



MOUND ELEMENTARY SCHOOL

455 SOUTH HILL ROAD
VENTURA, CA 93003
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TODD TYNER, PRINCIPAL
GRADES K-5

VENTURA UNIFIED SCHOOL DISTRICT

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2013-14 School Accountability Report Card

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MOUND ELEMENTARY SCHOOL

PRINCIPAL'S MESSAGE

Mound Elementary School is a very special place for children, teachers, staff, and parents. Every student receives a strong foundation in science applications and global citizenship, necessary tool for life in the 21st century. Our program integrates science into ongoing daily routines and all subject areas. We have designed the program to develop critical thinking skills and problem-solving strategies and concepts in our students.

We strongly encourage parent involvement. Much of the strength of Mound Elementary School's Magnet program comes from the consistent parental support for student achievement. Parents play an active role in their child's education such as:

- Participation with their children in homework. There are a number of very specific strategies for continuing the learning process at home.
- Communication with staff regarding their child's progress in school.
- As classroom volunteers, supervision on field trips, participation and service in PTO and School Site Council.

We believe that children, staff, and parents working together equate to successful student learners.

District Vision Statement

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

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 paths, and
- Engage** all students to become responsible and contributing members of society.

DISTRICT & SCHOOL PROFILE

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 17,000 students in grades 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, and 3 alternative high schools.

Mound Elementary School

At the beginning of the 2013-14 school year, 567 students were enrolled, including 2.8% in special education, 1.4% qualifying for English Language Learner support, and 8.6% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African American	1.2%	Kindergarten	96
American Indian or Alaskan Native	0.2%	Grade 1	96
Asian	7.9%	Grade 2	95
Filipino	0.7%	Grade 3	92
Hawaiian or Pacific Islander	0.0%	Grade 4	94
Hispanic or Latino	19.2%	Grade 5	94
White (not Hispanic)	62.1%	Grade 6	0
Two or More Races	8.6%	Grade 7	0
		Grade 8	0
		Total Enrollment	567

Enrollment is open to all students living in the city of Ventura and selected through a formal lottery process. School staff place a strong emphasis on parent support at home and at school. Everyday Mathematics is the primary academic backbone of the educational program, teaching alternative ways to see and solve math problems.

Before- and after-school day care is offered on campus by Child Development Centers (a private company) from 6:30 a.m. to 6:00 p.m. for Mound Elementary's students (grades K-5). Breakfast is available in the morning and structured sports and computer programs are offered in the afternoon.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

MAGNET SCHOOL ASSISTANCE PROGRAM

Ventura Unified School District was awarded a federal grant from the Office of Innovation and Improvement in August of 2013. The Magnet School Assistance Program (MSAP) grant was awarded to assist VUSD to implement a voluntary desegregation plan to reduce Hispanic isolation. The grant totaling 10.2 million, given over 3 years, will be used to accomplish 5 goals: Reduce Hispanic isolation through magnet schools; Promote increased interaction among students of different backgrounds; Demonstrate achievement of high academic standards in ELA and Math; Promote parental decision making and involvement; and Support the development and implementation of magnet schools. Common practices of the grant include a focus on STEM through a partnership with Cal State University, Channel Islands, integration of technology for teaching and learning, common professional development in math and visible thinking strategies and extensive support staff to encourage change and implementation fidelity.

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 ConnectEd, school newsletters, teacher newsletters, flyers, and the school website. Contact the PTO representative or family liaison at (805) 289-1886 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Chaperone Field Trips
- Library Helper
- Computer Lab Helper
- Copy Cats (parent volunteer group)
- Noon Aides
- Crossing Guards
- School Garden
- Garden Committee
- Science Lab

Committees

- School Site Council
- Parent Teacher Organization
- Superintendent's Parent Advisory Council

School Activities

- Student Performances
- Jog-a-Thon
- Field Day
- Spelling Bee
- Awards Assemblies
- Cultural Assemblies
- Annual Variety Show

STUDENT ACHIEVEMENT

Standardized State Assessments

Students at Mound Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in

STAR Results All Students									
	Percentage of Students Scoring at Proficient and Advanced Levels								
	Mound			VUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	85	87	86	59	61	59	54	56	55
Math	89	87	91	51	52	50	49	50	50
History				58	58	58	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting
All Students
Percentage of Students Scoring at Proficient and Advanced Levels

	Mound			VUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	90	91	92	67	65	67	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science
2013-14

