

Ventura Unified School District

School Plan for

Student

Achievement



Blanche Reynolds Elementary School

56 72652 6056055

Contact Information:

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Ventura Unified
SCHOOL DISTRICT



This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2020-2021

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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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susan.martinez@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 2020-21 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Susan Martinez	X				
Erynne Allen		X			
Rachel Donovan		X			
Kati Padgett		X			
Debbie Wreesman			X		
Erica Connell				X	
Michelle Gailey				X	
Sarah Helland				X	
Ally Marshall				X	
Crystal Santana				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) Membership

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

Name of Members	Parents/Guardians of English Learners				
	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Susan Martinez	X				
Sally Hinojosa		X			
Andrea Jacobo					X
Goya Dominguez			X		
Karen Padilla				X	
Dalila Crespo				X	
Maria Echeverria				X	
Number of members in each category	1	1	1	3	1

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

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

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

Recommendations and Assurances

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

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

English Learner Advisory Committee

Signature of Authorized Representative


- 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: 11-19-2020

Attested:


Susan Martinez, Principal

11-19-2020
Date


SSC Chairperson

11-19-2020
Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 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, and 1 alternative high school.

During the 2019-20 school year, Ventura Unified School District served 16,236 students in grades TK-12 including 10.7% students with disabilities, 16.5% English learners, 55.6% socioeconomically disadvantaged, 0.4% migrant education, 1.3% homeless, and almost 0.4% 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 Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

District Vision

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

District Mission

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

District Governing Principles

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

School Information

During the 2019-20 school year, Blanche Reynolds School served 256 students in grades TK-5 residing in the midtown area of Ventura. Student enrollment included 30.5% students with disabilities, 20.3% English learners, 68.8% socioeconomically disadvantaged, 0.4% migrant, and 5.5% homeless.

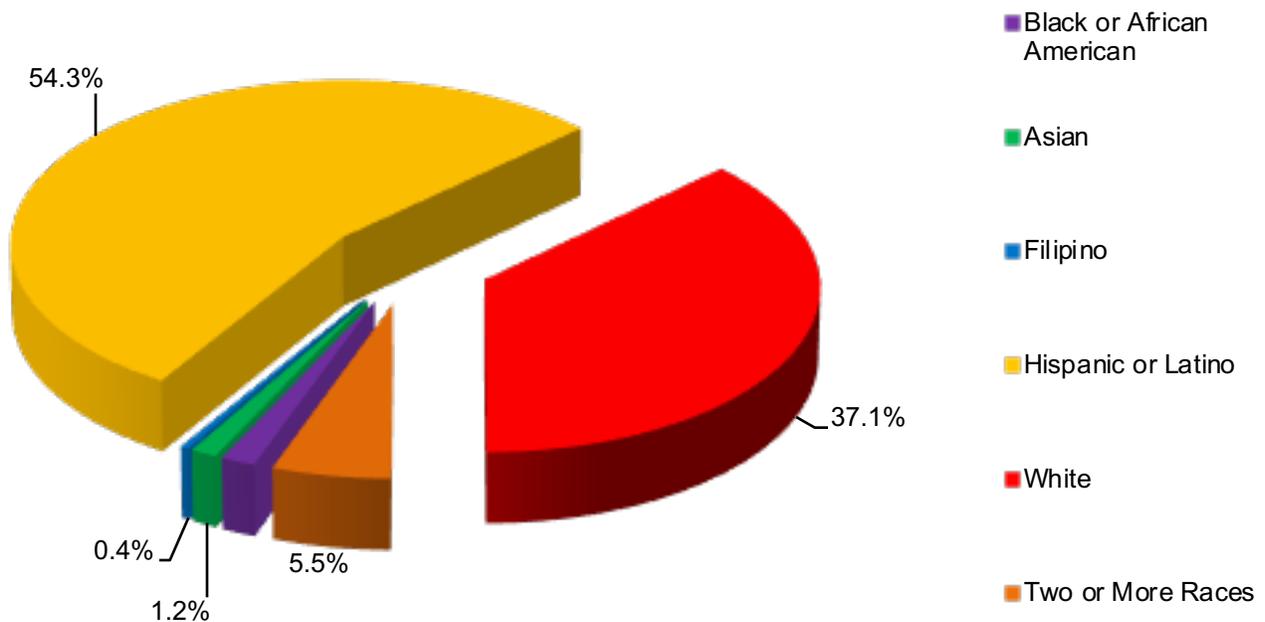
Blanche Reynolds School offers four special day classes, two Open Classrooms (K-5), nine traditional elementary classrooms, and two classrooms for Homestead School, a home school program serving 30 students K-8. More than 50 students are enrolled through intra/inter transfers.

Staff members vary from over 30 years experience to just beginning their careers. Because of the wide variety of programs cited above, the school provides a unique opportunity for learning about diverse backgrounds. Parents are involved in the classrooms and school programs. The PTA membership has a large number of parents and family members involved at school activities. The school's high daily attendance rate is another indicator that students feel safe and connected at school. Parents are kept informed about student achievement in the form of regularly scheduled parent conferences, principal newsletters, PTA/PTO meetings, website updates, and Edulink phone messages.

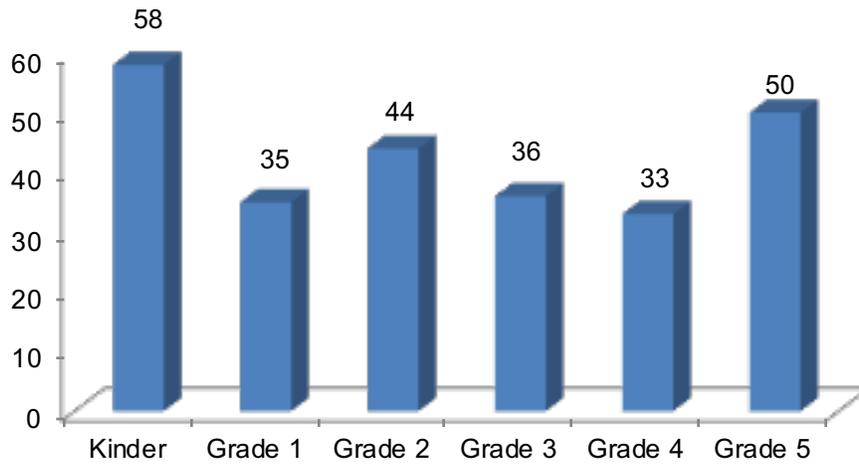
School Mission

Blanche Reynolds campus provides a caring, healthy and safe environment where all children are honored, all individuals are respected, and all are provided learning opportunities for academic and social-emotional growth.

