

Ventura Unified School District School Plan for Student Achievement



Will Rogers Elementary School

56 72652 6056238

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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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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
Vanessa Perez	X				
Alondra Dorado		X			
Michelle Johnston		X			
Andrew Maxwell		X			
Diane Cargnino			X		
Monica De La Hoya				X	
Lindsay McAllister				X	
Carlos O'Bryan				X	
Wainani Oesterle				X	
Stephanie Whitney				X	
Number of members in each category	1	3	1	5	

English Learner Advisory Council 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	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Vanessa Perez	X				
Andrew Maxwell		X			
Alondra Dorado		X			
Socorro "Coco" Fernandez				X	
Joyce Cooper				X	
Elizabeth Rodriguez				X	
Maureen Shertzer				X	
Number of members in each category	1	2		4	

(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: _____

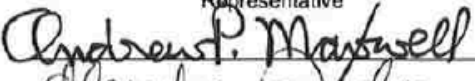
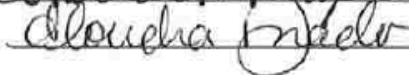
Recommendations and Assurances

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
All Staff

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: 10/21/2020.

Attested:


Vanessa Perez, Principal

12/15/2020
Date


SSC Chairperson

12/15/20
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

School Profile

During the 2019-20 school year, Will Rogers served 511 students in grades K-5. Student enrollment included 5.9% students with disabilities, 39.5% English learners, 66.3% socioeconomically disadvantaged, 0.8% migrant, and 1.6% homeless youth. Located in beautiful mid-town Ventura, Will Rogers is a traditional calendar K-5 elementary school that is walking distance to the Pacific Ocean.

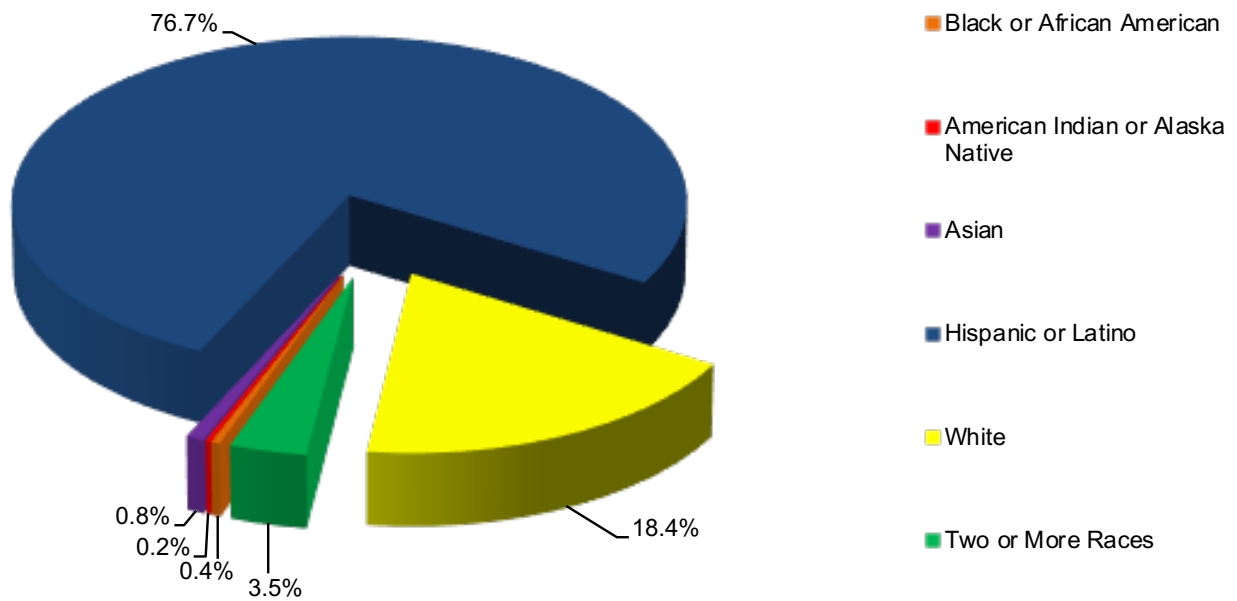
Single-family residences along with a few moderate income apartment buildings provide housing for our neighborhood students. In addition to servicing neighborhood children, our school is also home to children from the Ventura Avenue corridor, which is made up of low to moderate-income housing. The school is nestled within commercial enterprises that include several fast food restaurants, retail stores, car dealerships, as well as Ventura's largest retail mall.

The Will Rogers two-way immersion program serves kindergarten-fifth grade. The campus also has a VNFL (Ventura Neighborhood for Learning-Family Resource Center), as well as a Jumpstart preschool with 40 spaces for their morning/afternoon programs.

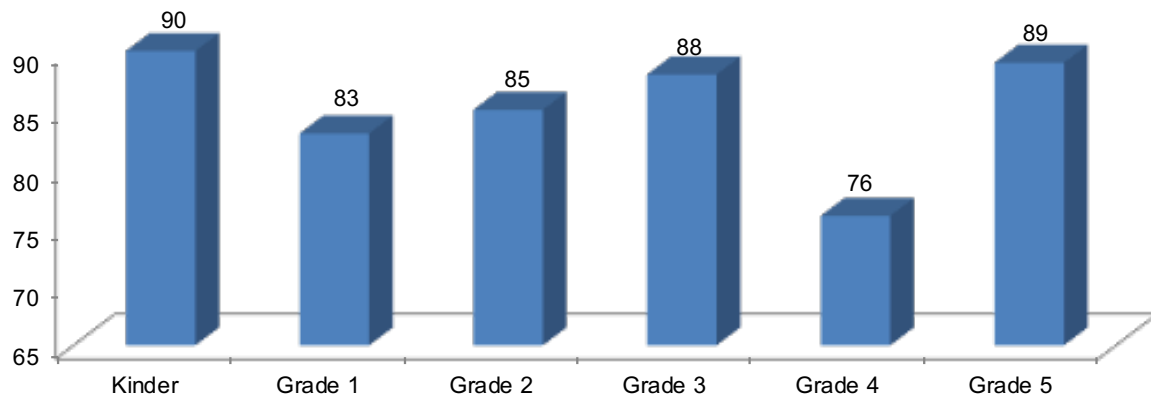
The Jumpstart Preschool located on our campus serves approximately 40 Low-income students from the city. Approximately 25% live in the Will Rogers attendance area while the other 75% come from other areas of the city. The program offers a morning or afternoon session.