	Percentage of Students Scoring at Proficient and Advanced Levels
VUSD	67
Mound	92
Male	91
Female	92
African American	
American Indian or Alaskan Native	
Asian	
Filipino	
Hispanic or Latino	81
Hawaiian or Pacific Islander	
White (not Hispanic)	96
Two or More Races	
Economically Disadvantaged	71
English Learners	
Students with Disabilities	
Migrant Education	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index
Three-Year Performance Comparison

	Mound		
	Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	10	10	10
Similar Schools Rank	2	2	3
	Actual API Change		
	2010-11	2011-12	2012-13
All Students	1	6	5
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino	-11		
Hawaiian or Pacific Islander			
White (not Hispanic)	7	-7	10
Two or More Races			
Other Subgroups			
Economically Disadvantaged			
English Learners			
Students with Disabilities			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Mound Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Mound Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test
Percentage of Students Meeting California Fitness Standards
2013-14

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	11.6%	25.3%	44.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well.

Schools/subgroups that have achieved an API of 800 or above must maintain their scores. Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance			
2013-14			
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?			
AYP Criteria	Mound	VUSD	
Overall Performance	*	*	
Participation Rate			
Language Arts	*	*	
Math	*	*	
Percent Proficient			
Language Arts	*	*	
Math	*	*	
Graduation Rate	N/A	*	
AYP Performance Level			
Number of AYP Criteria Met Out of the Total	*	*	
Number of Criteria Possible			

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Mound Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Title I PI Status		
2014-15		
	Mound	VUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2006-07
Year in PI	N/A	Year 3
# Schools Currently In PI		9
% Schools Currently In PI		33.3%

Note: Cells with N/A values do not require data. *DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

SCHOOL FACILITIES & MAINTENANCE

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

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

- 2013-14 Campus Improvements
- Renovation of portables 23-26 and courtyard area
 - Installation of a school garden

School Facility Good Repair Status				
Item Inspected	Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date:	September 22, 2014			
Systems	✓			Room 18 - Dirty grills, replace vinyl; Room 17 Computer Lab - Install computer finish plates, dirty HVAC grills, cracked ceiling tiles
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			Room 22 Kindergarten - Drinking fountain needs adjustment; Room 18 - Drinking fountain repaired
Safety	✓			Building A West Girl's Restroom - Peeling paint at window frame
Structural	✓			
External		✓		
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

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.

2014-15 Planned Campus Improvements:

- Addition of 12 iPads in each classroom
- Addition of new desktop computers for each teacher
- Addition of a new computer lab with 40 computers
- Addition of laptops for 5th grade

Campus Description	
Year Built	1940
Acreage	7.9
Bldg. Square Footage	40385
	Quantity
# of Permanent Classrooms	16
# of Portable Classrooms	8
# of Restrooms (student use)	3 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1

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

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

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

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

Facilities Inspections

The district's maintenance department inspects Mound Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Mound Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 22, 2014. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Mound Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated in February 2014, and shared with school staff in September 2014 and throughout the year at faculty meetings.

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

Deferred Maintenance

Mound Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Mound Elementary School received \$19,480.10 of deferred maintenance funds for flooring replacement and repair projects.

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 and teachers are strategically assigned to designated entrance areas and the playground. During recess, the principal and two teachers on the primary playground and two teachers on the upper grades playground supervise student activity. The principal and noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

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

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

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

	Suspensions and Expulsions								
	Mound			VUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	1	0	0	723	668	561	366629	329370	279383
Expulsions (#)	0	0	0	41	31	18	9553	8266	6611

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

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

CURRICULUM & INSTRUCTION

Staff Development

All curriculum and instructional improvement activities at Ventura Unified School District are aligned to the California State Content Standards and Frameworks and Common Core Standards. Staff development concentrations are selected and identified based on NCLB requirements and Common Core Standards implementation. Findings from formative assessment results, DIBELS, SRT, and IDEL indicate that reading, writing, and math are the primary focus areas.

During the 2013-14 school year, Mound Elementary participated in staff development training focused on:

- Common Core Standards
- South Coast Science Project
- Professional Learning Communities
- DMI
- Discovery Education Science Training

Throughout the year on early release days, after school, and during substitute release time, Mound Elementary School sponsors site-based professional development activities to meet its unique needs. The principal and teachers evaluate staff survey responses and PTA feedback to identify staff development concentrations.

The district supplements site-level 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. During the 2013-14 school year, professional development was offered related to Common Core State Standards, SBAC Testing, Instructional Strategies, and Cultural Proficiencies. 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.