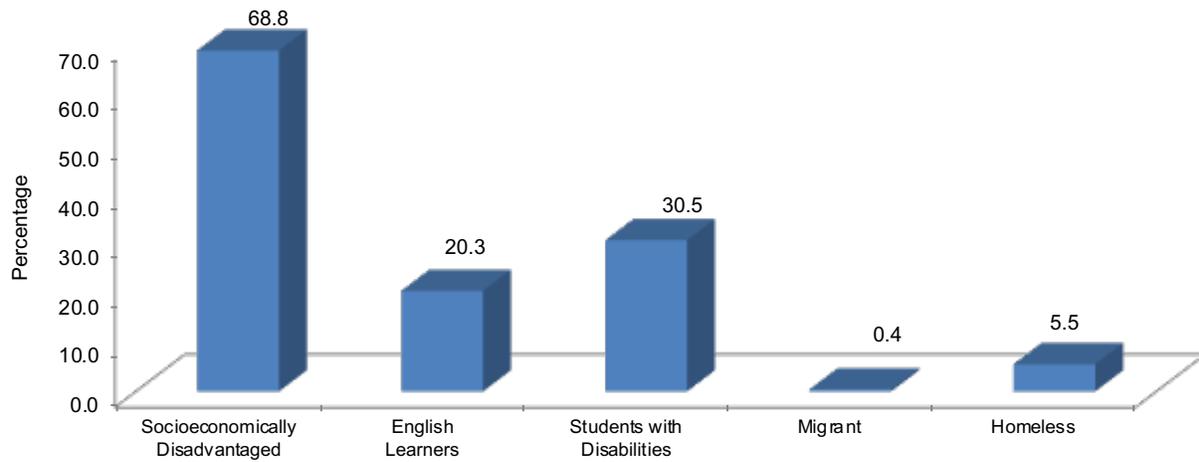
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



Student Enrollment by Student Group – 2019-20



Comprehensive Needs Assessment

Blanche Reynolds 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 staff meetings, leadership team meetings, and grade level meetings, administrators and teacher leaders considered the results of the following to identify areas of strength and weakness:

- Analysis of Student Performance Data:
 - ELPAC Reports
 - Accelerated Reader Reports
 - CAASPP Reports
 - Teacher Created Assessments
 - MobyMax
 - District Reading Screener

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

Transition from Preschool to Kindergarten

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

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

- **Jumpstart State Preschool Program:** Through a contract with the California Department of Education, Ventura Unified School District operates 14 half-day Jumpstart State Preschool programs. The Jumpstart Program is under the auspices of Ventura Unified School District Office of Educational Services, Child Development Programs.

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

When you visit the Jumpstart classrooms you will observe a print rich environment supporting the developmental process of early literacy. Notably, the importance of a culturally and linguistically sensitive learning environment is demonstrated. Children are engaged daily in language/ literacy lessons, as well as ten developmentally based center activities. Children receive a "no cost" nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified Classroom Teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching.

Children receive a "no cost" nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified classroom teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching. Morning and afternoon sessions are offered.

The Jumpstart State Preschool Programs offer morning and afternoon sessions at:

- E.P. Foster Elementary
 - Montalvo Elementary
 - Portola Elementary
 - Sheridan Way Elementary
 - A.T.L.A.S.
 - Will Rogers Elementary
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District's Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
 - Blanche Reynolds Elementary School
 - Citrus Glen Elementary School
 - Elmhurst Elementary School
 - Junipero Serra Elementary School
 - Lincoln Elementary School
 - Loma Vista Elementary School
 - Sheridan Way Elementary

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.

Blanche Reynolds Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Blanche Reynolds 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. Blanche Reynolds Elementary School has implemented expectations of the Lesson One program across the campus, which establishes consistency and sets students up for success.

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

- **Big Deals/Little Deals** – program that offers clear-cut guidelines for helping children differentiate big deals - situations that require adult intervention and little deals - those things children are capable of handling on their own.
- **Lesson One** – character education and positive behavior program
- **Digital Citizenship** – An Internet safety program designed to provide teachers with lessons and resources that will comply with the Children's Internet Protection Act (CIPA). All schools are required to provide Internet Safety instruction for all grade levels each year.
- **Zones of Regulation** – The Zones of Regulation curriculum is explored highlighting strategies to teach students to become more aware of and independent in controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts are shared.

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Blanche Reynolds ES	56726526056055	12-5-2019	

Purpose and Description

Briefly describe the purpose of this plan is to continue student achievement for all students.

Blanche Reynolds School had been identified as an Additional Targeted Support and Improvement school from the 2018 California School Dashboard. The growth in the school year has removed Blanche Reynolds School out of Additional Targeted Support and Improvement from the 2019 California School Dashboard. In the plan the purpose will be to address the needs of all students, with the focus on any groups scoring below the average of the school.

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

The plan will be focusing on increasing student achievement for all students while decreasing performance gaps. It will also include student connections to school in order to provide a safe and secure environment for all staff and students. And family involvement will have goals for increased parent and community involvement. The focus and goals align with the Local Control and Accountability Plan.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Site Council	10-8-2020, 10-22-2020, 11-5,2020, 11-19-2020
School Leadership Team	12-2-2020
Parent Teacher Association	12-2-2020
English Learner Advisory Committee	11-19-2020

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)**

When reviewing the use of school and district resources, all students are equally able to access the resources and no known inequity has been identified.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

All students with specific focus on Hispanic students, English Learners, students who are economically disadvantaged (SED), and students with disabilities (SWD) need additional support in English language arts.

All students with specific focus on Hispanic students, students who are economically disadvantaged (SED), and students with disabilities (SWD) need additional support in Mathematics.

The CAASPP 2020 was suspended due to COVID-19 and the CAASPP 2019 will continue to be used for a standardized assessment data.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2019 English Language Arts –ALL	38.71%	42.58%
CAASPP 2019 English Language Arts- Hispanic	25.92%	28.51%
CAASPP 2019 English Language Arts- English Learner	8.57%	9.42%
CAASPP 2019- English Language Arts- SED	32.11%	35.32%
CAASPP 2019- English Language Arts -SWD	2.04%	2.25%
CAASPP 2019 Mathematics – ALL	34.19%	37.6%
CAASPP 2019 Mathematics - Hispanic	20.99%	23.08%
CAASPP 2019 Mathematics- English Learner	11.42%	11.53%
CAASPP 2019- Mathematics- SED	24.77%	27.24%
CAASPP 2019-Mathematics - SWD	4.08%	4.3%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

When reviewing CAASPP student outcomes on the English Language Arts assessment all of our students need additional support in all areas of English Language Arts; reading, writing, listening, and research/inquiry.

Strategy/Activity

The teachers will use district benchmark assessments three times a year and district screeners 4 times a year, along with accelerated reader assessments to determine each student's current level of pre-reading/reading skills. From the data results, teachers will create an individual student goal, documented in a student binder, to target specific skill needed for the student. The teacher will meet with each student once a month to review and evaluate the goal, making adjustments as needed with the student. The goals will be on a goal setting form and evaluated as class needs during collaboration time. All students will receive academic support at their current level of achievement from classroom teacher, intervention teacher, and/or extra adult support in the classroom. Library tech will work with teachers and students to ensure they have the right fit book. Students will have access to computer programs of Accelerated Readers and Starfall to have opportunities to work at their current level in language arts.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$ 25,167 for hourly intervention teacher	Supplemental grant, Supplemental intervention, Title 1
\$27,600 extra adult support in classroom	Supplemental Grant
\$17,487 library tech	Title 1
\$2,122 Accelerated Readers	Restricted Lottery
\$270 Starfall membership	Title 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who are Hispanic, English Learners, students who are economically disadvantaged, and/or students with disabilities underperform compared to the whole school. To decrease the achievement gap there will be a focus on groups of students who need additional support in English Language Arts.

Strategy/Activity

Collaboration time two or more times a month will continue for staff to focus on best strategies and practices to ensure Hispanic students, English Learners, Students of economic disadvantage, and/or students with disabilities will be taught lessons that use multiple learning modality strategies and when possible, given choices to show learning outcome. Release time or planning schedules will be created to ensure collaboration occurs as part of the school program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,200 Collaboration time/Sub cost/training	Site based funds, Title 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

When examining 2019-2020 District English Language Arts assessment data Reading: Literature was an area of concern across 3rd-5th grade.

Strategy/Activity

The teachers will review California Common Core Content Standards in the English Language Arts with a focus on key ideas and details and integration of knowledge and ideas. Through the review of the learning standards, teachers will backwards map the standards starting with fifth grade and ending in kindergarten. Teachers will plan and identify how to incorporate the reading literature standards across subject curriculum. The outcome will be a scope and sequence for each grade level for a school year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$ 2,200 Collaboration time	Site based funds, Title 1 **also part of strategy/activity 2

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

When examining 2019-2020 District Math assessment data each grade level had a different area of weakness in the strands.

Strategy/Activity

Teachers in each grade level will examine the California Common Core Content Standards for Mathematics in the strand that is a weakness for students. As part of the process, key academic vocabulary will be identified and built into daily lessons for students and a lesson will be shared monthly at collaboration meetings. Student progress for mathematical skills will be monitored and evaluated using district assessments and adopted math curriculum.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$25,167 Hourly intervention teacher	Supplemental Grant, Supplemental Intervention, Title 1*
\$27,600 Extra adult support in classroom	Supplemental Grant*
\$7,969 hourly math intervention teacher	Low Performing Student Block Grant
\$ 2,200 Collaboration time	Site Based Funds, Title 1**
\$2,122 Accelerated Readers	Restricted Lottery*
	* also part of strategy/activity 1 **also part of strategy/activity 2

Annual Review:

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

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

The implementation of the strategies was started in regards to collaboration and student goal setting. The implementation had not been able to have enough time to determine the effectiveness of the outcome.

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

No major differences between implementation and budget expenditures.

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.

Any changes to the goal will be based on the students' needs and changes made to increase student achievement.

Goal 2:

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

Identified Need:

From the safety needs assessment it has been determined to increase student personal and social responsibility and student level of support.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard 2019	Suspension rate is at a highest positive status of blue.	Continue to have a high positive status.
Annual Attendance Rate	95.11% (2018-2019)	95.8%
Office referrals	Gather results	Decrease to less than 2 a week

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be receiving social/emotional lessons through the curriculum of Second Step.

Strategy/Activity

Second Step curriculum will be taught by teachers and school counselor with the goal of increasing positive social skills and problem-solving skills

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,200 Collaboration time	Site Based Funds, Title 1* *included as part of goal 1
\$3,000 Increase Counselor time	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

For student safety at school there will be a focus of giving all students a sense of purpose to increase the connection they have to others and school.

Strategy/Activity

Students will be engaged in multi-age, school wide activities. The activities will include the opportunity to get to know others and to be contributing members of their school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
No known cost with goal	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students to increase or maintain attendance.

Strategy/Activity

To increase attendance, school personnel will be connecting early with families to ensure that any support is available before a student is considered chronically absent. The school will also work together to teach students best practices to stay healthy, such as hand washing. Lessons from Second Step will help focus on responsibility for students to be ready for school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,566 Attendance clerk	Site Based Funds, Supplemental Grant

Annual Review:

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

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

Working with families and students to increase connections to school and remove barriers will increase student attendance. The previous year created new support needs from families, such as technology and training.

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

There are no major differences between the implementation and budgeted expenditures.

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 we partner with families to ensure students are attending school regularly, changes may occur as we become aware of barriers.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

When families, schools, and community collaborate together student success in schools increase through attendance and academics.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School safety needs assessment	Current baseline is unknown	To collect data to have a baseline
Surveys	Currently unknown	Survey results to use for future decisions

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served as strategies are put in place to increase parent and community involvement.

Strategy/Activity

To increase parent involvement a survey for teachers and parents will be used to explore areas of improvement. During the school year, at current events and activities data will be collected to determine the level of parent involvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Unknown cost for the strategy	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Increase all students' opportunities to engage in their own learning process as it connects to their interest.

Strategy/Activity

Through collaboration of staff, families, and community, students will have an increase of opportunities to be active in learning that is connected to their interest, with a goal of once a trimester.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Unknown at this time	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Support parents for them to support their student with homework.

Strategy/Activity

To increase student homework completion, offer parent training in subjects as they request from surveys. Explore the option of videotaping homework lessons and post on a website to allow parents the opportunity of viewing it at home. Explore the home/school connection of adopted curriculum if publisher offers family resources.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Unknown cost for the strategy	

Annual Review:

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

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

The goal had not had the time to be implemented due to distance learning being put in place. There were family support for the technology resources in different forms, such as a call center and posted videos.

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

There were no major differences between implementation and budget expenditures.

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.

The changes will be in increased attendance and an increase in enrollment.

Budget

Other Federal, State and Local Funds

The School Site Council intends for Blanche Reynolds Elementary School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2019-20 Carryover	\$6,215.00
Title I 2020-21 Allocation	\$551.00
Title I 2020-21 Parent Involvement	\$26,720.00

Subtotal of additional federal funds included for this school: **\$33,486.00**

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 2019-20 Carryover	\$1,005.00
Site-Based Funds 2020-21 Allocation	\$9,664.00
Supplemental Funds 2019-20 Carryover	\$5,733.00
Supplemental Funds 2020-21 Allocation	\$23,200.00

Subtotal of state or local funds included for this school: **\$39,602.00**

Total of federal, state, and/or local funds for this school: **\$73,088.00**

2020-21 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) 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. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare English Learners at all grade levels for college and career success. Department staff supports English Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for English 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.

Curriculum & Instruction

The Curriculum & Instruction Department 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 and secretary.

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 2018-19

	English Language Arts/Literacy 2018-19						
	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	31	31	31	12.90%	19.35%	29.03%	38.71%
Male	15	15	15	6.67%	13.33%	53.33%	26.67%
Female	16	16	16	18.75%	25.00%	6.25%	50.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	18	18	18	11.11%	16.67%	27.78%	44.44%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	19	19	19	5.26%	21.05%	36.84%	36.84%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	12	12	12	0.00%	8.33%	16.67%	75.00%
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 3 Mathematics 2018-19

	Mathematics 2018-19						
	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	31	31	31	19.35%	16.13%	12.90%	51.61%
Male	15	15	15	13.33%	20.00%	20.00%	46.67%
Female	16	16	16	25.00%	12.50%	6.25%	56.25%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	18	18	18	11.11%	16.67%	11.11%	61.11%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	19	19	19	10.53%	15.79%	15.79%	57.89%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	12	12	12	0.00%	0.00%	0.00%	100.00%
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 English Language Arts/Literacy 2018-19

	English Language Arts/Literacy 2018-19						
	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	52	50	50	18.00%	18.00%	22.00%	42.00%
Male	29	28	28	17.86%	17.86%	14.29%	50.00%
Female	23	22	22	18.18%	18.18%	31.82%	31.82%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	23	23	23	4.35%	8.70%	26.09%	60.87%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	26	24	24	29.17%	20.83%	20.83%	29.17%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	35	33	33	15.15%	9.09%	27.27%	48.48%
English Learners	11	11	11	9.09%	9.09%	18.18%	63.64%
Students with Disabilities	13	13	13	0.00%	0.00%	7.69%	92.31%
Migrant Education							
Homeless	6	6	6	*	*	*	*

CAASPP – Grade 4 Mathematics 2018-19

	Mathematics 2018-19						
	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	52	50	50	12.00%	24.00%	24.00%	40.00%
Male	29	28	28	14.29%	17.86%	25.00%	42.86%
Female	23	22	22	9.09%	31.82%	22.73%	36.36%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	23	23	23	0.00%	8.70%	30.43%	60.87%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	26	24	24	25.00%	33.33%	16.67%	25.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	35	33	33	6.06%	18.18%	30.30%	45.45%
English Learners	11	11	11	9.09%	9.09%	0.00%	81.82%
Students with Disabilities	13	13	13	0.00%	0.00%	7.69%	92.31%
Migrant Education							
Homeless	6	6	6	*	*	*	*

CAASPP – Grade 5 English Language Arts/Literacy 2018-19

	English Language Arts/Literacy 2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	76	74	74	20.27%	22.97%	20.27%	36.49%
Male	42	41	41	19.51%	19.51%	19.51%	41.46%
Female	34	33	33	21.21%	27.27%	21.21%	30.30%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	41	40	40	10.00%	22.50%	15.00%	52.50%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	28	27	27	25.93%	25.93%	33.33%	14.81%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	58	57	57	19.30%	19.30%	17.54%	43.86%
English Learners	17	17	17	0.00%	5.88%	17.65%	76.47%
Students with Disabilities	26	24	24	0.00%	0.00%	16.67%	83.33%
Migrant Education							
Homeless	7	6	6	*	*	*	*

CAASPP – Grade 5 Mathematics 2018-19

	Mathematics 2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	76	74	74	16.22%	16.22%	31.08%	36.49%
Male	42	41	41	17.07%	17.07%	24.39%	41.46%
Female	34	33	33	15.15%	15.15%	39.39%	30.30%
African American	8	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	41	40	40	10.00%	15.00%	20.00%	55.00%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	28	27	27	18.52%	22.22%	44.44%	14.81%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	58	57	57	12.28%	12.28%	29.82%	45.61%
English Learners	17	17	17	5.88%	0.00%	23.53%	70.59%
Students with Disabilities	26	24	24	0.00%	8.33%	16.67%	75.00%
Migrant Education							
Homeless	7	6	6	*	*	*	*