Will Rogers features an Extended Day Kindergarten program (7:55-1:15) and an average K-3 enrollment of 24/1 (Class Size Reduction). The instructional program is transitioning from a 50/50 Sequential Two-Way Immersion program to a (90/10). All students starting with K in 2018-2019 will receive Reading instruction in Spanish through grade 2. English Language Arts will join Spanish Language Arts in grades 3-5. Will Rogers' 4th grade has an average enrollment of (32) students. 5th grade has an average enrollment of (28). Will Rogers has (4) Kindergarten Dual Language classrooms, 1st grade has 4 Dual Language classrooms, 2nd grade has (4) Dual Language classrooms, 3rd grade has (3) Dual Language classrooms, 4th grade has (3) Dual Language classrooms and 5th grade has (3) Dual Language classrooms.

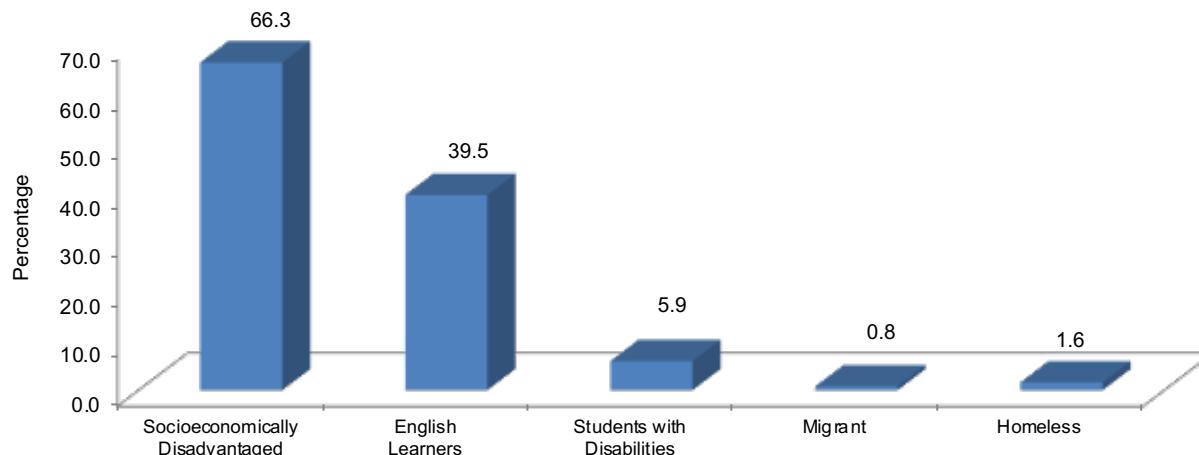
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



Student Enrollment by Student Group – 2019-20



Comprehensive Needs Assessment

Will Rogers 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, grade level meetings, and leadership team meetings, all staff considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - Benchmark Assessment Results
 - Curriculum-based Assessment Results
 - Progress Monitoring
 - CAASPP – English Language Arts, Math & Science
 - Teacher Created Assessments
 - Attendance
 - Staff/Parent Input
 - Suspension/Expulsion Data
 - Theme Projects
- ✓ California School Climate Survey

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.

Will Rogers' behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Will Rogers 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 recognize, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Will Rogers' staff follow Lesson One, Asset Development, and Dr. Randy Sprick's CHAMPs programs to support student instruction, professional development, and classroom management practices associated with bullying and harassment. Each program focuses on building a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning.

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

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Digital Citizenship**
- **Positive Behavior & Academic Assemblies**
- **Student Rewards & Incentives**
- **Social Emotional Learning (SEL)**

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
Will Rogers Elementary School	56726526056238	10/21/20	

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

The purpose of this plan is to address the Schoolwide Program, based off of the Local Control and Accountability Plan and include how we will address the targeted groups identified by our Additional Targeted Support and Improvement status. This is a guiding document to change outcomes for specific groups of students, or in some cases, all students.

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.

This School Plan aligns the needs of the school and its students, families and staff to the Local Control and Accountability Plan for Ventura Unified School District in meeting the three stated areas of need to improve. The three areas are improved academic achievement, improved student connectedness to school and increased family involvement.

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:
Certificate and Classified Staff Meetings	8/13/20; 9/2/20; 9/29/20
PTA Board Meeting	8/20/20
School Site Council Meeting	9/30/20; 10/21/20

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A

Goals, Strategies, Expenditures, and Annual Review**Goal 1:**

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

Identified Need:

Due to the COVID-19 School closures that occurred in March, 2020 the goal is to maintain the 2018-2019 proficiency levels and mitigate learning loss during distance learning. Maintain proficiency of Spring 212 scores in ELA and Math

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2019 CAASPP grade 3	ELA 30% and Math 30%	No Spring 2020 scores available due to school closures. Expected outcome is to maintain the Spring 2019 Proficiency Levels.
Spring 2019 CAASPP grade 4	ELA 26% and Math 27%	No Spring 2020 scores available due to school closures. Expected outcome is to maintain the Spring 2019 Proficiency Levels.
Spring 2019 CAASPP grade 5	ELA 30% and Math 21%	No Spring 2020 scores available due to school closures. Expected outcome is to maintain the Spring 2019 Proficiency Levels.

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

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

Staff and targeted programs will strive to meet the needs of all students and strive to mitigate learning loss while in distance learning, maintaining 2019 proficiency levels.

Strategy/Activity

Provide additional staff in pull out Intervention Classrooms.

While in distance learning:

- Staff will train on various DL platforms including best practices in zoom, Seesaw, Canvas. Moby Max, etc. staff will need time to collaborate, participate in training and to build curriculum in the Canvas DL platform.
- Focus on student engagement and participation by offering small group intervention virtually with classroom teacher, para educator time, intervention teacher specialist time and small groups with counselor.
- Maintain Universal Access intervention program while in distance learning
- Provide parent trainings to assist with DL from home, train parents on the devices checked out by schools and how to access Seesaw, Canvas and Zoom.

Upon return to in-person learning the following strategies and activities will also be in place and will be adapted as much as possible to be implemented while the school remains in distance learning:

- Ensure that class sizes are small in the classroom and that combination grade classes are kept to a minimum, utilizing Title I dollars for class size reduction as necessary. The core curriculum is difficult to instruct in a combination class. The first priority strategy to meet goal one will be to ensure that class

size reduction is in place and it will only be needed if enrollment numbers fluctuate. If this cost is not necessary, all of the other supplemental expenditures and strategies below can be implemented. If this cost is necessary CSR will be our first best strategy to ensuring academic goals are being met.