Ventura Unified School District and the Ventura County Superintendent of Schools jointly support new and veteran teachers in developing their teaching skills through the Beginning Teacher Support and Assessment (BTSA) program and the Peer Assistance and Review (PAR) program. BTSA is a state-approved program that offers first and second year teachers comprehensive support and training for new teachers with a preliminary credential; after successful completion of the two-year BTSA training, teachers may apply for their clear teaching credential. PAR is available for veteran teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Class Size Distribution Self-Contained Classrooms				
2011-12				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	23.6	5		
1	23.5	4		
2	24.2	5		
3	23.8	4		
4	34.0			3
5	32.0		3	
2012-13				
K	30.0	2		1
1	24.0	4		
2	23.0	4		
3	24.0	4		
4	31.0		3	
5	33.0			3
2013-14				
K	32.0	2		1
1	24.0	4		
2	24.0	4		
3	23.0	4		
4	31.0		3	
5	31.0		3	

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

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
2	0	0

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

Instructional Materials

All textbooks used in the core curriculum at are aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On September 23, 2014, 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 #14-23 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

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Houghton Mifflin: <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0%	K-5
Math				
2009	Yes	The Write Group/McGraw-Hill: <i>Everyday Mathematics</i>	0%	K-5
Science				
2008	Yes	Pearson-Scott Foresman: <i>Scott Foresman California Science</i>	0%	K-5
Social Science				
2007	Yes	Pearson-Scott Foresman: <i>Scott Foresman History-Social Science for California</i>	0%	K-5
Health				
2007	Yes	San Diego State University: <i>SPARK</i>	0%	K-5
2005	Yes	Children's Health Market, Inc.: <i>The Great Body Shop</i>	0%	K-5

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel in September 2014.

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 2014-15 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 Assignment

During the 2013-14 school year, Mound Elementary School had 29 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Mound			VUSD		
	12-13	13-14	14-15	12-13	13-14	14-15
Total Teachers	25	29	28	706	737	781
Teachers with Full Credential	25	29	28	706	737	781
Teachers without Full Credential	0	0	0	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	111	105	106
Teacher Misassignments for English Learners	0	0	0	2	1	1
Total Teacher Misassignments*	0	0	0	2	1	1
Teacher Vacancies	0	0	0	0	2	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.

In the following table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2013-14		
Mound	100.0%	
District Totals		
All Schools	96.0%	4.0%
High-Poverty Schools	95.0%	5.0%
Low-Poverty Schools	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counseling & Support Staff

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

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

Counselors and Support Personnel (Nonteaching Professional Staff)		
2013-14		
	No. of Staff	FTE*
Academic Counselor	0	
Health Technician	1	0.4
Psychologist	1	0.2
School Nurse	1	0.2
Library Clerk	1	0.5
MSAP Site Coordinator	1	1.0
Theme Coach	1	1.0

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

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: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2012-13 school year, Ventura Unified School District spent an average of \$7,671 of total general funds to educate each student (based on 2012-13 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 website 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.)

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	39,299	41,318
Mid-Range Teacher Salary	56,590	65,615
Highest Teacher Salary	78,382	84,981
Average Principal Salaries:		
Elementary School	94,988	107,624
Middle School	105,338	112,817
High School	111,818	121,455
Superintendent Salary	189,333	206,292
Percentage of Budget For:		
Teacher Salaries	38	40
Administrative Salaries	6	5

*For detailed information on salaries, see the CDE
Certificated Salaries & Benefits Web page at
<http://www.cde.ca.gov/ds/fd/cs/>.*

SARC DATA & INTERNET ACCESS

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Mound Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Mound Elementary School's SARC and access the Internet at any of the county's public libraries. The closest public library to Mound Elementary School is E.P. Foster Library, a branch of Ventura County Library.

Address: 651 East Main Street, Ventura
Phone Number: (805) 648-2715
Website: www.vencolibrary.org
Number of Computers Available: 34

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 were acquired in September 2014 and school facilities sections were acquired in December 2014.

Expenditures Per Pupil	Dollars Spent Per Student				
	Mound	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,357	N/A	N/A	N/A	N/A
Restricted (Supplemental)	149	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,209	4,262	98.8%	4,690	89.7%
Average Teacher Salary	68,273	64,444	105.9%	69,360	98.4%

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Class Size Reduction
- Continuation Education
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local Funds
- Other State Funds
- Special Education
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs