funds

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-26
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.

The goal of achieving the district's overall achievement rate of 96% was not fully met at this time. The site is currently at 95.6%, with a little over three months remaining in the school year. While the target has not yet been reached, the site remains within close proximity to the district benchmark, and continued efforts are in place to support progress toward meeting this goal by the end of the school year.

Significant progress was made in improving attendance outcomes, which directly supports the development of positive learning environments. The site successfully met and exceeded the goal of reducing chronic absenteeism to below 11%, with the current rate at 8.05%. Additionally, the site exceeded the district goal for Attendance Conference Completion, achieving a rate of 84% compared to the district benchmark of 75%.

These outcomes were achieved through consistent, coordinated, and data-driven attendance interventions. The front office closely monitored attendance data using the A2A platform and proactively contacted families when excessive absences and/or tardies occurred. The site Attendance Team—composed of the Principal, Office Manager, ESSA, Health Technician/Nurse, and Counselor—conducted timely student and family follow-up for attendance concerns. Attendance Conferences were completed and closed in a timely manner, ensuring accountability and support for families.

The Attendance Team also engaged in ongoing review and revision of the site Attendance Plan to ensure responsiveness to student and family needs. The site implemented engaging Saturday Attendance Academies to promote attendance in a positive and supportive way, while continuing to expand and strengthen the after-school ELOP program to provide additional academic and enrichment opportunities for students.

The continued funding of an additional school counselor day has proven to be highly beneficial for the site. The increased counselor presence allows for expanded access to essential social-emotional supports for students, including one-on-one check-ins, small counseling groups, and classroom-based presentations focused on social-emotional learning and positive behavior supports. This increased level of responsive support, in collaboration with the district behavior team and special education services, has contributed to a reduction in student suspensions. The additional counselor day strengthens early intervention efforts and promotes a more supportive, inclusive, and positive learning environment for all students. Additionally, the school counselor facilitated a Career Day that included family and community presenters who shared their career pathways and experiences with students, further supporting student engagement and real-world connections.

The addition of the Prop 28–funded dance instructor and art teacher has further enriched the site's positive learning environment by expanding access to creative, engaging, and inclusive learning experiences for students. These programs support student expression, engagement, and overall well-being while fostering a stronger sense of school connectedness. The site would like to further integrate these programs into a future Family Night, providing an opportunity for students to showcase their dance routines and artwork, strengthen family engagement, and celebrate student learning in a meaningful and collaborative setting.

Overall, while the academic achievement goal is still in progress, the site demonstrated strong effectiveness in fostering positive learning environments through improved attendance, student support systems, family engagement, and social-emotional learning initiatives. Continued focus on these strategies will support sustained progress toward meeting district goals

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

One notable difference in implementation involved *Battle of the Books*, which transitioned from being site-led to being coordinated by the PTA. This shift required additional time and support to train the newly assigned PTA chair. Additionally, student participation in *Battle of the Books* is slightly lower than in previous years. This is largely attributed to the program being limited to grades 3–5 and overall lower school enrollment. While participation has decreased, the program continues to support student engagement and literacy development for participating grade levels.

An additional area of difference in implementation involved library maintenance and support. The newly assigned ESSA had limited prior experience with elementary library systems and procedures. Throughout the year, targeted training opportunities were provided to ensure essential library systems were established and maintained, as well as to support the ESSA in overseeing library volunteers. The PTA continued to provide ongoing support in this area, along with parent volunteers who assisted during classroom library times. While progress has been made, library maintenance will remain an area of improvement for the site. Moving forward, the PTA and parent volunteers remain committed to supporting library operations, and continued training for the ESSA is planned to further strengthen library services and sustainability.

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

As a result of this analysis and in anticipation of an additional projected reduction of 0.20 in counseling services, the site will adjust strategies and funding sources to maintain essential student support services. Based on feedback from staff and the school community, the site plans to fund between 0.20–0.40 FTE of counseling support using Proposition 28 funds and, if needed, additional site funds to minimize the impact of counseling reductions. This adjustment is reflected in the Strategies/Activities Table (#1), where 0.20 FTE of counseling support has been budgeted.