- Intervention program (Universal Access) 4 days a week 1 hour a day for grades 1st through 5th, utilizing 1 intervention teacher instructing in small groups alongside, and in collaboration with, the grade level classroom teachers
- Bilingual / Title One para educators assisting with small group instruction in a push in model for English Language Learners and for recent arrival students who need language and academic support. (Also additionally assisting with parent communication, outreach and connectedness.)
- Library clerk to assist with accelerated reader and STAR reading programs, leveling of books, identifying "good fit" books for grade level groups, and tracking student Accelerated Reader points clubs.
- Provide staff development on the IO data system to track student data efficiently for all certificated staff.
- Planned and strategic release time for teachers to look at academic data and plan curriculum to meet "all" student needs, and various student group's needs.
- At monthly grade level meetings, evaluate student data to make academic instruction changes in real time and move students between the intervention groups based on data indicators.
- Collaborate with ASES/Peak club to ensure good attendance at the after school program and work strategically with them about student's academic needs. Share curriculum and trainings with the ASES/Peakstaff and ensure that VUSD bussing to the program facilitates high attendance in the after school tutoring program.
- School counselor to provide small group lessons to support identified students with SEL strategies, organizational skills and time management to assist with overall academic achievements.
- Math intervention for grades 3rd - 5th, by certificated teachers throughout the year before and after school.
- Staff release time to plan, and implement UDL practices. Provide staff time to organize resources to facilitate specific and strategic UDL lessons to identified students and monitor progress.
- Maintain access to technology in the classroom for all students to utilize for academic supplements, specifically filling achievement gaps as based on data in programs such as Moby Max, STAR and accelerated reader.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$35,195 SLA/ELD	Supplemental Intervention and Supplemental
\$35,105 ELA	Supplemental and Title I
\$16,463 Math	Low Performance Student Block Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Paraeducator Support in the classroom to support small group instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$67,370	Supplemental
\$25,792	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional Substitute Days for Planning, Assessments and Professional Development.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$20,680	Title I and Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Afterschool Intervention by Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,970	Site Based Funding

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.

There is a lack of data due to no end of the year assessments, state testing or benchmark testing in spring of 2020 due to school closures. The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities will remain in place from the 2019-20 analysis, as that is the most recent data: **2018-2019 Goal #1:** "Increase student achievement for all students, while reducing the achievement gaps for English Learners, Hispanic, Foster Youth, low-income and students with disabilities." The stakeholders evaluating 2018-2019 data felt that the strategic and targeted interventions are working and should continue and grow. There have been consistent academic gains in the "all" student groups, ELL's and low socio-economic groups over a multi-year period. Stakeholders mentioned it remains a goal to meet the needs of new recent arrival students, in all grades, who may arrive at the beginning EL levels.

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

In 2019-2020 two para educator positions were left unfilled due to staffing constraints. In the 2019-2020 these positions were expected to be filled, but that did not occur prior to the school closure. The intervention program and expenses went as planned until school closures in March of 2020.

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.

In 2020-2021 will be focusing our efforts on learning loss while in the distance learning model. We will be implementing small group instruction virtually and when we return to in person instruction, metrics used to evaluate programs will be specific and monitored monthly in grade level teams. We will monitor multiple indicators available to us. Is not yet known if the CAASPP will be administered or not so staff will rely heavily on district benchmark data and program data from STAR reading and Moby Max.

Goal 2:

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

Identified Need:

While in Distance Learning the goal is to maintain previous attendance levels from 2018-2019 (Maintain 2018-2019 baseline of 96.6%)

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	96.6% 2018-2019; 97% 2019-2020	Maintain proficiency levels while in distance learning.

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

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

All Students maintain 96.6% attendance

Strategy/Activity

While in distance learning strategies and activities include:

- Monitoring student's online participation both synchronously and asynchronously. Students who are not engaged will receive intervention from teacher, counselor, principal to remove barriers that might exist for the DL time frame
- Home visits by principals to assist with student training, technology assistance and creating an at home schedule.
- Small group counseling with school counselor.
- Teacher based interventions including but not limited to, phone calls, 1-1 zoom meetings to train, alternate schedules and assignments, parent meetings.
- Increase engagement while in distance learning by offering activities as "extras" like virtual recess, yoga, cooking classes, music, and art.

Upon return to in-person learning the following strategies and activities will also be in place, and will be adapted as much as possible to be implemented while the school remains in distance learning:

- Monitor attendance daily by calling home for students who have not reported their absence.
- Create a tardy letter that goes out bi-monthly to students who have three or more tardies.
- Implement attendance incentives (WOW tickets, attendance incentives and contracts for at promise students).
- Principal and or counselor parent conferences with at risk students and parents who are on attendance contracts to refer/ provide outside resources.
- Five or more Saturday School Academy make-up opportunities with engaging activities offered during the Saturday Academy to increase attendance at the event.
- Extra Clerical staff to make phone calls and mail home all Saturday School flyers and make follow up phone calls to boost attendance at Saturday School.
- School connection activities through various extracurricular programs, some of which require a certificated stipend such programs as Student Leadership, Cross Country Team, Battle of the Books, Field trips transportation.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Certificated stipends for Cross Country, Student Leadership	Supplemental Funds (\$2,000)
School connectedness virtually through materials pick up, through virtual and in person field trips, transportation when applicable. Purchasing materials to assist with at home learning (Science, math, leveled readers).	Title 1 (\$5,000)
Clerical Hours	Site Based (\$2,000)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

While in Distance Learning strive to ensure all student groups will be connected to school by participation in engaging programs during the school day and extra-curricular programs as demonstrated by student participation and daily attendance.

Strategy/Activity

While in distance learning strategies and activities include:

- Student connectedness through small group counseling with school counselor.
- Increase engagement while in distance learning by offering activities as “extras” like virtual recess, yoga, cooking classes, music and art.
- Planning virtual awards programs and assemblies for all grade levels.
- Virtual SEL lessons for all grade levels.
- Virtual Healthy school program presentations

Upon return to in-person learning the following strategies and activities will also be in place, and will be adapted as much as possible to be implemented while the school remains in distance learning:

- Encourage student participation in school wide programs such as; Cross Country team, Red Ribbon Week, March Madness college and career week, intra mural sports, Turkey Trot, School wide parades, Spelling Bee, Family Game night,
- School counselor and staff will implement Social Emotional Learning lessons in class both through Great Body Shop curriculum and also through school wide programs such as: Zones of Regulation, CHAMPS, Big Deals vs. Little Deals, Bucket Filling, Expected vs. Unexpected Behaviors, Growth Mindset and Restorative Justice practices.
- Train all classified support staff in school wide programs and student offerings so that they can support school wide language implementation and participation in student-based programs.
- Accelerated Reader Program, managed by the library clerk, connects students to school. Recognition program in place honoring “points club members” and celebrated throughout the school.
- NGSS science in both the garden and outdoor habitat and through NGSS practices in classrooms, stipend for habitat coordinator, and supplies for NGSS needs like maker space and investigations materials.
- MTSS programs that address social emotional learning such as bully prevention lessons explicitly taught, activities for students, “March Madness” College and Career week, Digital Citizenship Lessons taught at all grades, growth mindset instruction and implementation.
- Staff professional development. Which may include conferences, in strategic areas such as SEL strategies, growth mindset, NGSS, and ELD strategies as well as continued implementation of the 90/10 model.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Repeated expenditure-See Goal 2, Strategy/Activity 1	Repeated expenditure-See Goal 2, Strategy/Activity 1
Staff Stipend for Garden/Habitat	Supplemental Funds (\$1,500)
Library Clerk Hours	
Staff Professional Development	Title 1 (\$5,000)

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.

There is no 2019-2020 data to evaluate due to school closures. Previous analysis was:
 2018-2019 96.6%
 2017-2018
 2016-2017
 2015-2016

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

In 2019-2020 student attendance and connectedness data was being calculated. The 90/10 TWI program was being implemented and attendance was thought to be consistent.

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.

During Distance Learning we will target all students to maintain attendance at previous rates by ensuring distance learning engagements, trainings and technology supports are in place. Additionally, programs will be created to increase student connectedness with the monthly "calendar of extras".

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Research shows that students do better when parents are actively involved in the school as participants and volunteers in school activities.

During Distance Learning, Will Rogers Staff will strive to maintain parent and family involvement in all student groups on campus.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation and attendance in virtual and in person school events.	Prior to school closure there was no baseline than observation and some Previous year's sign in sheets. In the 2020-21 year participation data will be gathered from virtual participation.	Parents remain engaged at prior levels while in distance learning and when return to in person learning we will see similar levels through sign in logs and participation in on campus events when allowed.
Students Attendance Data	Must use preschool closure data: 2019: 96.6% actual attendance for all groups	Maintain attendance percentages while in distance learning.

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

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

All Student Groups Will Rogers staff will strive to maintain parent and family involvement in all student groups on campus.

Strategy/Activity

While in distance learning strategies and activities include:

- Offer and advertise that parents can create a Canvas observer account to monitor student progress in the online learning platform
- Encourage parents to fully participate in the parent square application, which is the new home to school communication tool in the school district.
- Continue spirit days virtually to encourage student and family participation and engagement.
- Parent 1-1 meetings with staff to assist with distance learning platforms and technology (Canvas, Seesaw, Zoom etc.)
- Increase engagement while in distance learning by offering activities as "extras" like virtual recess, yoga, cooking classes, music and art.
- Include parents in participating in virtual assemblies, awards programs and assemblies and Virtual

Upon return to in-person learning the following strategies and activities will also be in place, and will be adapted as much as possible to be implemented while the school remains in distance learning:

- Advertise and invite families to events on campus, through multiple modalities; newsletter, phone caller, face book page, PTA notifications, student flyers, website.
- Create diverse offerings for families to get involved on campus; classroom opportunities, field trips, Habitat Program, Saturday Academy, School Site Council, ELAC.

- Host a variety of events for parents, families and community to visit campus and be engaged with our school community; (Most not likely in 20-21 school year due to school closures) Back to School Night, Dia de los Muertos/Fall event, Dia del Nino, Family game night, Jog-A-Thon.
- Advertise and encourage Will Rogers family participation in district parents events; parent education workshops, school information fairs.
- Offering Title I Family Game Nights in addition to the existing roster of evening activities and encouraging teacher attendance through stipends for their attendance we hope to increase family involvement on campus building better foundations and breaking down barriers to parent involvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000	Title I and Site Based Funding

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 2019-2020 family involvement data was interrupted by the school closures. Moving forward into 2020-2021 we will monitor parent connectedness both in the virtual learning platform and once we return to in person learning.

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

The expenditures were used as intended to meet this goal. Implementation will continue in the 20-21 school year in various ways to meet the need of both virtual and in person instruction.

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.

During Distance Learning we will advertise all virtual events and prepare for in person instruction. Safety regulations are unknown as this point in time as they pertain to volunteers on campus which may impact the parent engagement component of this goal to some degree.

Budget**Other Federal, State and Local Funds**

The School Site Council intends for Will Rogers Elementary School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2019-20 Carryover	\$10,449.00
Title I 2020-21 Allocation	\$1,116.00
Title I 2020-21 Parent Involvement	\$52,390.00

Subtotal of additional federal funds included for this school: **\$63,955.00**

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	\$3,156.00
Site-Based Funds 2020-21 Allocation	\$19,290.00
Supplemental Funds 2019-20 Carryover	\$10,422.00
Supplemental Funds 2020-21 Allocation	\$55,100.00

Subtotal of state or local funds included for this school: **\$87,968.00**

Total of federal, state, and/or local funds for this school: **\$151,923.00**

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-6) 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	79	79	79	18.99%	11.39%	20.25%	49.37%
Male	40	40	40	15.00%	10.00%	20.00%	55.00%
Female	39	39	39	23.08%	12.82%	20.51%	43.59%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	63	63	63	9.52%	11.11%	23.81%	55.56%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	58.33%	16.67%	8.33%	16.67%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	57	57	57	10.53%	10.53%	22.81%	56.14%
English Learners	34	34	34	5.88%	5.88%	17.65%	70.59%
Students with Disabilities	9	9	9	*	*	*	*
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	79	79	79	7.59%	21.52%	22.78%	48.10%
Male	40	40	40	10.00%	20.00%	20.00%	50.00%
Female	39	39	39	5.13%	23.08%	25.64%	46.15%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	63	63	63	1.59%	20.63%	22.22%	55.56%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	25.00%	25.00%	33.33%	16.67%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	57	57	57	0.00%	21.05%	28.07%	50.88%
English Learners	34	34	4	0.00%	14.71%	17.65%	67.65%
Students with Disabilities	9	9	9	*	*	*	*
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	94	92	92	15.22%	10.87%	28.26%	45.65%
Male	45	44	44	18.18%	9.09%	27.27%	45.45%
Female	49	48	48	12.50%	12.50%	29.17%	45.83%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	75	74	74	9.46%	8.11%	27.03%	55.41%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	16	16	43.75%	18.75%	31.25%	6.25%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	64	63	63	7.94%	6.35%	28.57%	57.14%
English Learners	41	40	40	0.00%	0.00%	22.50%	77.50%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	6	5	5	*	*	*	*