2020-21 Title I Funds Program Budget

VUSD BUDGET: 2020/2021		
PROGRAM: Title I		
Site: Blanche Reynolds	Resource = 3010	Carryover 6,215 Parent Involvement 551 Allocation 26,720 0 Total 33,486
Object #	Classification	
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts
Must reflect amounts on Staffing Charts		Current Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	15,138
1106	Teacher, Sub	
1107	Stipend, Certificated	
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	
2103	Paraed, Hourly	
2201	Library Tech	17,487
2203	Library Tech, Hourly	
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	
2403	Clerk, Hourly	
Complete Time Sheet Authorization Form		
2903	Other Classified, Hourly	
SUBTOTAL		32,625 0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	310
4300	Other Supplies	
4300	Parent Involvement	551
4400	Equip Not Captizd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5806	Technology Licenses	
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		861 0
Total:		33,486 0
Principals Signature for Adjustment: <i>Luan M. ...</i>		
Date: <i>11-19-2020</i>		
School Site Council Approval: (Chairman) <i>DeLeon...</i>		
Date: <i>11-19-2020</i>		
English Learner Advisory Committee Review <i>...</i>		
Date: <i>11-19-2020</i>		
Director, Special Projects Approval: <i>...</i>		
Date: <i>11/19/20</i>		

2020-21 Site Based Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Site Based Funds			
Site: Blanche Reynolds		Carryover	1,005
		Allocation	9,664
			0
Resource = 0000			0
		Total	10,669
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated	1,653	
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
Complete Time Sheet Authorization Form			
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	Library Tech		
2203	Hourly Child Care		
2203	Hourly Classified Support		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly	4,566	
2406	Clerk, Hourly Sub		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
2906	Other Classified, Sub		
SUBTOTAL		6,219	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies		
4300	Other Supplies	2,718	
4400	Equip Not Captzld(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office	1,732	
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		4,450	0
Total:		10,669	0
Principals Signature for Adjustment: <i>[Signature]</i>			
Date: 11-19-2020			
School Site Council Approval: (Chairman) <i>[Signature]</i>			
Date: 11-19-2020			
Director, Special Projects Approval: <i>[Signature]</i>			
Date: 11/19/20			

2020-21 Supplemental Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Supplemental Funds			
Site: Blanche Reynolds		Carryover	5,733
		Allocation	23,200
Resource = 0100		Total	0
Object #	Classification		
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated		
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	27,600	
2103	Paraed, Hourly		
2201	Parent Teacher Liaison		
2203	Translation, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional		
2403	Clerk, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly		
SUBTOTAL		27,600	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	1,333	
4300	Other Supplies		
4400	Equip Not Captizd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5806	Technology Licenses		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		1,333	0
Total:		28,933	0

Principals Signature for Adjustment:	<i>Dean Marney</i>
Date:	11-19-2020
School Site Council Approval: (Chairman)	<i>K. Williams</i>
Date:	11-19-2020
English Learner Advisory Committee Review	<i>[Signature]</i>
Date:	11-19-2020
Director, Special Projects Approval:	<i>[Signature]</i>
Date:	11/19/20

School Parent/Home Compact

Blanche Reynolds School-Home Compact

A strong partnership between school and home helps students to be successful at school. The following compact helps build and maintain a positive partnership between you and school staff to share the responsibilities for your child's learning:

As a student I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree that I will:

- Believe I can learn and will learn
- Come to class on time, ready to learn
- Read daily and complete my homework on time
- Know and follow the school and class rules
- Respect my school, classmates, staff, and family
- Be responsible for my own behavior
- Ask for help when needed
- Practice positive digital citizenship

As a parent/guardian or family member I understand the importance of a good school experience and understand that my participation in my child's education will help their achievement and attitude.

Therefore, I agree that I will:

- Talk to my child regularly about the value of education
- Make sure that my child attends school every day, on time, and with homework completed
- Make sure my child dresses appropriately for school
- Monitor my child's progress in school
- Respect the school, staff, students and families
- See that my child reads daily and review my child's homework
- Review all information that I receive from the school
- Stay involved and informed of my child's school activities, such as Back-to-school night and parent-teacher conferences; and when possible, participate in school, home, community sponsored activities
- Encourage my child to engage in positive digital citizenship.

As a teacher I understand the importance of good school experience to every student and my role as the teacher. Therefore, I agree I will:

- Communicate high expectations for every student
- Model respect as I promote good citizenship and positive behavior for my students
- Teach and involve students in lessons that are interested and challenging through high quality curriculum and learning tools
- Strive to be aware of the individual needs of your child
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class
- Communicate regularly about their child's progress in school and provide assistance to families on what they can do to support their child's learning
- Participate in professional development opportunities and collaboration to develop lessons and learning activities to support all my students

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; 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 Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 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

**Blanche Reynolds
Parent Involvement Policy**

Blanche Reynolds Elementary School will follow the guidelines developed with parent input as listed below in accordance with the No Child Left Behind Act of 2001. This policy will be distributed to parents of students participating in the Title I program and will be updated periodically.

Policy Guidelines

- Convene an annual meeting to explain Title I Program Description, school parent involvement policy, and the rights of parents of program participants

- Involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, on topics such as:
 - Single plan for student achievement
 - Parent involvement policy
 - Title I program description
 - School-Parent Compact, a written agreement of what schools and parents are each supposed to do to help students achieve
 - Plans for training school staff on how to strengthen ties between home and school
 - Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing so
 - Timely responses to suggestions
 - Description and explanation of curriculum to be used
 - The forms of academic assessment used to measure student progress
 - Proficiency levels that students are expected to meet
 - Materials and training on how to improve their child's achievement
 - Develop appropriate roles for community-based organizations and businesses
 - Encourage partnerships with elementary, middle and high schools
 - Offer a flexible schedule of meetings that is convenient to parents
 - Provide other reasonable support for parental involvement at parents' request
 - Attendance Policy

Parent Involvement Calendar

<p>July</p>	<p>January 04 School resumes 05 Parent Advisory Committee 06 PTA Meeting 18 Martin Luther King Day - District closed 25 Inservice day - No students 29 Special Ed Dist Advisory Committee</p>
<p>August 05 PTA Board Meeting 18 First Day of School</p>	<p>February 02 Parent Advisory Committee 03 Local Control and Accountability Plan meeting 03 PTA Meeting 15 President's Day - District Closed 22 Lincoln's Birthday Observed - District Closed 26 Special Ed Dist Advisory Committee</p>
<p>September 02 PTA Board Meeting 03 Labor Day – No School 20 Back to School 28 Non-Student Contact Day- NO SCHOOL 29 Certificated Teacher Inservice Day - No Students 30 Garden work day</p>	<p>March 02 Parent Advisory Committee 03 TK-Kindergarten registration 03 PTA Meeting 18-23 Elementary Parent Conferences - Early dismissal 24 Local Control and Accountability Plan Meeting 26 Special Ed Dist Advisory Committee</p>
<p>October 06 Parent Advisory Council Meeting 07 PTA meeting 08 School Site Council Meeting 22 School Site Council Meeting 23 Special Ed Dist Advisory Committee 26-30 Fall Break</p>	<p>April 02 Board Holiday - District Closed 5-9 Spring Break - No School 13 Parent Advisory Committee 14 PTA Meeting 22 School Site Council Meeting 30 Special Ed Dist Advisory Committee</p>
<p>November 04 Picture Day 04 PTA meeting 05 School Site Council Meeting 11 Veteran's Day - District Closed 18 Family Cooking Night 18-24 Elem. Parent Conferences 19 School Site Council 20 Special Ed Dist Advisory Committee 25 Non Student Contact Day - NO SCHOOL 26-27 Thanksgiving/Board Holiday - District closed</p>	<p>May 04 Parent Advisory Committee meeting 05 PTA meeting 12 Local Control and Accountability Plan meeting 20 School Site Council meeting 28 Special Ed Dist Advisory Committee 31 Memorial Day - District Closed</p>
<p>December 01 Parent Advisory Committee 02 PTA Meeting 11 Special Ed Dist Advisory Committee 21-Jan 1 Winter Break</p>	<p>June 02 PTA meeting 10 Last Day of School - Minimum Day</p>

Professional Development Plan

Blanch Reynolds 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 2020-21 school year, teachers at Blanche Reynolds Elementary School will participate in the following trainings:

- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Video Conferencing Beyond the Basics
- Google Basics
- Screen Casting with Screencastify
- ParentSquare Training
- English Learner Support and Review and ELPAC
- Canvas
- SeaSaw

2019-20 School Accountability Report Card

Published January 2021



BLANCHE REYNOLDS ELEMENTARY SCHOOL

450 VALMORE AVENUE, VENTURA, CA 93003
(805) 289-1817

SUSAN MARTINEZ, ED.D., PRINCIPAL
GRADES TK-5

PRINCIPAL'S MESSAGE

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

Parents and community members play a very important role in the school. Whether through volunteering on campus or supporting students at home with their learning, your role is crucial to student success. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school is a welcoming, engaging environment where students are actively involved in learning the Common Core State Standards as well as positive values. Together, we build the stepping stones toward a successful future for the children in our care. Thank you for your support of Blanche Reynolds School.

School Mission & Vision

Blanche Reynolds campus provides a caring, healthy and safe environment where all children are honored, all individuals are respected, and all are provided learning opportunities for academic and social-emotional growth.

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

VELMA LOMAX
MATTHEW ALMARAZ
SABRENA RODRIGUEZ
AMY (YAMAMOTO) CALLAHAN
DR. JERRY DANNENBERG

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. GREG BAYLESS
DIRECTOR OF SECONDARY EDUCATION

GINA WOLOWICZ
DIRECTOR OF ELEMENTARY EDUCATION

DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org

Ventura Unified
SCHOOL DISTRICT



**DISTRICT & SCHOOL
DESCRIPTION**

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 16,000 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.

Blanche Reynolds Elementary School

Blanche Reynolds Elementary School serves students in transitional kindergarten through grade five following a traditional calendar (TK numbers are included in the “Kindergarten” number shown below). At the beginning of the 2019-20 school year, 256 students were enrolled, including 30.5% in special education, 20.3% qualifying for English Language Learner support, 5.5% homeless youth, and 68.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.6%	Kindergarten	58
American Indian or Alaskan Native	0.0%	Grade 1	35
Asian	1.2%	Grade 2	44
Filipino	0.4%	Grade 3	36
Hawaiian or Pacific Islander	0.0%	Grade 4	33
Hispanic or Latino	54.3%	Grade 5	50
White	37.1%	Grade 6	0
Two or More Races	5.5%	Grade 7	0
Socioeconomically Disadvantaged	68.8%	Grade 8	0
English Learners	20.3%		
Students with Disabilities	30.5%		
Homeless	5.5%		
Foster Youth	0.0%	Total Enrollment	256

Blanche Reynolds Elementary School is a TK-5 educational program designed to meet the needs of each student in a warm and nurturing environment where each child is loved, nurtured and respected. Our teachers are dedicated to opening doors to all students. We teach the Common Core State Standards in ways that empower, excite and inspire students to reach their fullest potential.

Blanche Reynolds Elementary also shares its campus with the Homestead Program which is an alternative education program for K-8 students who flourish in an individualized self-paced, instructional setting.

**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, helping to run school activities or simply by attending school events. Parents stay informed on upcoming events and school activities through classroom parent letters, ParentSquare, parent meetings, the school website, principal newsletters, and the marquee. Contact the school office or the school office manager, Cheri Carney, at (805) 289-1817 for more information on how to become involved in your child’s learning environment.

Opportunities to Volunteer

- Classroom Helper
- Library Helper
- Field Trip Chaperone
- Jog-a-Thon Helper
- Art Fair Night
- Math Game Night Support

Opportunities for learning more about your children & their school:

- Back to School Night
- School Site Council Meetings
- English Learner Advisory Council Meetings
- Parent Teacher Association Meetings
- Superintendent’s Parent Advisory Council Meetings

STUDENT ACHIEVEMENT

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

In the spring of each year, Blanche Reynolds Elementary School is required by the state to administer a physical fitness test to all students in fifth and seventh 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/.