In addition, to ensure the continued safety and supervision of students and families, the site will fund an additional hour per day (an additional five hours per week) of Campus Support to assist with early morning drop-off and before-school supervision. This enhancement supports school safety and student well-being and is reflected in the Strategies/Activities Table (#10).

The site did not meet the expected outcome of implementing monthly classroom attendance incentives, including recognition for perfect and improved attendance, during the previous school year. As attendance remains a priority, this strategy will continue and be more intentionally implemented in the upcoming year to increase student attendance and engagement. Funding for student incentives is included in the Strategies/Activities Table (#3).

Additionally, the site will continue to explore and refine opportunities to expand GATE enrichment activities. Participation in Saturday GATE Academies was minimal this past year; therefore, the site will reassess scheduling, outreach, and formats to increase student participation and access.

Overall, the site will continue to closely monitor student needs and provide targeted outreach and support to students and families as needed to ensure progress toward this goal.

Goal 3:

Family and Community Engagement

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.

In the 2025-2026 school year, the Juanamaria staff will work to maintain family/community involvement at the school site for all students.

Increase active family and community participation in the PTA membership by 10% and volunteers (paperwork submitted/cleared) by 15% over the school year, with a baseline established in September and progress reviewed quarterly.

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
Sign-ins and attendance monitoring at school-wide events: ● Sport-A-Thon (Sept) ● Fall Art Festival (Oct) ● Family Movie Night (Nov) ● Winter Boutique (Dec) ● STEAM Night (April) ● Spring Fling Dance (May)	2023-2024 = 156 volunteers recognized at the Volunteer Appreciation ceremony PTA = 109 active members 2024-2025 = 115 volunteers recognized at the Volunteer Appreciation ceremony PTA = 119 active members 2025-2026 = number unknown as the Volunteer Appreciation ceremony will be held in May PTA=91 active members	Family involvement is expected to be higher on 202602027r than in the 2025-2026 school year (as noted by volunteer sign- in, volunteer packet completion, and attendance at school events).
Classroom Volunteer Agreements	As noted by volunteer sign-in, volunteer packet completion, and classroom volunteers. 2023-2024 #of volunteers (paperwork submitted) = 67 volunteers 2024-2025 #of volunteers (paperwork submitted) = 66 volunteers 2025-2026 #of volunteers (paperwork submitted) = 100 volunteers	Maintain partnership with families and community members to directly support the students of Juanamaria.

ELAC Outreach	Recruit families to participate in ELAC; need ELAC membership 2023-2024 ELAC Members = 2 members 2024-2025 ELAC Members = 1 member 2025-2026 ELAC Members =10 members	Increase partnership with families of English Learners/Multilingual students.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Increase outreach to our families of English Learners; recruit ELAC members	English Learners	$0	District Funded Staff (Site Principal and District MLL Staff)
2	Counselor outreach with families to include Parent Trainings	All student groups	$1,300 projected for counselor extra hours (night)	Supplemental Funds
3	Continue/increase family communications home about important dates/events through email, phone calls, PTA Facebook, school calendar, and ParentSquare	All student groups	$0	District Funded Staff (Site Principal)
4	District MLL Staff Support: include Parent outreach support and trainings	English Language Learners	$0 Listed in Goal 1, Strategy 5	District Funded Staff
5	Fund an additional day(s) of a School Counselor: add a 0.20 to 0.40 FTE (anticipate 0.40 FTE funded by district)	All student groups	$25,000 (for 0.20 FTE) Listed in Goal 2, Strategy 1	Prop 28 funds
6	Maintain structured volunteer support to aid classroom teachers.	All student groups	$0 Listed in Goal 1, Strategy 6	N/A

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-26
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.

Family and Community Engagement at the site continues to be supported by a highly active and dedicated PTA. Although overall PTA membership has decreased, largely due to lower student enrollment, the families who remain involved have sustained a high level of engagement and commitment. In collaboration with the site, the PTA continues to plan and implement inclusive, positive experiences that promote school connectedness for all students through assemblies and schoolwide activities.

This year, the site hosted its first-ever Talent Show, made possible through the organization and leadership of PTA members. This event served as a meaningful highlight for students, not only for those who showcased their talents, but also for those who attended and felt inspired by their peers. The Talent Show was also opened to the broader community and hosted at a local high school auditorium, further strengthening school–community partnerships.

Overall implementation and effectiveness of the strategies and activities to support Family and Community Engagement included continued efforts to strengthen communication, participation, and accessibility for all families. Parents were encouraged to fully participate in the ParentSquare application, which serves as the primary home-to-school communication tool for both the site and the school district, supporting consistent and timely communication.

The site, in collaboration with the PTA, continued to implement activities designed to encourage student and family participation and engagement. Families were provided with numerous opportunities to be present and actively involved on campus throughout the year, including Back to School Night, Dining with Dolphins, PTA meetings, Family Picnics, Curbside Coffee with VPD, Awards Assemblies, fundraisers, Family Movie Night, Parent Conferences, the Spelling Bee, Book Fair Night, STEAM Night, Kindergarten Celebration, 5th Grade Promotion, and Park Days.

Award Assemblies occur once every two months and are consistently well attended by families. Two assemblies are held during each cycle—one for Grades 1–3 and one for Grades 4–5. The primary (Grades 1–3) Award Assembly regularly experiences family overflow attendance, reflecting strong family engagement. These assemblies provide meaningful opportunities to celebrate student achievement and reinforce a positive school culture as a unified school community.

In addition, families value being able to be on campus during morning drop-off and afternoon pick-up, which contributes to a close-knit, neighborhood school environment. This open and welcoming campus culture has strengthened relationships between staff and families and will be continued in the upcoming school year by allowing families to remain present on campus.

Classroom volunteers continued to be welcomed on-site, providing additional instructional support while strengthening family–school connections. The site continued to communicate volunteer protocols and procedures to ensure families were informed and supported in participating. Ongoing communication was also provided regarding the benefits of joining the PTA and supporting school fundraising events and activities.

The Juanamaria school website was regularly updated, with continued collaboration and support from VUSD for training and technical assistance. The site also prioritized accessibility and equity by continuing to translate important communications into Spanish and providing additional support for Spanish-speaking families. As a result, ELAC membership increased this year, in part due to collaboration with the district's Multilingual Learner (MLL) staff, who supported targeted family outreach and engagement efforts.

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

Outreach with families, including planned Parent Trainings, did not occur as originally envisioned. While formal training sessions were limited, family communication and outreach were primarily facilitated through the school counselor via ParentSquare messages and shared resources. With the continuation and funding of an additional counselor day in the upcoming school year, this area will be a renewed focus to better support structured parent engagement and trainings.

Additionally, while family events were well attended, consistent sign-in procedures were not implemented. Due to the high level of participation at school events, it was not feasible to ensure that every adult signed in upon arrival. As a result, metric data related to family engagement was largely based on staff observation rather than formal attendance records. Moving forward, the site will explore alternative methods to capture participation data while maintaining welcoming and accessible family events.

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

As a result of this analysis, the site will strengthen its social-emotional and behavioral support structures by increasing counseling services. The site will continue funding an additional counselor day through Prop 28 to better meet student needs and support the overall school climate. This adjustment is reflected in the Strategies/Activities Table (#5), where an increase from 0.20 to 0.40 FTE of counseling support has been budgeted, with the anticipation that 0.40 FTE will be funded by the district. The expanded counseling services will allow for increased access to individual student check-ins, small group counseling, and proactive social-emotional interventions, which are expected to positively impact student engagement, attendance, and overall academic readiness.

Family involvement continues to be a site goal and is expected to increase during the 2025–2026 school year. Maintaining a safe, positive, and inclusive school climate and culture will support stronger connections with students and families, encourage greater participation in school activities and events, and reinforce a shared commitment to student success.

Goal 4:

Early Literacy

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.

All children will read at grade level by the end of second grade. By the end of the academic year, 80% of students in TK-2nd grade classes will demonstrate proficiency in early literacy skills (grade level expectations).

Student Groups of targeted focus include: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic.