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	94	93	93	9.68%	17.20%	36.56%	36.56%
Male	45	44	44	11.36%	25.00%	31.82%	31.82%
Female	49	49	49	8.16%	10.20%	40.82%	40.82%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	75	75	75	4.00%	12.00%	40.00%	44.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	16	16	31.25%	37.50%	25.00%	6.25%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	64	64	64	1.56%	15.63%	35.94%	46.88%
English Learners	41	41	41	0.00%	7.32%	36.59%	56.10%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	6	6	6	*	*	*	*

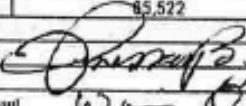
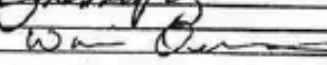

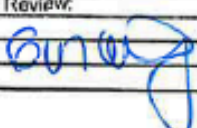
CAASPP – Grade 5 English Language Arts/Literacy – 2018-19

	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	84	83	83	9.64%	20.48%	30.12%	39.76%
Male	47	47	47	12.77%	25.53%	25.53%	36.17%
Female	37	36	36	5.56%	13.89%	36.11%	44.44%
African American	4	4	4	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	68	68	68	5.88%	19.12%	30.88%	44.12%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	9	9	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	59	59	59	6.78%	18.64%	28.81%	45.76%
English Learners	33	33	33	0.00%	6.06%	24.24%	69.70%
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education							
Homeless	7	7	7	*	*	*	*



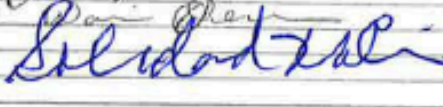
CAASPP – Grade 5 Mathematics – 2018-19

	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	84	83	83	8.43%	13.25%	22.89%	55.42%
Male	47	47	47	12.77%	17.02%	27.66%	42.55%
Female	37	36	36	2.78%	8.33%	16.67%	72.22%
African American	4	4	4	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	68	68	68	5.88%	11.76%	20.59%	61.76%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	9	9	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	59	59	59	5.08%	13.56%	22.03%	59.32%
English Learners	33	33	33	0.00%	3.03%	21.21%	75.76%
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education							
Homeless	7	7	7	*	*	*	*

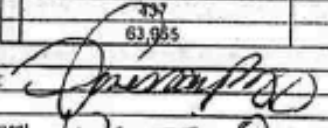
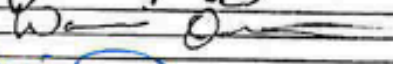
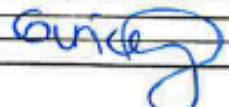
2020-21 Supplemental Funds Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Supplemental Funds			
Site:	Will Rogers	Carryover	10,422
Resource #	0100	Allocation	55,100
		Total	65,522
Object #	Classification		
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i>	<i>Revise</i>
1101	Teacher, Contractual		
1103	Teacher, Hourly	7,108	
1106	Teacher, Sub	8,815	
1107	Stipend, Certificated		
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	46,444	
2103/6	Paraed, Hourly		
2201	PTU/Library Tech	2,981	
2203	Child Care		
<i>Complete Time Sheet Authorization Form</i>			
2401	Family Liaison, Positional		
2403	Clerk, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly		
SUBTOTAL		65,348	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	174	
4300	Other Supplies		
4400	Equip Not Capitalized (\$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		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		174	0
Total:		65,522	0
Principals Signature for Adjustment:  Date: 11/7/21 School Site Council Approval: (Consensus)  Date: 11/9/21 English Learner Advisory Committee Review: Date:  Director, Special Projects Approval:  Date: 11/7/21			

2020-21 Site Based Funds Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Site Based Funding			
Site:	Will Rogers	Carryover	3,158
		Allocation	19,290
			0
			0
Resource = 0000		Total	22,446
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revised
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated	539	
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hrly		
2201	Computer/Library Paraed	2,981	
2203	Health Tech, Hourly		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly	1,781	
2404	SAAI Overtime	2,435	
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		7,736	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	12,770	
4300	Other Supplies		
4400	Equip Not Capitalized(\$500-\$5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual	1,940	
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		14,710	0
Total:		22,446	0
Principals Signature for Adjustment:  Date: 1/7/21 School Site Council Approval: (Chairman)  Date: 1/7/20 Director, Special Projects Approval:  Date: 1/9/21			

2020-21 Title I Funds Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Title I			
Site: Will Rogers	Resource = 3010	Carryover	10,449
		Allocation	52,390
		Parent Involvement	1,110
		Total Allocation	63,955
		Less Central Direct Svc	
		Total Site Budget	63,955
Object #	Classification	Must reflect amounts on Staffing Charts	
Personnel Costs and Benefits		Current	Revise
Must reflect amounts on Staffing Charts			
1101	Teacher, Contractual		
1103	Teacher, Hourly	25,030	
1106	Teacher, Sub	8,262	
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1203	Counselor, Hourly		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	Library/Comp Lab	30,226	
2203	Translation, Hourly		
2203	Child Care, Parent Involvement		
Complete Time Sheet Authorization Form			
2401	Family Liaison, Positional		
2403	Family Liaison, Hourly		
2403	Clerical, Hourly		
2404	SAA1 Overtime		
Complete Time Sheet Authorization Form			
2903	Child Care, Hourly		
SUBTOTAL		63,518	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies		
4300	Other Supplies		
4300	Parent Involvement	437	
4400	Equip Not Capitalized (\$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		
5800	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		437	0
Total:		63,955	0
Principals Signature for Adjustment:  Date: 1/9/21 School Site Council Approval: (Chairman)  Date: 1/9/21 Director, Special Projects Approval:  Date: 1/21/21			

School-Parent/Home Compact



Will Rogers Parent Handbook / Manual de Padres 2019-2020

SCHOOL-PARENT COMPACT

Dear Parent/Guardian:

Your partnership in supporting your child to achieve high academic standards is important. The following suggestions can build and maintain a partnership between you and school staff to share the responsibility for your child's learning.

Please review this School-Parent Compact with your child. This compact may be discussed with you during a parent-teacher conference as it relates to your child's education.

School's Responsibility

- Provide high quality curriculum and learning materials.
- Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress.
- Provide opportunities for ongoing communication between you and teachers through: annual parent-teacher conferences, reports regarding your child's progress, and opportunities to talk with staff, volunteer in class and observe classroom activities.