California Physical Fitness Test Results 2019-20			
% of Standards Met:			
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Blanche Reynolds		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5, 8, & 10)	20	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	Blanche Reynolds		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy	39	N/A	55	N/A	48	N/A
Mathematics	34	N/A	44	N/A	37	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2019-20										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**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. Blanche Reynolds Elementary School's original facilities were built in 1956; 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 2019-20 school year, the following campus repairs or improvements took place:

- Gas infrastructure work

Every morning before school begins, the 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 Blanche Reynolds Elementary School. The day custodian is responsible for cafeteria setup/cleanup, general cleaning and custodial functions, and restrooms.

Restrooms are checked regularly for cleanliness and cleaned as needed. The evening custodians are responsible for classrooms, office areas, restrooms, and routine maintenance projects.

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

Campus Description	
Year Built	1956
Acreage	6.6
Bldg. Square Footage	37249
	Quantity
# of Permanent Classrooms	19
# of Portable Classrooms	3
# of Restrooms (student use)	6 sets
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Computer Lab	1
Laptop Lab	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, yard supervisors are strategically assigned to designated entrance areas, the breakfast area, and playground. During recess, teachers, and yard supervisors supervise playground activity. Playground supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, yard supervisors monitor student behavior to ensure a safe and orderly departure. Additionally, there is the ASES after school program for 4th and 5th grade students.

Blanche Reynolds 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 Blanche Reynolds 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 by December 2020.

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

Item Inspected	School Facility Good Repair Status			
	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
Inspection Date:				
July 16, 2020				
Systems	✓			
Interior Surfaces		✓		K-1 & K-2 - Chipped paint around door frame in K-2; Classroom 1, 20- Ceiling stains; Classroom 3 - Wall above sink needs painting; Classroom 16 - Deficiency noted; Classroom 17, 18 - Cabinets need painting; Kitchen/Cafeteria - Broken tiles by door, stained ceiling tiles
Cleanliness		✓		Classroom 1, 2, 3, 4, 5, 11, 14, 16 - Door frame needs painting; Classroom 10 - Board on column is rotted and needs to be replaced; Classroom 6 - Exterior door frame needs painting; Rainbow Bridge Playground - Deficiency noted; Classroom 19 - Exterior tables and benches need painting; Classroom 21 - Paint on exterior front overhang is peeling
Electrical		✓		
Restrooms/Fountains		✓		
Safety		✓		
Structural		✓		
External			✓	Admin - Front door jamb has dry rot; K-1 & K-2, Classroom 5 - Deficiency noted; Classroom 4 - Outside plants need trimming; Wing 1-5 Boys RR - Concrete near bottom of door is damaged; Classroom 15 - Trees need to be trimmed away from the building, picnic tables need to be painted; Rainbow Bridge Playground - Grass growth intrusion into wood chips, west wall support posts need to be repaired, table supports and overhangs need to be repainted, two large trees canopies need to be raised, root intrusion into wood chips, more wood chips needed, damaged wood components throughout; Classroom 20 - Garden needs weeding; Classroom 21 - Grounds (trees) need maintenance (pruned from buildings)
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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 Blanche Reynolds Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Blanche Reynolds 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 July 16, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Blanche Reynolds Elementary School’s promotes positive behavior expectations. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. The principal leads a school rules assembly at the beginning of each school year and halfway through the school year. Behavior expectations are reinforced with students throughout the year. Blanche Reynolds 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									
	Blanche Reynolds			VUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions (%)	0.80%	1.50%	0.78%	3.00%	2.70%	2.53%	3.50%	3.60%	
Expulsions (%)	0.00%	0.00%	0.00%	0.15%	0.05%	0.10%	0.08%	0.09%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state’s most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district’s board of education.

Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2021-22 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials. History-Social Science curriculum is scheduled to be piloted in the 2020-2021 year with adoption and implementation for the 2021-2022 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 22, 2020, 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 #20-24 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

Average Class Size and Class Size Distribution				
2017-18				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	23.0	1	3	
1	22.0		1	
2	25.0		1	
3	18.0	1	1	
4	22.0	2		1
5	23.0	1	3	
2018-19				
K	18.0	3	2	
1	22.0		1	
2	24.0		1	
3	19.0	1	1	
4	27.0		2	
5	21.0	2	2	
2019-20				
K	26.0		2	
1	27.0		1	
2	19.0	2		
3	50.0			1
4				
5	32.0		1	

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

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

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 2020-21 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.

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 2018-19, 2019-20, and 2020-21 school years, the teachers at Blanche Reynolds Elementary School had the opportunity to participate in districtwide staff development training focused on:

2018-19 and 2019-20 Trainings:

- History-Social Science
- Next Generation Science Standards
- School Safety
- Special Education
- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Distance Learning Plans
- Elementary Resource
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Sunday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet
- Videoconferencing

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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
2018	Yes	My Big Day (TK)	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	My Big Day (TK)	0%
Science			
2008	Yes	Pearson-Scott Foresman: <i>California Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>Our Communities</i>	0%

Survey. During the 2019-20 school year, Blanche Reynolds Elementary School's staff development activities concentrated on:

- English Language Arts Curriculum
- Growth Mindset
- Lesson One
- Math Training
- Response to Intervention (Rtl)
- Technology Training
- Universal Design Learning (UDL)

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.

Professional Development Days Three-Year Trend		
2018-19	2019-20	2020-21
2	2	3

PROFESSIONAL STAFF

Counseling & Support Staff

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

Academic Counselors and Other Support Staff 2019-20		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Psychologist	1	0.5
School Nurse	As needed	
Speech Therapists	2	1.0
Health Technician	1	0.5
School Counselor	1	0.5

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

Teacher Assignment

During the 2019-20 school year, Blanche Reynolds Elementary School had 15 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials and Assignments					
	Blanche Reynolds			VUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	16	16	15	721	715	694
Teachers with Full Credential	15	15	14	690	678	664
Teachers without Full Credential Teaching Outside Subject Area (with full credential)	1	1	1	31	37	30
Misassignments of Teachers of English Learners	0	0	0	105	89	89
Total Teacher Misassignments*	0	0	0	0	1	0
Teacher Vacancies	0	0	0	1	2	0
	0	0	0	3	4	3

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.

SARC DATA & INTERNET ACCESS

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 Blanche Reynolds 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.

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 was acquired in November 2020 and the school facilities section was acquired in December 2020.

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: 2018-29 salary comparison data was the most recent data available at the time this report was published.)

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	47,778	52,484
Mid-Range Teacher Salary	68,801	81,939
Highest Teacher Salary	95,296	102,383
Average Principal Salaries:		
Elementary School	117,542	129,392
Middle School	120,713	136,831
High School	135,503	147,493
Superintendent Salary	227,500	254,706
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Student

For the 2018-19 school year, Ventura Unified School District spent an average of \$11,502 of total general funds to educate each student (based on 2018-19 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.)

Expenditures Per Pupil	Dollars Spent Per Student				
	Blanche Reynolds	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	11,869	N/A	N/A	N/A	N/A
Restricted (Supplemental)	4,994	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,875	6,501	105.8%	13,080	52.6%
Average Teacher Salary	76,280	77,464	98.5%	81,939	93.1%

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 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- Classified School Employee Professional Development Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education
- Tobacco-Use Prevention Education In

School Site Council Bylaws

School Site Council

Bylaws

Blanche Reynolds Elementary School – Approved 10/23/2019

Updated 11/06/2019

Article 1

Duties of the School Site Council

The School Site Council of Blanche Reynolds Elementary School, hereinafter referred to as SSC, shall carry out the following duties:

- *Obtain recommendations for, and review the proposed Single School Plan for Student Achievement from all school advisory committee.*
- *Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.*
- *Recommend the plan and expenditures to the governing board for approval.*
- *Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.*
- *Make notifications to the plan whenever the need arises.*
- *Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.*
- *Annually evaluate the progress made toward school goals to raise the academic achievement of all students.*
- *Carry out all other duties assigned to the council by the district governing board and by state law.*

Article 2

Members

Section A: Composition

The council shall be composed of 10 members, selected by their peers, as follows:

- *3 classroom teachers*
- *1 other school staff member*
- *5 parents or community members*
- *The school principal shall be an ex officio member of the council*

Council members chose to represent parents may be employees of the school district as long as they are not employed by this school.

Section B: Term of Office

SSC members shall be elected for 2 year terms. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted. Email votes will be allowed when necessary.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his/her membership by submitting a written letter of resignation to the council chairperson.

Section E: Transfer of Membership

Membership on the council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by appointment of the council for the period of time until the next regular election.

**Article 3
Officers**

Section A: Officers

The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable.

The chairperson shall:

- *Preside at all meetings of the council*
- *Sign all letters, reports, and other communications of the council*
- *Perform all duties incident to the office of the chairperson*
- *Have other such duties as are prescribed by the SSC*

The vice-chairperson shall:

- *Represent the chairperson in assigned duties*
- *Substitute for the chairperson in his/her absence*

The secretary shall:

- *Keep minutes of all regular and special meetings of the SSC*
- *Transmit true and correct copies of the minutes of such meetings to members of the council and to appropriate downtown personnel*
- *Provide all notices in accordance with these bylaws*
- *Be custodian of the records of the SSC*
- *Keep a register of the names, addresses and telephone numbers of each member of the council, the chairpersons of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons*
- *Perform other such duties as are assigned by the chairperson or the council*

Section B: Election and Terms of Office

The officers shall be elected annually, at the 1st meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Any officer may be removed from their office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.

**Article 4
Committees**

Section A: Standing and Special Committees

The School Site Council may, from time to time, establish standing or special committees to perform various functions as prescribed by the Council. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the Council and are advisory to it. No standing or special committee may exercise the authority of the Council. A standing or special committee may be abolished by a vote of the Council.

The purpose of these committees is to:

- *Gather and analyze data*
- *Examine materials, staffing, or funding possibilities*
- *Propose to the Council strategies for improving the instructional practices*

Section B: Standing and Special Committee Membership

Unless otherwise determined by the Council, the Council chairperson shall appoint members of the standing or special committees. A vacancy on a standing or special committee shall be filled by appointment of the chairperson.

Section C: Standing and Special Committee Term of Office

The Council shall determine the membership terms for all standing and special committees. This term should be communicated to the committee members at the beginning of their assignment.

Section D: Standing and Special Committee Rules

Each standing and special committee will establish procedural rules that are consistent with the Council's bylaws and the district governing board.

**Article 5
Meetings of the school Site Council**

Section A: Meetings

The Council shall hold a minimum of four meetings per year.

Section B: Place of Meetings

The Council shall hold its regular meetings at a facility provided by the school, unless the school principal determines that such a facility accessible to the public, is unavailable or does not meet health and/or safety codes. Alternative meeting sites shall be determined jointly by the school principal and Council chairperson.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 48 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venue: Office Door

All required notices shall be delivered to SSC and committee members no less than forty-eight hours, and no more than 7 days in advance of the meeting, personally or by mail or by e-mail.

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by Education Code Section 3147-c, and with Robert's Rules of Order or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the council, shall be open to the public, Notice of such meetings shall be provided in accordance with Section C of this article.

Section G: Communication with the Local Board of Education

The School Site Council shall implement the rules and regulations as defined in local board policy. The council may communicate with the board by submitting a letter to the Board of Education office. A School Site Council may request to speak at a local board of education meeting by following district procedures for communicating with the school board.

Section H: Uniform Complaint Procedures

Annually, the School Site Council shall participate in training about the district's uniform complaint procedures. This training will review procedures for filing a complaint. If any School Site Council member or member of the public believes that the School Site council has taken an action that is in violation of their legal authority, the individual or group may file a uniform complain form with the district.

Article 6

Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the numbers present. Written notice of the proposed amendment must be submitted to SSC members at least 2 days prior to the meeting at which the amendment is to be considered for adoption.

2019-2020