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 Testing Percentile Data: Achievement 61st-80th /Greater than 80th (Listed in Goal 1)	<u>2024 Grade Breakdown</u> K ELA: 11% / 29% Median: 36th Number of students= 45 1st ELA: 11% / 24% Median: 35th Number of students= 45 2nd ELA: 10% / 37% Median= 58th Number of students= 49 <u>Winter 2025 MAP results</u> K ELA: 15%/3% Median: 43rd Number of students=33 1st ELA: 24%/26% Median: 58th Number of students=46 2nd ELA: 16%/25% Median: 48th Number of students=49	In the 2026-2027 school year we expect to see 2% growth in proficiency levels in each grade on the MAP ELA.
According to the new PTKLF (Preschool/Transitional Kindergarten Learning foundations released by the California Department of Education), students should know approximately 15 to 20 uppercase letters and 12 to 16 lowercase letters.	<u>February 2026 Assessment</u> Uppercase letter ID: 85% identified more than 16 letters Lowercase letter ID: 80% identified more than 18 letters	By the end of the school year, 85% of TK students will be able to identify and name at least 15-20 uppercase and 12-16 lowercase letters of the alphabet with 90% accuracy, as measured by a teacher-administered letter identification assessment.

Data to be collected using ESGI (Educational Software for Guiding Instruction); district assessment		
Amira Learning (cut points for "at risk" determined by Amira)	Winter 2026 assessment K: 10% (3 students) 1st: 11% (5 students) 2nd: 10% (5 students)	By the end of 2025-2026 school year, less than 10% of our students will be "at risk of developing reading difficulties".
Amira Learning (cut points for "low risk" determined by Amira)	Fall 2025 Winter 2026 K: 63% (22 students) 89% (31 students) 1st: 75% (36 students) 83% (40 students) 2nd:71% (35 students) 86% (42 students)	By the spring assessment 2026, we expect to see the percentage (number of students) increase in the "low risk of developing reading difficulties"

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Fund a Kindergarten hourly intervention teacher (56 calendar days/2 hours per day) to support our youngest learners.	K students	$6,720 Listed in Goal 1, Strategy 1	Site Based Funds
2	TK/KTeachers will support afternoon intervention groups in lower grades (after students leave).	Tier 2 & 3 students (based off classroom data); focus on target student groups	$0 Listed in Goal 1, Strategy 4	District Funded Staff; in alignment with contracted hours
3	Intervention (Acceleration) Teacher: moved groups to a "data cycle" of servicing students during strategic academic time. Intervention (Acceleration Teacher will also meet with teachers during their RTI Grade Level Meetings (once a month).	Tier 2 & 3 students (based off classroom data); focus on target student groups	$0 Listed in Goal 1, Strategy 3	District Funded Staff
4	Maintain structured volunteer support to aid classroom teachers.	All student groups	$0 Listed in Goals 1 & 3, Strategy 6	N/A
5	Scholastic News Readers	TK-1st Grade Students	$909.15	Supplemental Funds

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-26
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.

Analysis of early literacy data indicates positive progress across multiple grade levels. Kindergarten and second grade demonstrated improvement in MAP Testing Percentile Data for Achievement, while first grade successfully met the site goal of a 2% increase in proficiency levels. Additionally, Transitional Kindergarten (TK) students achieved the target of 85% proficiency in capital letter identification and are approaching the target in lowercase letter identification. The site is also on track to meet the goal of maintaining fewer than 10% of students identified as “at risk of developing reading difficulties.”

These were new goals established during the current school year, and measurable achievement is already evident or nearing target benchmarks. This progress can be attributed to the strategic allocation of resources, including the funding of additional academic support in kindergarten, the TK teacher providing targeted academic support in first grade, and the Intervention (Acceleration) Teacher assuming a more active and focused role in supporting early literacy instruction across grade levels.

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

During the 2025–2026 school year, the site began implementing a more structured approach to Grade Level RTI meetings to support the articulated goal. While the intent was to begin these meetings at the start of the school year, implementation was delayed and formally began in January. Once established, the process included monthly grade-level meetings conducted in a PLC format, allowing teaching staff to collaboratively review student data and determine which students would most benefit from acceleration and/or intervention services. These meetings included participation from both the Intervention (Acceleration) Teacher and the Principal to ensure alignment of instructional supports and decision-making.

In terms of staff development, the intended focus on small group intervention and the implementation of California Reading and Literature Project (CRLP) strategies with classroom teachers and paraeducators remained consistent with the original plan. Professional learning and coaching provided by the Intervention (Acceleration) Teacher (MTSS) continued throughout the year to support effective instructional practices. No significant changes were made to the budgeted expenditures; however, the delayed start of the RTI meeting structure impacted the timing of implementation rather than the allocation of funds.

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

As a result of this analysis, the site will make targeted adjustments to its strategies and activities to strengthen early literacy supports. The school will look into continuing to fund additional academic support for Kindergarten; this decision will be finalized once funding and budgets are confirmed. Funding for this support is reflected in the Strategies/Activities Table (#1).

Additionally, the incorporation of the TK teacher to provide academic support will remain in place for the upcoming school year, with the inclusion of the Kindergarten teacher to further enhance early intervention efforts. These adjustments are outlined in the Strategies/Activities Table (#2).

The site remains committed to prioritizing early literacy and providing proactive, responsive supports for our youngest learners.

Budget

Budget Summary Table

Description	Amount ($)
Total Funds Provided to the School Through the ConApp	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$100,198.15

Overall total of funds included for this school: **$100,198.15**

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	$0.00

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

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

State or Local Programs	Allocation ($)
Site-Based Funds 2026-2027 Allocation	$12,720.00
Supplemental Funds 2026-2027 Allocation	$28,710.00
Prop 28 Funds 2026-2027 Allocation	$67,957.00

Subtotal of state or local funds included for this school: **$109,387.00**
Total of federal, state, and/or local funds for this school: **$109,387.00**

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 Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	58	58	58	13.79%	24.14%	27.59%	34.48%
Male	29	29	29	6.90%	20.69%	27.59%	44.83%
Female	29	29	29	20.69%	27.59%	27.59%	24.14%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	3288	28	28	10.71%	17.86%	25.00%	46.43%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	23	23	23	17.39%	30.43%	30.43%	21.74%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	34	34	34	5.88%	14.71%	32.35%	47.06%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	13	13	13	0.00%	7.69%	23.08%	69.23%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	58	58	58	8.62%	20.69%	34.48%	36.21%
Male	29	29	29	10.34%	17.24%	37.93%	34.48%
Female	29	29	29	6.90%	24.14%	31.03%	37.93%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	28	28	28	3.57%	17.86%	28.57%	50.00%
Hawaiian or Pacific Islander	*	*	*	*	*	*	8.00%
White (not Hispanic)	1239	23	23	13.04%	26.09%	47.83%	13.04%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	34	34	34	8.82%	8.82%	32.35%	50.00%
English Learners	8	8	8	*	*	*	*
Students with Disabilities	13	133	13	0.00%	0.00%	46.15%	53.85%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	60	60	60	13.33%	20.00%	26.67%	40.00%
Male	28	28	28	14.29%	17.86%	32.14%	35.71%
Female	32	32	32	12.50%	21.88%	21.88%	43.75%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	38	38	38	7.89%	15.79%	26.32%	50.00%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	17	17	17	17.65%	23.53%	35.29%	23.53%
Two or More Races	*5	*	*	*	*	*	*
Socioeconomically Disadvantaged	40	40	40	10.00%	12.50%	30.00%	47.50%
English Learners	8	8	8	*	*	*	*
Students with Disabilities	16	16	16	0.00%	0.00%	37.50%	62.50%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	8	8	8	*	*	*	*

	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	60	60	60	13.33%	26.67%	30.00%	30.00%
Male	28	28	28	3.57%	39.29%	28.57%	28.57%
Female	32	32	32	21.88%	15.63%	31.25%	31.25%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	38	38	38	13.16%	18.42%	34.21%	34.21%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	17	17	17	5.88%	47.06%	23.53%	23.53%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	40	40	40	7.50%	22.50%	30.00%	40.00%
English Learners	15	15	15	0.00%	0.00%	13.33%	86.67%
Students with Disabilities	16	16	16	0.00%	6.25%	37.50%	56.25%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	8	8	8	*	*	*	*

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	86	85	85	18.82%	24.71%	15.29%	41.18%
Male	53	53	53	13.21%	26.42%	18.87%	41.51%
Female	33	32	32	28.13%	21.88%	9.38%	40.63%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	46	46	46	8.70%	26.09%	8.70%	56.52%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	31	30	30	26.67%	23.33%	23.33%	26.67%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	50	50	50	10.00%	24.00%	16.00%	50.00%
English Learners	14	14	14	0.00%	7.14%	14.29%	78.57%
Students with Disabilities	27	26	26	0.00%	0.00%	11.54%	88.46%
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 5						
All Students Tested	86	85	85	23.53%	14.12%	22.35%	40.00%
Male	53	53	53	26.42%	13.21%	18.87%	41.51%
Female	33	32	32	18.75%	15.63%	28.13%	37.50%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	4*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	46	46	46	8.70%	8.70%	28.26%	54.35%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	31	30	30	43.33%	20.00%	13.33%	23.33%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	50	50	50	10.00%	14.00%	26.00%	50.00%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	27	26	26	3.85%	0.00%	7.69%	88.46%
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

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

Juanamaria Elementary School Parent Volunteer Form

Juanamaria Volunteer Information and Guidelines

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

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

Tips for Working in the Classroom

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

1. Treat all children fairly and equally. Use respectful communication at all times with the students, teacher and/or other volunteers.

2. Allow each child to work at his or her own pace.

3. Encourage children to ask questions and make responses.

4. Be sensitive and responsive to the feelings of the children.

5. Listen with interest to what children have to tell you.

6. Allow students the time, space, and opportunity to do a task independently before offering assistance.

7. Remember, you are there to assist all the children in the classroom, not just your own child (if applicable).

8. If you have a concern regarding a specific student, discuss it with the teacher. Remember that it is not your place to discuss a student's behavior and/or progress with their family. Similarly, it is not appropriate to discuss the progress and/or behavior of any student with other families.

9. In the event of an emergency, stay calm and the children will follow your example.

10. Ask the teacher for help if you can't handle a problem.

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

1. Any information regarding a student's school performance or behavior is confidential. It is not to be discussed with anyone else.

2. Questions regarding a specific child or incident at school should be referred to the teacher or principal.

3. Comparisons of either teachers or classrooms are not to be discussed with other community members. You are in a trusted position, and with trust comes the responsibility of confidentiality.

4. Concerns regarding the classroom procedures should be discussed with the teacher.

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

Please cut this portion and return to the teacher.

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

Volunteer name (print)_____ Date_____

Volunteer signature_____

Professional Development Plan

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

During the 2026-2027 school year, teachers at Juanamaria Elementary School will focus on the following trainings:

- Multi-Tiered System of Supports (MTSS)
- SEL Supports (MTMDSS)
- PBIS Discussions
- ABAR Lessons & Response
- Character Traits
- Data Drive Meetings/Discussions
    - PLC Implementation
    - Intervention (Acceleration) Teacher Data
    - Amira Data
    - MAP Data
    - ELLevation Data
- Site Safety Procedures/Response
- Strategies to Support Multilingual Learners

School Accountability Report Card

2024-25 School Accountability

Report Card

Published January 2026

Juanamaria Elementary School

100 South Crocker Avenue, CA 93004
(805) 672-0291

Sandy Corona Echeveste, Principal
Grades TK-5

Principal's Message

Welcome to Juanamaria Elementary- Home of the DOLPHINS!

It is my honor and privilege to serve as Juanamaria's Principal. This will be my fourth year at Juanamaria as Principal, but my 20th year with Ventura Unified School District. It has always been my goal to make our students' school experiences positive and memorable. I want our DOLPHINS to know they are all valued and encouraged to be their unique selves.

Our goal at Juanamaria Elementary is to ensure that every student has a safe, nurturing, and positive environment where students can learn to their fullest potential. Juanamaria students use their HEARTs daily; where they Have a positive attitude, Expect success, Accept responsibility, Respect ourselves and others, and Think before acting.

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

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

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

Much appreciation,

Mrs. Sandy Corona
Principal

District & School Description

District Vision Statement

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

District Mission Statement

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

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

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.

Juanamaria Elementary School

Juanamaria Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2024-25 school year, 397 students were enrolled, including 26.2% in special education, 11.8% qualifying for English Language Learner support, 4.5% homeless, 0.3% migrant, and 56.4% socioeconomically disadvantaged.

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

Student Enrollment by Student Group
2024-25

Student Group	% of Total Enrollment
Female	47.1%
Male	52.9%
Non-Binary	0%
American Indian or Alaska Native	0.8%
Asian	2.3%
Black or African-American	1.3%
Filipino	0.5%
Hispanic or Latino	55.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	4.3%
White	35.3%
English Learners	11.8%
Foster Youth	0%
Homeless	4.5%
Migrant Services	0.3%
Socioeconomically Disadvantaged	56.4%
Students with Disabilities	26.2%

Student Enrollment by Grade Level
2024-25

Grade Level	# of Students
Transitional Kindergarten	23
Kindergarten	54
Grade 1	51
Grade 2	56
Grade 3	64
Grade 4	62
Grade 5	87
Total Enrollment	397

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, the school website, the school marquee, PTA email (juanamariapta@gmail.com) and PTA Newsletters. Contact your child's teacher, the principal, office manager, or PTA President at (805) 672-0291 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
- Classroom Helper
- Office Helper
- Library Helper

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

School Activities
- Back to School Night
- Art Night
- Sport-a-Thon
- Student Performances
- Book Fairs
- School Event Nights
- Awards Assemblies

Student Achievement

Physical Fitness

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

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

California Assessment of Student Performance and Progress (CAASPP)

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

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

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98%	99%	99%	99%	99%

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

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

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	44.0	39.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	43.0	36.0	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	204	203	99.51	0.49	38.92
Female	94	93	98.94	1.06	44.09
Male	110	110	100	0	34.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	112	100	0	29.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	70	98.59	1.41	47.14
English Learners	28	28	100	0	7.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	124	124	100	0	26.61
Students with Disabilities	57	56	98.25	1.75	1.79

CAASPP Test Results in Mathematics by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	204	203	99.51	0.49	35.96
Female	94	93	98.94	1.06	34.41
Male	110	110	100	0	37.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	112	100	0	23.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	70	98.59	1.41	52.86
English Learners	28	28	100	0	3.57
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	124	124	100	0	24.19
Students with Disabilities	57	56	98.25	1.75	3.57

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)	42.86	30.59	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	86	85	98.84	1.16	30.59
Female	33	32	96.97	3.03	31.25
Male	53	53	100	0	30.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	46	46	100	0	13.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	30	96.77	3.23	46.67
English Learners	14	14	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	50	50	100	0	22.00
Students with Disabilities	28	27	96.43	3.57	3.70
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. Juanamaria Elementary School's original facilities were built in 1962; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During the last 12 months, the following campus repairs or improvements were completed:

- Installation of solar panels
- New roofs on all buildings
- New panels for stage curtains
- Remodel of the computer room
- New marquee (funded by PTA)

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

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

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

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

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

Campus Description	
Year Built	1962
Acreage	8.2
Square Footage	37,000
	Quantity
Permanent Classrooms	20
Portable Classrooms	0
Restrooms (Sets)	4
Cafeteria/Multipurpose Room	1
Library	1
Computer Lab	1
Staff Lounge	1
Resource Room	1
Speech/Language Room	1
Music & Movement Room	1
Sensory Room	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, teachers, and campus support assistants are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, teachers, campus support assistants, and paraeducators supervise playground activity. Campus support assistants and the principal monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, paraeducators, and teachers monitor student behavior to ensure a safe and orderly departure.

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

School Site Safety Plan

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

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

Facilities Inspections

The district's maintenance department inspects Juanamaria Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Juanamaria Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 28, 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 28, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			Classroom 19 - Thermostat screen is damaged
Interior Surfaces		X		Classroom 6 - Ceiling tiles falling in multiple locations; Classroom 7 - Water damaged and falling ceiling tiles above the sink; Building B Boys' RR - Wet and water damaged and falling ceiling tiles throughout the room; Classroom 11 - The sink cabinet handle is missing a screw; Classroom 13 - Water damaged and falling ceiling tiles at the center of the room; Classroom 19 - Ceiling tiles falling by the HVAC closet
Cleanliness	X			Building A Exterior - Excessive peeling paint at the south building facia
Electrical	X			Room 27 - Electrical outlet cover plates are missing on the west wall
Restrooms/Fountains	X			
Safety	X			Building B Boys' RR - Excessive peeling paint and plaster by the door; Room 23 Library - Fire extinguisher is not mounted as required by code; Building C 9-10 Exterior, Building C Exterior & Building D Exterior - Excessive peeling paint at the arcade between building C&D
Structural	X			Building 25-26 Exterior - Water damaged and rotted plywood at the north eaves; Playfields - Holes in the rubber fall surface at kindergarten, climbing and pull up play areas

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

Juanamaria Elementary School's discipline policies are based upon a schoolwide discipline model and Guidelines for Success to create a positive behavior management program and promote responsibility, respect, and thoughtfulness. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Juanamaria Elementary School employs a restorative practices approach. The principal presents school-wide expectations at assemblies for all students at the start of the school year to reinforce the importance of good citizenship, managing student behavior, and following school rules. Dolphins Have Heart Pledge: "I will have a positive attitude. I will expect success and come prepared to learn. I will accept responsibility for my choices and actions. I will respect myself and others. I will think before acting and always do my personal best."

Suspensions and Expulsions by Student Group
2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	1.23	0.00
Female	1.05	0.00
Male	1.40	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	1.78	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.70	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	10.00	0.00
Military	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	1.75	0.00
Students with Disabilities	1.80	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	0.70	0.98	1.23
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Class Size

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

Average Class Size and Class Size Distribution

Grade Level	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
	2022-23			
K	19	1	2	
1	21		2	
2	24		2	
3	21	1	3	
4	19	2	2	
5	24	1		1
	2023-24			
K	16	3		
1	26		2	
2	23		2	
3	23		2	
4	20	2	2	
5	19	2	2	
	2024-25			
K	25		2	
1	22		2	
2	25		2	
3	29		2	
4	21	1	2	
5	22	2		2
Other	12	2		

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

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

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	406	401	53	13.2
Female	191	188	24	12.8
Male	215	213	29	13.6
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	225	222	37	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	1	5.9
White	143	141	10	7.1
English Learners	47	47	5	10.6
Foster Youth	--	--	--	--
Homeless	20	19	7	36.8
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	228	227	45	19.8
Students with Disabilities	111	110	26	23.6
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Juanamaria Elementary School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Curriculum & Instruction

Staff Development

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

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

2023-24 Trainings:
- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- California Reading & Literature Project: RESULTS Training (K-3)
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual learner Liaisons Collaboration
- English Language Development (K-5)

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

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

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

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2024-25 school year, Juanamaria Elementary School's staff development activities concentrated on:

- Data Discussions
- Multi-Tiered System of Supports (MTSS)
- Professional Learning Communities (PLCs)

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

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

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 #	14.5	0.0	0.0	0.0	3	17.5
School %	82.86	0.0	0.0	0.0	17.14	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 #	16.3	0.0	0.5	0.0	2.0	18.8
School %	86.72	0.0	2.66	0.0	10.63	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 #	16.1	0.0	0.0	0.0	2.5	18.6
School %	86.56	0.0	0.0	0.0	13.44	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	0.0
Misassignments	0.0	0.5	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.5	0.0

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

Class Assignments / Indicator	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	5.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

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

Counseling & Support Staff

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

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor	0	0.0
Psychologist	1	1.0
ESSA/Office Assistant	1	0.5
School Nurse	1	0.2
Health Technician	1	0.8
School Counselor	1	0.6
Occupational Therapist	1	As Needed
Speech/Language/Hearing Specialists	2	1.8
Adaptive PE Specialist	1	As Needed

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**	$10,583	N/A	N/A	N/A	N/A
Restricted	$4,560	N/A	N/A	N/A	N/A
Unrestricted	$6,023	$6,125	98.3%	$11,146	54.0%
Avg Teacher Salary	$102,087	$92,704	110.1%	$103,743	98.4%
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 Juanamaria Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

Internet

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

Disclosure

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

School Site Council Bylaws

Juanamaria 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