Parent's Responsibility

- Encourage your child to attend school regularly
- Encourage your child to show positive school behavior
- Review your child's homework and back pack daily
- Review the school monthly calendar
- Encourage positive use of your child's extracurricular time
- Attend parent-teacher conferences, Back to School night, special events; and when appropriate, participate in decisions relating to your child's education, volunteer in your child's classroom and school if time or schedule permit.

Student's Responsibility

- Believe you can be successful
- Keep your words and actions positive
- Ask for help when you need it
- Think before you speak
- Be prepared for class with supplies and assignments
- Treat school materials like they are your own
- Keep our school clean
- Follow classroom and school rules
- Help prevent bullying
- Remember that all teachers, staff, and adults are here for you

Use this handbook as an information guide throughout the year.

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

Will Rogers - Parent Involvement Policy

Will Rogers will follow the guidelines developed with parent input as listed below in accordance with district, state, and federal guidelines. This policy will be distributed to parents of students enrolled in our Schoolwide Title 1 program, and will be updated periodically.

Policy Guidelines

Will Rogers will convene an annual meeting each fall to explain the Will Rogers Title I Program, the school parent involvement policy, and the rights of our Schoolwide Title I parents. Will Rogers will involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, such as:

- Our School-Parent-Student Compact was developed to ensure that all students have the opportunity to be successful at Will Rogers. It is a written agreement consisting of the expectations Will Rogers has in place for the students, parents and teachers at the school. .
- Will Rogers shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.
- The Parent Involvement Policy and a school handbook are distributed to all families at Will Rogers. It is reviewed annually. The School Plan which is written with input from the principal, the teachers, the ELAC, and the SSC.
- The plan is approved by the SSC, the governing body of the school each November.
- The Will Rogers Title I program description is shared in the fall at ELAC, and SSC meetings in addition to the annual Title I program meeting held each fall.
- The Will Rogers SAP and SST meetings are used as a vehicle to strengthen ties between home and school.
- All correspondence to parents is sent home in both English and Spanish.
- All of our parents are invited to participate and attend Will Rogers PTA/ELAC/SSC meetings to formulate suggestions, share experiences with others, and provide input into the school plan.
- The Will Rogers Back to School Night and Fall Parent Conferences are utilized to explain information on specific grade level curriculum and standards.
- The following assessments are reviewed with students and parents, and analyzed in collaborative grade level teams to adjust the instructional program as needed: Universal screening, CST, CELDT, ADEPT/IPT, Math and ELA Benchmarks, Accelerated Reader, DRA, MobyMax, CSA, CAASPP, writing samples, and weekly behavior logs, assessments used to measure and convey student progress to parents on a regular basis.
- Essential Grade level standards that students are expected to meet are shared with parents during the Fall Parent Conferences.
- Materials and training on how to help your child be a successful student are shared during our Fall Parent conferences.
- The Will Rogers website is updated regularly in both English and Spanish.

Professional Development Plan

Will Rogers 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 Will Rogers Elementary School will focus on the following trainings:

- Distance Learning Training
- Technology Integration
- Learning Canvas
- Keeping Students and Families Engaged in Learning
- Social-Emotional Learning
 - Mindfulness; Big Deals, Little Deals; Second Step Curriculum
 - Self-Care

2019-20 School Accountability Report Card

Published January 2021



WILL ROGERS ELEMENTARY SCHOOL

316 HOWARD STREET, VENTURA, CA 93003

(805) 641-5496

VANESSA PEREZ, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

On behalf of myself and the entire Will Rogers staff, I would like to welcome you and your children to the 2020-2021 school year. Our excellent teachers, support staff, and I want to ensure that every child succeeds at the highest levels. Our goal is to support and encourage each child in becoming high-achieving, curious, respectful young scholars as they prepare for success in today's global world by achieving academic success through biliteracy, technology, and environmental stewardship. The Will Rogers community will prepare bilingual scholars to meet the global, technological, and environmental challenges of our planet Earth.

Being actively involved in your child's education is essential to developing a strong partnership between home and school. Together, we promote a positive, stimulating, and supportive learning environment that helps all children to succeed. We are a school where everyone shares in the responsibility for the success of our young scholars. We welcome your input and feedback. Always feel free to communicate with your child's teacher, me, or any other staff member.

Here's to a strong year of partnership, community building, inclusion, and a commitment to each of our amazing Will Rogers students.

Achieving academic success through biliteracy, technology and environmental stewardship.

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



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.

Will Rogers Elementary School

Will Rogers serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2019-20 school year, 511 students were enrolled, including 5.9% in special education, 39.5% qualifying for English Language Learner support, 1.6% homeless, and 66.3% qualifying for free or reduced price lunch. Strong ties between school staff, the community, and students strengthen Will Rogers' efforts to offer a standards-based curriculum fostering academic success.

Student Enrollment by Student Group and Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.4%	Kindergarten	90
American Indian or Alaskan Native	0.2%	Grade 1	83
Asian	0.8%	Grade 2	85
Filipino	0.0%	Grade 3	88
Hawaiian or Pacific Islander	0.0%	Grade 4	76
Hispanic or Latino	76.7%	Grade 5	89
White	18.4%	Grade 6	0
Two or More Races	3.5%	Grade 7	0
Socioeconomically Disadvantaged	66.3%	Grade 8	0
English Learners	39.5%		
Students with Disabilities	5.9%		
Homeless	1.6%		
Foster Youth	0.0%		
Total Enrollment			511

Will Rogers is a fully implemented Two Way Immersion Program. English-speaking and Spanish-speaking students are combined in each classroom to receive daily instruction in both English and Spanish. The over-arching goals of the program are to promote bilingual and biliterate competence for students. Details about the Two Way Immersion Program and dates for new parent information tours are available in the school office. Orientation for interested families is

offered throughout the school year; orientation dates are available on the school website at (www.venturausd.org/willrogers/pages/twi_about.html).

Will Rogers' campus hosts the Jumpstart preschool program which provides bilingual (English and Spanish) literacy, mathematics, and school readiness curricula. Kindergarten teachers praise its success in promoting students who are better prepared for kindergarten.

After-school day care is available on campus through the Los Posas Children's Center; services are available for students in grades K-5 and the center is open from 1:15 p.m. to 6:30 p.m., five days a week, or earlier to accommodate minimum days and staff banking days.

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 appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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

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

the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated phone messages, Google calendars, the school website, school marquee, weekly classroom reports, and informal flyers. Contact the principal at (805) 641-5496 ext. 1012 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Room Parent
- Garden/Habitat Volunteer
- Chaperone Field Trips
- Office Helper - Copy Clerk
- Library Helper
- Playground Supervision
- School Events
- PTA - Fundraising

Committees

- Cross Country Team Support
- School Site Council
- English Learner Advisory Council
- Parent Teacher Association
- Two Way Immersion PAC
- Superintendent's Parent Advisory Council

School Activities

- Back to School Night
- Dia de los Muertos Fiesta
- International Day
- Orientations/Tours
- Meet & Greet Nights
- Jog-a-Thon
- Science Fair Night
- School Carnival
- Talent Show
- Read-a-Thon
- Spelling Bees (English & Spanish)
- After School Enrichment Opportunities

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

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).

California Assessment of Student Performance and Progress Test Results in Science

All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Will Rogers		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					
	Will Rogers		VUSD		CA
	18-19	19-20	18-19	19-20	18-19 19-20
English-Language Arts/Literacy	29	N/A	55	N/A	48 N/A
Mathematics	26	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
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
Students Receiving Migrant Services	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.

California Physical Fitness Test Results 2019-20

Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
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.

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. Will Rogers' original facilities were built in 1938; 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, campus repairs or improvements included upgrades to the kindergarten playground area.

Every morning before school begins, the day custodian and the principal 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 Will Rogers. The day custodian is responsible for:

- Cafeteria Setup/Cleanup
- Office Areas
- Restrooms
- General Cleaning & Custodial Functions

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

- Classrooms
- Restrooms

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

Campus Description

Year Built	1938
Acreage	7.9
Bldg. Square Footage	37546
	Quantity
# of Permanent Classrooms	18
# of Portable Classrooms	7
# of Restrooms (student use)	2 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Jumpstart Program (Portable)	1
NFL (Portable)	1
Science Lab	1

Facilities Inspections

The district's maintenance department inspects Will Rogers on an annual basis in accordance with Education Code §17592.72(c)(1). Will Rogers 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 21, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Site Safety Plan

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

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: July 21, 2020		Good	Fair	Poor
		Repair Needed and Action Taken or Planned		
Systems		✓		
Interior Surfaces		✓		Classroom 14 - Cracked paint inside room next to the front door; Classroom 17 - Peeling paint at interior door frame; Classroom 22 - Interior ceiling stain; Classroom 2 - Deficiency noted
Cleanliness		✓		Classroom 1 - Exterior door needs painting
Electrical		✓		Classroom 1 - One chipped light diffuser
Restrooms/Fountains		✓		
Safety		✓		
Structural		✓		Classroom 21 (VNFL) - This room and adjacent exterior now rented, front gutter rusted out
External		✓		Auditorium - Bushes on south side need trimming; Kindergarten Playground - Grass growing in fall protective surface; Classroom 14 - Deficiency noted; Wing M Boys and Girls RR - Bio swale needs weeding; Pre-K Playground & School Grounds - All garden plants outside of fencing need trimming, weed removal needed, weeds growing in fall protective surface; Classroom 17 - Plants/weeds behind the room are a fire hazard; Classroom 22 - Tree to the west needs trimming; Classroom 23, Classroom 27 Computer Room - Plants to the east are a fire hazard; Classroom 6, 5, 4 - Exterior plants need weeding; Classroom 2 - Exterior wood patio cover and wood tables need painting; Upper Playground - Grass is sand, ball wall needs painting, slide broken, trees need trimming
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.

and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Campus Supervision

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

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

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Will Rogers' discipline policies are based upon a schoolwide positive behavior management plan, which is used as a guide to develop school rules and minimize classroom disruptions. Teachers follow the Lesson One curriculum and the Assets Development model to define, infuse, and reinforce life skills which promote self-control, responsibility, respect, and good citizenship. Will Rogers Elementary has implemented Lesson One schoolwide; teachers use Lesson One to establish positive behavior expectations for all grade levels. In 2019-20, Will Rogers Elementary began to implement the Second Step program.

Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. The principal visits each classroom to reinforce the importance of following school rules and making responsible, respectful choices in behavior. Will Rogers employs a progressive approach in managing student behavior.

Suspensions and Expulsions								
	Will Rogers			VUSD			CA	
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19
Suspensions (%)	1.60%	0.40%	0.98%	3.00%	2.70%	2.54%	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.

Average Class Size and Class Size Distribution				
Grade Level	Average Class Size	2017-18		
		Number of Classes*		
		1-20	21-32	33+
K	23.0			4
1	23.0			4
2	22.0	1		3
3	26.0			4
4	31.0			3
5	25.0			3
2018-19				
K	22.0	1		3
1	22.0	1		3
2	24.0			4
3	26.0			3
4	31.0			3
5	28.0			3
Other**	26.0			1
2019-20				
K	25.0			3
1	25.0			3
2	21.0	1		3
3	25.0			3
4	25.0			2
5	30.0			3
Other**	23.0	1		2

*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.

CURRICULUM & INSTRUCTION

Staff Development

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

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

2018-19 and 2019-20 Trainings:

- History-Social Science
- Multi-Tiered Systems of Support (MTSS)
- Next Generation Science Standards
- School Safety
- Social Emotional Learning (SEL)
- 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

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

- Response to Intervention
- Daily Five
- Guided Language Acquisition Design (GLAD) Strategies
- Performance Based Assessments
- Theme Based Units
- Visible Thinking
- Developing Mathematical Ideas
- Lesson One
- Technology Training
- Common Core Standards
- Two-Way Immersion

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.

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

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	<i>My Big Day</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	<i>My Big Day</i>	0%
Science			
2008	Yes	Pearson-Scott Foresman: <i>California Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>Our Communities</i>	0%

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

Instructional Materials

All textbooks used in the core curriculum 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 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 SARC's 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.

PROFESSIONAL STAFF

Teacher Assignment

During the 2019-20 school year, Will Rogers Elementary School had 19 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.

	Will Rogers			VUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	25	21	19	721	713	694
Teachers with Full Credential	22	19	19	690	678	664
Teachers without Full Credential	3	2	0	31	35	0
Teaching Outside Subject Area (with full credential)	0	0	0	105	89	89
Misassignments of Teachers of English Learners	0	1	0	0	1	0
Total Teacher Misassignments*	0	1	0	1	2	0
Teacher Vacancies	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.*

Counseling & Support Staff

Will Rogers 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 Will Rogers' 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	1	0.5
Health Technician	1	0.5
Psychologist	2	0.4
School Nurse	1	0.2
Library Clerk	1	0.4
Computer Lab Technician	1	0.5
Bilingual Paraeducators	3	1.3
Intervention Teachers	2	1.0
Average Number of Students per Academic Counselor		511

**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.*

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 Will Rogers Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

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/csl/. (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.)

Teacher and Administrative Salaries 2018-19		
	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/csl/>.

Expenditures Per Pupil and School Site Teachers Salaries 2018-19					
Dollars Spent Per Student					
Expenditures Per Pupil	Will Rogers	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,834	N/A	N/A	N/A	N/A
Restricted (Supplemental)	686	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,149	6,501	94.6%	13,080	47.0%
Average Teacher Salary	74,502	77,464	96.2%	81,939	90.9%

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

School Site Council Bylaws

**WILL ROGERS SCHOOL SITE COUNCIL
BY-LAWS****ARTICLE 1 NAME**

The name of this committee shall be the School Site Council of Will Rogers Two Way Immersion School of Environmental Science. (Herein after referred to as the SSC.)

ARTICLE II PURPOSE

The purpose of the SSC shall be to:

- A. Participate in developing the Single Plan for Student Achievement, monitor its implementation, and evaluate the plan for meeting its goals.
- B. Establish annual budgets based on the District allocation, implement the budgets through the Single Plan for Student Achievement, perform budget adjustments based on Leadership Team and/or administrative recommendations, and review the budget for effective implementation at the end of each school year.
- C. Enable parents and other community representatives, staff and students to be involved and share in a significant way the decision-making process at the local school level.
- D. The scope of all actions and activities of the SSC shall be consistent with Board Policy, Administrative Regulations, the Education Code and Title V of the California Administrative Code and guidelines established by the Ventura Unified School District's Master Plan.
- E. Take other actions as required by the Education Code, State Department of Education, School Board and/or District policy, including yearly review of the School Site Safety Plan.

ARTICLE III MEMBERSHIP

Section 1: The SSC shall be composed of ten (10) members:

A. Ten (10) members of the council will consist of the principal, the ELAC parent representative, three certificated staff members, one classified staff member, and four parent members.

1. The certificated staff members will be elected by other certificated staff during the first trimester of the school year. The certificated positions must be voted on by the entire certificated staff via ballot.

2. The classified member of the SSC will be elected by the classified school personnel during the first trimester of the school year. The classified positions must be voted on by the entire classified staff via ballot.

B. Parent elections are held during Back To School Night. The SSC terms end after parent elections on Back to School Night elections have occurred to allow for September business to take place before the transition to the new committee in October.

C. All terms are two-year terms.

D. Interim vacancies will be filled through appointment by the SSC Chairpersons by selecting a candidate from the appropriate constituency. A simple majority vote of SSC elects the candidate. The newly elected representative shall complete the vacated term.

ARTICLE IV DUTIES OF COUNCIL MEMBERS

Section 1: It shall be the general duty of all SSC members to attend all meetings or provide an alternate from the same constituency if they will be absent. Such alternates shall have full voting privileges for that meeting only.

Section 2: Members will represent and inform constituents, act as resource persons for the SSC, and accept delegated responsibility as given by the SSC.

Section 3: Members who miss three (3) consecutive meetings and do not provide an alternate will be subject to being relieved of their membership by a 2/3 vote of the members attending any regular meetings.

Section 4: The Principal will:

1. Establish, maintain, and regularly consult with the SSC. He/ She will involve the SSC in decisions in accordance with stated purposes and policies of the Single Plan for Student Achievement.
2. Facilitate the smooth operation of the SSC by serving as a basic resource person and being available for consultation with members of the SSC.
3. Delegate responsibility for initiating and implementing certain programs proposed by the SSC.
4. Work with the council to develop agendas, notices of meetings and/or agenda, attend to correspondence, post agenda for public viewing and send out publicity as needed.

ARTICLE V**OFFICERS**

Section 1: There shall be one Chairperson or two Co-Chairpersons, elected by the SSC members at the first meeting of each school year for the purpose of conducting the business of the SSC.

Section 2: A secretary shall be elected for recordkeeping.

ARTICLE VI**ELECTION OF OFFICERS**

Section 1: Officers shall be elected at the first SSC meeting of each school year after proper written notices of the election have been given.

Section 2: New Officers shall assume their duties immediately after being elected.

Section 3: No member shall hold the same office more than two years in succession, unless approved by a two-thirds vote of the SSC at the time of the election.

Section 4: Should an officer or committee chairperson resign; the Chair or Co-Chairpersons shall consult and appoint a member in good standing to assume the office until the next regular meeting when the vacancy could be filled. An electronic vote by the SSC Committee is also an alternative available to the Co-Chairperson.

ARTICLE VII DUTIES OF OFFICERS

Section 1: The Chair or Co-Chairpersons will alternate the duty of running the SSC meetings and communicate as necessary to provide consistent, coordinated leadership. The Chair or Co-Chairpersons will work with the Principal, or the administrative designee, to prepare the agenda for each SSC meeting.

Section 2: Should both Co-Chairpersons be unavailable for a meeting, the SSC Secretary shall preside.

Section 3: The Secretary shall keep the minutes of all meetings and keep copies of all agendas, budgets, and other materials distributed at the meetings. The secretary will list the length of term for each SSC member in the minutes of the first meeting of each school year.

ARTICLE VIII MEETING AND QUORUM

Section 1: Meetings shall be held at the discretion of the SSC with at least six meetings per year.

Section 2: Meetings shall be open to the public. The length of speaking time allotted to the public shall be 3 minutes. Voting will be restricted to SSC members or their alternates.

Section 3: A simple majority of the membership shall constitute a quorum.

Section 4: An electronic vote by the SSC members is available for use between scheduled meetings to facilitate SSC action on time sensitive issues. The electronic voting results will be maintained by the secretary and included in the minutes at the next scheduled SSC meeting for review.

ARTICLE IX COMMITTEES

Section 1: The Chair or Co-Chairpersons shall appoint committees as necessary, or as directed by a majority of the members present, at any time during the school year.

Section 2: The purpose of the English Learner Advisory Committee (ELAC) is to advise the Principal, school staff and (SSC) on programs and services needed for students who are English Learners.

ARTICLE X LIMITATIONS OF AUTHORITY

Section 1: The SSC shall not become involved in the process or issues involved in developing a negotiated agreement with employee organizations, and shall not endorse candidates for public office.

ARTICLE XI AMENDMENT

These by-laws may be amended at any regular meeting by a two-thirds vote of the SSC membership after publicity of the proposed changes.