

Ventura Unified School District

School Plan for

Student

Achievement



Will Rogers Elementary School

56 72652 6056238

Contact Information:

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Fiscal Year 2022-2023

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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:

Vanessa Perez, Principal
Will Rogers Elementary School
316 Howard Street
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vanessa.perez@venturausd.org

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2022-23 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Vanessa Perez	X				
Marivel Cano		X			
Bertha Esquivel		X			
Kelley Lewis		X			
Elizabeth Rodriguez			X		
Helen McGrath				X	
Coco Fernandez				X	
Jennifer Weir				X	
Sulin Rubalcava				X	
Mindy Ehret				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			
Socorro "Coco" Fernandez				X	
Elizabeth Rodriguez				X	
Maureen Shertzer				X	
Marivel Cano				X	
Number of members in each category	1	1		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

Andrew P. Maxwell
Vanessa Carter

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11/30/22.

Attested:

Vanessa Perez

Vanessa Perez, Principal

11/30/22

Date

Kelley Lewis

SSC Chairperson

11/30/22

Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just over 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% 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 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

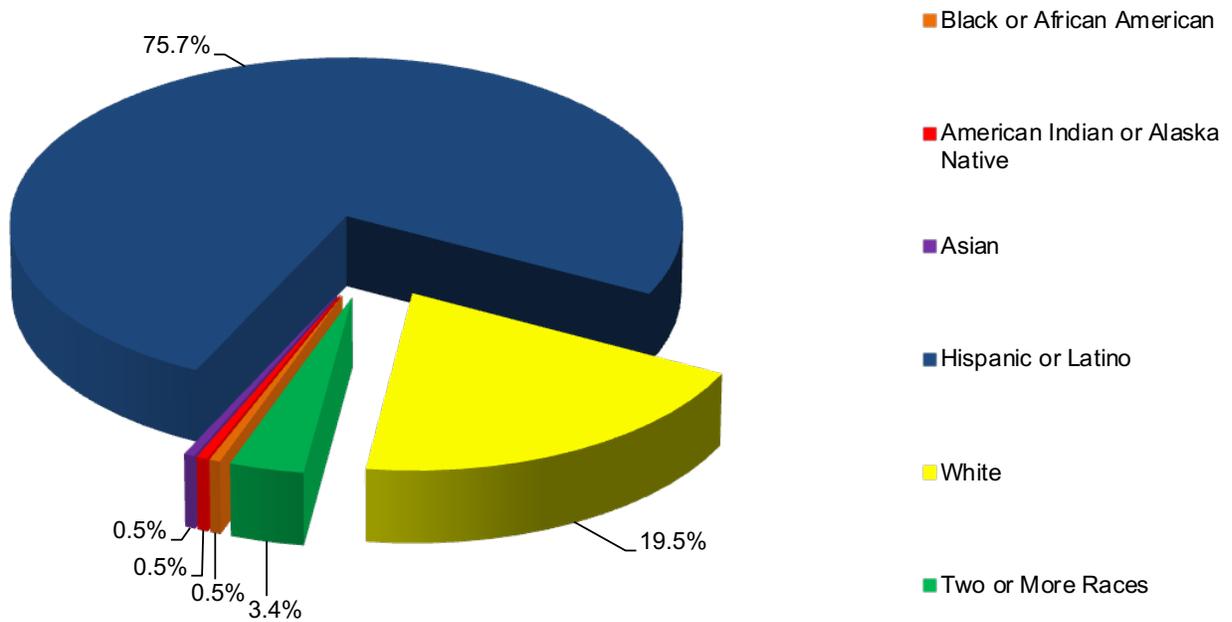
During the 2021-22 school year, Will Rogers served 436 students in grades K-5. Student enrollment included 7.3% students with disabilities, 39.7% English learners, 61.9% socioeconomically disadvantaged, 0.7% migrant, 0.2% foster youth, and 3.4% homeless youth. Located in beautiful mid-town Ventura, Will 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.

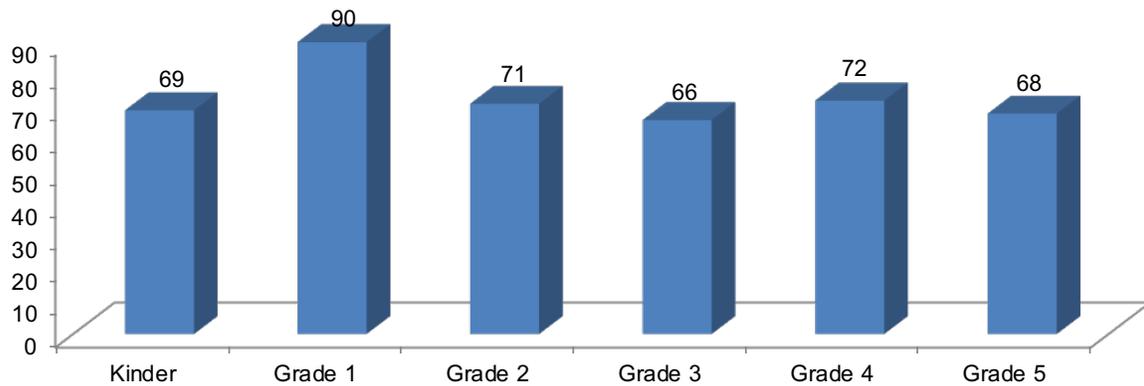
The Will Rogers two-way immersion program serves kindergarten-fifth grade. a Jumpstart preschool with 40 spaces for their morning/afternoon programs. The Jumpstart Preschool located on our campus serves approximately 40 Low-income students from the city. Approximately 25% live in the Will Rogers attendance area while the other 75% come from other areas of the city. The program offers a TWI morning session 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 (70/30). All students starting in grades K-5 receive Reading instruction in Spanish. 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, Kinder has (3) Dual Language classrooms, 1st grade has 4 Dual Language classrooms, 2nd grade has (3) Dual Language classrooms, 3rd grade has (3) Dual Language classrooms, 4th grade has (3) Dual Language classrooms and 5th grade has (2) Dual Language classrooms.

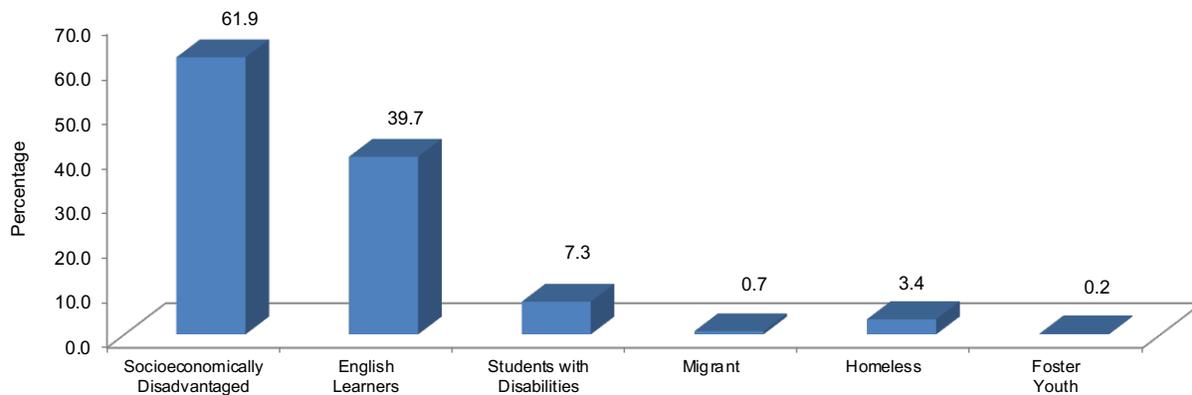
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



Student Enrollment by Student Group – 2021-22



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:
 - Citrus Glen Elementary School
 - Elmhurst Elementary School
 - Junipero Serra Elementary School
 - Lemon Grove School
 - Lincoln Elementary School
 - Loma Vista Elementary School
 - Sheridan Way Elementary
 - Sunset School

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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)**
- **Second Step Curriculum**

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	11/30/22	

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?

1. Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Certificate and Classified Staff Meetings	10/5/22;11/2/22
PTA Board Meeting	10/4/22
School Site Council Meeting	11/16/22;11/30/22

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:

We will continue to fund certificated intervention teachers to provide support for our struggling students during the day. We will fund classroom teachers to provide after school enrichment for our basic to low proficient students. .

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA & Math Grades 3	2020-2021 ELA 39%;Math 40% 2021-2022 ELA 35%; Math 46%	increase by 5%; increase met in Math
CAASPP ELA & Math Grades 4	2020-2021 ELA 31%;Math 27% 2021-2022 ELA 29%; Math 22%	increase by 5%
CAASPP ELA & Math Grades 5	2020-2021 ELA 36%;Math 3% 2021-2022 ELA 37%; Math 11%	increase by 5%; Math increase by 30%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All 3rd – 5th grade students taking the CAASPP

Strategy/Activity

All student groups in grades 3rd and 5th in ELA increase by 5%. In Math, all student groups in all grades to increase by 5%, for 5th grade a 30% increase in Math.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$24,632	Supplementary
\$20,000 approximately	Supplementary
\$17,579	Title 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged Students (SED)

Strategy/Activity

Decrease the gap between non-SED and SED students on CAASPP.

 In ELA 3rd grade 15% or less, 4th grade 10% or less, 5th grade 30% or less.
 In Math 3rd and 4th grade 10% or less, 5th grade 15% or less

 In addition to our intervention during the school day, teachers will be given the opportunity to provide after school intervention in grades 3 – 5 and/or intersession classes during breaks. Supplemental Reading Programs will be purchased to address students' reading levels such as Reading A-Z, RAZ Kids Plus, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$20,000 approximately – Repeated expenditure – See Goal #1 Activity #1	Supplementary
\$2,711	Title I
\$17,579 – Repeated expenditure – See Goal #1 Activity #1	Supplementary

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 with an emphasis on Math

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$9,853	Supplementary

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

Bilingual Paraeducator support to address SLA/ELD small group intervention

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$30,016	Title I
\$15,673	Supplemental
\$23,735	Site-Based

Annual Review:

SPSA Year Reviewed: 2021-22

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.

It remains a goal to increase student achievement in all grades and groups. Targeted intervention should continue to support student learning and mitigating learning loss in the areas of ELA and Math.

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

I do not feel there are any differences in alignment with intended implementation and budget expenditures to meet desired goals.

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.

None at this time. Our goal is to have a more concentrated focus on our Math skills for our current 4th and 5th grade students through parent support and small group intervention within the classroom, after school, at lunch, Saturdays or during breaks. As a School Site Council team we discussed the lack of applicants for our Spanish Intervention Teacher, continued support of 3rd, 4th and 5th grade students in the areas of ELA and Math. Explore Math Intervention through Bridges program to address student achievement.

Goal 2:

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

Identified Need:

We normally like to focus on increased attendance and make a goal of 97% or above to optimize student connections to school. However, with COVID guidelines and protocols in place which mandate certain students to quarantine at times, it is impossible to create any attendance goals at this time.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student and Staff Feedback		

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will focus on continuing and maintaining as many activities as possible to increase student attendance and connectedness

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,500	Donations

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

Continue Big Buddies program, Big Deals/Little Deals presentations, Second Step Program, Will Rogers Fit A thon, Family Picnic Days, Mindfulness Lessons, Counselor Peer Mediation Program, Cross Country Team, PTA Monthly Family Dinner nights, GATE classes, My Body Belongs to Me, Habitat Work Days and continued support of a full time school counselor.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,500 Repeated Expenditure-See Goal #2 Activity #1	N/A
\$2,000	Supplemental (2) Staff Stipend for Garden/Habitat Supplemental Funds
\$51,625	Title 1 (.4 FTE Elementary Counseling Support)

Annual Review:

SPSA Year Reviewed: 2021-22

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.

We are not able to rely on attendance data completely as COVID restrictions still apply when attending school. Suspension data is reflective of the social emotional intervention needed for our student population and justification for a full time counselor and counseling program. Our 1% suspension rate has been consistent over the past three years. Most student activities were allowed with an emphasis on outdoor activities to reduce the spread of COVID.

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

There were not any differences in how funds were budgeted and the intentions to meet our goal. Due to COVID this goal is difficult to measure and address.

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.

None at this time. We look forward to continuing to be creative in offering activities to further student connectedness.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Our focus will be to communicate more effectively to increase parent involvement in all areas.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance		

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	Title I and Site Based Funding
\$1,500	PTA

Annual Review:

SPSA Year Reviewed: 2021-22

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.

Parent engagement and connectedness to Will Rogers continues to be a goal for us this school year. We were happy to implement our plan and engage our parent community in various school activities.

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

Our budget was directly aligned with our intentions for this goal.

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

No changes for this school year. Our hope is to continue to work with our PTA and plan as many in person activities as possible with an emphasis on the beginning of the year and building connectedness to the new teacher.

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 2022-23 Pre-Allocation	\$99,994.02
Title I 2022-23 Allocation	\$11,120.00

Subtotal of additional federal funds included for this school: **\$111,114.02**

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 2021-22 Carryover	\$4,266.00
Site-Based Funds 2022-23 Allocation	\$24,035.00
Supplemental Funds 2021-22 Carryover	\$10,670.00
Supplemental Funds 2022-23 Allocation	\$64,440.00

Subtotal of state or local funds included for this school: **\$103,411.00**

Total of federal, state, and/or local funds for this school: **\$214,525.02**

2022-23 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

Multilingual/Multicultural Education

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

Program models offered for Multilingual Learners in VUSD include Structured English Immersion, English Language Mainstream, and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

Curriculum & Instruction

The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator and secretary.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 3 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	66	65	65	15.38%	20.00%	23.08%	41.54%
Male	33	33	33	6.06%	21.21%	27.27%	45.45%
Female	32	32	32	25.00%	18.75%	18.75%	37.50%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	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
Filipino							
Hispanic or Latino	50	50	50	16.00%	12.00%	20.00%	52.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	16.67%	33.33%	41.67%	8.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	36	36	36	2.78%	11.11%	16.67%	69.44%
English Learners	28	28	28	0.00%	7.14%	10.71%	82.14%
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 3 Mathematics – 2021-22

	Mathematics						
	2021-22						
	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	65	65	65	18.46%	27.69%	20.00%	33.85%
Male	33	33	33	15.15%	27.27%	27.27%	30.30%
Female	32	32	32	21.88%	28.13%	12.50%	37.50%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	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
Filipino							
Hispanic or Latino	50	50	50	14.00%	24.00%	18.00%	44.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	25.00%	4.17%	33.33%	0.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	36	36	36	2.78%	19.44%	22.22%	55.56%
English Learners	28	28	28	0.00%	17.86%	25.00%	57.14%
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	70	68	68	17.65%	11.76%	26.47%	44.12%
Male	32	32	32	12.50%	15.63%	25.00%	46.88%
Female	38	36	36	22.22%	8.33%	27.78%	41.67%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	48	47	47	4.26%	8.51%	27.66%	59.57%
Hawaiian or Pacific Islander							
White (not Hispanic)	17	17	17	52.94%	11.76%	29.41%	5.88%
Two or More Races	*	0	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	42	42	42	2.38%	7.14%	26.19%	64.29%
English Learners	24	24	24	0.00%	0.00%	16.67%	83.33%
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	6	6	6	*	*	*	*

CAASPP – Grade 4 Mathematics – 2021-22

	Mathematics						
	2021-22						
	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	70	68	68	10.29%	11.76%	27.94%	50.00%
Male	32	32	32	12.50%	15.63%	18.75%	53.13%
Female	38	36	36	8.33%	8.33%	36.11%	47.22%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	48	47	47	4.26%	6.38%	21.28%	68.09%
Hawaiian or Pacific Islander							
White (not Hispanic)	17	17	17	23.53%	23.53%	47.06%	5.88%
Two or More Races	*	0	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	42	42	42	0.00%	7.14%	19.05%	73.81%
English Learners	24	24	24	0.00%	0.00%	8.33%	91.67%
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	6	6	6	*	*	*	*

CAASPP – Grade 5 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	68	65	65	9.23%	27.69%	24.62%	38.46%
All Students Tested	37	35	35	8.57%	22.86%	22.86%	45.71%
Female	31	30	30	10.00%	33.33%	26.67%	30.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	60	57	57	7.02%	28.07%	22.81%	42.11%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	47	47	47	4.26%	21.28%	25.53%	48.94%
English Learners	26	25	25	0.00%	0.00%	20.00%	80.00%
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 Mathematics – 2021-22

	Mathematics						
	2021-22						
	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	68	65	65	1.54%	9.23%	26.15%	63.08%
Male	37	35	35	2.86%	14.92%	20.00%	62.86%
Female	31	30	30	0.00%	3.33%	33.33%	63.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	60	57	57	0.00%	7.02%	28.07%	64.91%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	47	47	47	0.00%	4.26%	23.40%	72.34%
English Learners	26	25	25	0.00%	0.00%	8.00%	92.00%
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

2022-23 Supplemental Funds Program Budget

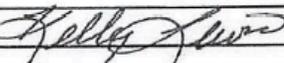
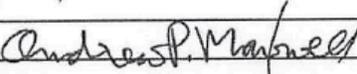
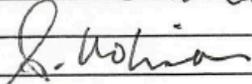
2022-23 BUDGET

School Site: **Will Rogers Elementary**
Program: **Supplemental**

2021-22 Carryover	\$	10,670.00
2022-23 Allocation	\$	64,440.00
Total Available Funding:	\$	75,110.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ 20,000.00
	Teachers, Sub	\$ 8,000.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ 11,556.00
	Clerical, Extra hours	\$ -
Alicia Delgadillo	Library Tech	\$ 14,865.00
	Other: Library Tech extra hours	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 6,485.00
	35.63% for Classified	\$ 9,414.00
4000s - Books and Supplies		
	Books Other Than Textbooks	
	Materials and Supplies	
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 3,607.00
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ 1,183.00
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 75,110.00
Budget Balance		\$ -

NC 12/15

Principals Signature:	
Date:	11/30/22
School Site Council Approval: (Chair)	
Date:	11/30/22
English Learner Advisory Committee Review:	
Date:	11/12/22
Director, Special Projects Approval:	
Date:	1/3/23

2022-23 Site Based Funds Program Budget

2022-23 BUDGET

School Site:

Will Rogers Elementary

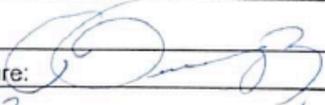
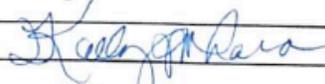
Program:

Site Based Fund

2021-22 Carryover	\$	4,266.00
2022-23 Allocation	\$	24,035.00
Total Available Funding:	\$	28,301.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ 17,500.00
	Clerical, Extra hours	\$ -
	Other	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	35.63% for Classified	\$ 6,235.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ 4,566.00
	Materials and Supplies	\$ -
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
	Communications	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 28,301.00
Budget Balance		\$ -

NMC 1/3/23

Principals Signature:	
Date:	12/16/22
School Site Council Approval: (Chair)	
Date:	12/16/22
Director, Special Projects Approval:	
Date:	1/3/23

2022-23 Title I Funds Program Budget

2022-23 BUDGET

School Site:

Will Rogers Elementary

Program:

Title I

2022-23 Pre Allocation	\$	99,994.02
2022-23 Additional Allocation	\$	11,120.00
Total Available Funding:	\$	111,114.02

		Budget
Pre-Allocated Expenditures		
1000s - Certificated Salaries		
	Elementary Counseling 0.4FTE	\$ 29,878.00
	Intervention	\$ 10,622.00
		\$ -
2000s - Classified Salaries		
	Paraed 0.38FTE	\$ 22,131.00
		\$ -
3000s - Employee Benefits		
	Certificated	\$ 29,478.02
	Classified	\$ 7,885.00
Total		\$ 99,994.02

		Budget
Additional Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	
	Teachers, Sub	
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ 6,200.00
	Other	
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	35.63% for Classified	\$ 2,209.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ 2,711.00
	Materials and Supplies	
	Equipment not Capitalized	
5000s - Services & Other Operating Expenses		
	Conferences/Travel	
	Rentals and Repairs	
	Operating Lease	
	Graphics	
	Contracted Services	
	Internet Publications/Software	
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 11,120.00

Budget Balance		\$ -
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MC 12/15

Principals Signature:	<i>[Signature]</i>
Date:	11/30/22
School Site Council Approval: (Chair)	<i>[Signature]</i>
Date:	11/30/22
Director, Special Projects Approval:	<i>Anderson P. Maffei, (EAC) 12/12/22</i>
Date:	12/13/22

School-Parent/Home Compact

SCHOOL-PARENT COMPACT

Approved by SSC on 11/16/22

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

Will Rogers - Parent Involvement Policy

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 I 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 English Language Advisory Committee (ELAC) and the School Site Council (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 Student Success Team (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, MAP, ELPAC, Math and ELA Benchmarks, Accelerated Reader, 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.
- Bilingual PTA Newsletters are sent out monthly with additional information about monthly school activities

Approved by SSC on 11/16/22

Parent Involvement Calendar

<p><u>July</u> No School</p>	<p><u>January</u> "My Body Belongs to Me" Presentation PTA PAC Dinner Night Parent Workshop Habitat Work Day</p>
<p><u>August</u> Kinder Meet and Greet PTA Dinner Night</p>	<p><u>February</u> PTA ELAC PAC Dinner Night Family Dance/Silent Auction Habitat Work Day</p>
<p><u>September</u> Back to School Night/ Virtual Book Fair Dinner Night PTA/SSC ELAC Habitat Work Day</p>	<p><u>March</u> PTA ELAC PAC Dinner Night Book Fair/Family Literacy Night-AR Habitat Work Day In N Out</p>
<p><u>October</u> School Site Council (2) ELAC PTA PAC Dinner Night Habitat Work Day Fit-a-thon School of Choice Night @ Buena School Site Council (2)</p>	<p><u>April</u> School Site Council PTA ELAC Dinner Night Parent Workshop? Dia Del Niño Carnival Habitat Work Day</p>
<p><u>November</u> Dia de los Muertos-drive thru celebration Dinner Night ELAC School Site Council PTA PAC School Site Council Habitat Work Day</p>	<p><u>May</u> School Site Council Penny Drive PTA ELAC Dinner Night Open House-STEAM Night EL Reclassification Habitat Work Day</p>
<p><u>December</u> PTA PAC Habitat Work Day Dinner Night ELAC Principal's Newsletter</p>	<p><u>June</u> Family Picnic 5th and Kindergarten Promotion Ceremonies Habitat Work Day PTA</p>

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 2022-23 school year, teachers at Will Rogers Elementary School will focus on the following trainings:

1. Continue to build a more inclusive Will Rogers through SEL initiatives and programs
2. Move along the Professional Learning Community Continuum
3. Integrate CCS into current teaching repertoire
4. Identify areas for improvement
5. Refine and formalize discipline model
6. Refine and formalize SST Model

2021-22 School Accountability Report Card

Published January 2023



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 2022-2023 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.

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 2021-22 school year, 436 students were enrolled, including 7.3% in special education, 39.7% qualifying for English Language Learner support, 3.4% homeless, 0.2% foster youth, 0.7% migrant, and 61.9% 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.

Board of Education

SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
AMY (YAMAMOTO) CALLAHAN
JAMES FORSYTHE
CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

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



Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.9%	Kindergarten	69
Male	51.1%	Grade 1	90
Non-Binary	0.0%	Grade 2	71
American Indian or Alaskan Native	0.5%	Grade 3	66
Asian	0.5%	Grade 4	72
Black or African American	0.5%	Grade 5	68
Filipino	0.0%		
Hispanic or Latino	75.7%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.4%		
White	19.5%		
English Learners	39.7%		
Foster Youth	0.2%		
Homeless	3.4%		
Migrant	0.7%		
Socioeconomically Disadvantaged	61.9%		
Students with Disabilities	7.3%		
Total Enrollment			436

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 bi-literate 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.venturaisd.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 After School Education and Safety (ASES) program through the district office.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated phone messages, Google calendars, the school website, school marquee, weekly classroom reports, PTA Facebook page, 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
 - Fit-a-Thon
 - Science Fair Night
 - School Carnival
 - Talent Show
 - Read-a-Thon
 - Spelling Bees (English & Spanish)
 - After School Enrichment Opportunities

California Physical Fitness Test Results					
2021-22					
% of Students Tested					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth					

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Will Rogers		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	24.56	18.46	30.74	32.31	28.72	29.47

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

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

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

Physical Fitness

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

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

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)					
2021-22					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	68	65	95.59	4.41	18.46
Female	31	30	96.77	3.23	16.67
Male	37	35	94.59	5.41	20
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	57	95	5	15.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	25	96.15	3.85	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	47	100	0	14.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11					
Percentage of Students Meeting or Exceeding the State Standards					
	Will Rogers		VUSD		CA
	20-21	21-22	20-21	21-22	20-21
English Language Arts/Literacy	N/A	34	N/A	47	N/A
Mathematics	N/A	26	N/A	35	N/A

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA.

The "Percent Met and Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3 - Alternate) on the CAA's divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)										
2021-22										
	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	203	198	97.54	2.46	33.84	203	198	97.54	2.46	26.26
Female	101	98	97.03	2.97	38.78	101	98	97.03	2.97	23.47
Male	102	100	98.04	1.96	29	102	100	98.04	1.96	29
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	158	154	97.47	2.53	25.97	158	154	97.47	2.53	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	33	33	100	0	63.64	33	33	100	0	57.58
English Learners	78	77	98.72	1.28	2.6	78	77	98.72	1.28	6.49
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	125	125	100	0	16.8	125	125	100	0	10.4
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	17	15	88.24	11.76	6.67	17	15	88.24	11.76	6.67

Note: N/A values indicate this school did not test students using the CAASPP for ELA. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2021-22 and 2022-23 school years, the following campus improvements were scheduled to occur:

- 2021-22 Campus Improvements:
- New teacher furniture in all classrooms
 - Additional outdoor furniture & umbrellas installed

- 2021-22 Campus Improvements:
- Addition of new cafeteria furniture

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 September 26, 2022. During fiscal year 2021-22, 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 December 2022.

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

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 campus safety assistants are strategically assigned to designated areas to supervise students. During recess, the principal and campus safety assistants monitor playground activity. The principal, recess teachers, and campus safety assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, and campus safety assistants 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 Second Step curriculum social-emotional strategies model to define, infuse, and reinforce life skills which promote self-control, responsibility, respect, and good citizenship. Will Rogers Elementary has implemented Second Step schoolwide; teachers use Second Step to establish positive behavior expectations for all grade levels.

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

Item Inspected		School Facility Good Repair Status	
		Repair Status	
Inspection Date: September 26, 2022		Good	Fair
		Poor	
		Repair Needed and Action Taken or Planned	
Systems	✓		
Interior Surfaces	✓		Classroom 22 - Water damaged ceiling tiles; Resource Room - Ceiling tile missing
Cleanliness	✓		Building F Exterior - Excessive paint peeling over the back door of room 14
Electrical	✓		Classroom 23 - The outlet cover plate in the wire mold on the north wall is damaged; Classroom 2 - Wire mold end cap missing on the north wall
Restrooms/Fountains	✓		Classroom 7 - Sink faucet is leaking when turned off, broken window on the north side by the door, protective film installed; Auditorium Boy's RR - The center sink faucet does not function; Wing J Girls RR - Left sink faucet does not function
Safety	✓		
Structural	✓		Building D Exterior - Backpack rack is falling off the wall at room 11; Building J Exterior - Support posts in walkway have dryrot; Classroom 22 Exterior - Excessive rust at the south roof beam at the modular joint line
External	✓		Classroom 12 - Cracked window above the north door
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.

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	446	442	135	30.5
Female	217	215	57	26.5
Male	229	227	78	34.4
American Indian or Alaska Native	2	2	0	0
Asian	3	3	2	66.7
Black or African American	2	2	0	0
Filipino				
Hispanic or Latino	339	335	110	32.8
Native Hawaiian or Pacific Islander				
Two or More Races	15	15	4	26.7
White	85	85	19	22.4
English Learners	174	174	60	34.5
Foster Youth	2	2	1	50
Homeless	17	17	8	47.1
Socioeconomically Disadvantaged	276	273	98	35.9
Students Receiving Migrant Education Services	3	3	0	0
Students with Disabilities	42	41	11	26.8

	Will Rogers			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	0.96%	0.62%	2.47%	2.54%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.00%	0.07%

The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	2.47%	0.00%
Female	1.84%	0.00%
Male	3.06%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.95%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	1.18%	0.00%
English Learners	2.87%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.88%	0.00%
Socioeconomically Disadvantaged	3.62%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.76%	0.00%

Average Class Size and Class Size Distribution				
2019-20				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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	
2020-21				
K	23.0		4	
1	20.0	1	3	
2	24.0		3	
3	25.0		3	
4	27.0		3	
5	35.0			2
2021-22				
K	23.0		3	
1	23.0		4	
2	23.0		3	
3	22.0		3	
4	32.0		2	1
5	34.0			2

*Number of classes indicates how many classes fall into each site category (a range of total students per class).
***Other* category is for multi-grade level classes.

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.

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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Will Rogers Elementary School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

CURRICULUM & INSTRUCTION

Staff Development

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

During the 2020-21, 2021-22, and 2022-23 school years, the teachers at Will Rogers Elementary School had the opportunity to participate in districtwide staff development training focused on:

- 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

- 2021-22 Trainings:
- Bridges Math Intervention
 - Benchmark & Math Expressions
 - Implicit Bias
 - Number Corner Refresher (Kinder)
 - NGSS Curriculum Training
 - Canvas

- 2022-23 Trainings:
- Active Assailant
 - Behavior Management Strategies
 - Bully Prevention
 - CHAMPS Overview
 - Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
 - Digital Platforms (Let's Take a Tech Trip)

- Elevation Training
- ELPAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training
- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

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 2021-22 school year, Will Rogers Elementary School's staff development activities concentrated on:

- Response to Intervention
- Daily Five
- MAP Assessment Training
- Theme Based Units
- Visible Thinking
- Developing Mathematical Ideas
- Technology Training
- Social Emotional Learning (Second Step)
- 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.

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.

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	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>History Social Science for California</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%

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 History-Social Science curriculum in the 2022-23 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On October 11, 2022, 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 #22-40 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 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

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.

Teacher Preparation and Credentials

The charts below identify the number of teachers at Will Rogers Elementary School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

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

Note: The 2021-22 teacher information will be updated once CDE releases the information for this school year.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	
Misassignments	2	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	2	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	0.1	
Total Out-of-Field Teachers	0.1	

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.5	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	

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

Teacher Preparation and Placement / Authorization/Assignment	School Year 2020-21					
	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.4	87.98	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	2	11.4	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.57	65.1	10.03	12115.8	4.41
Unknown	0	0	29.7	4.57	18854.3	6.86
Total Teaching Positions	17.5	100	650.2	100	274759.1	100

Teacher Preparation and Placement / Authorization/Assignment	School Year 2021-22					
	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time, one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

SARC DATA

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about 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.

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2022.

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: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2020-21		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	54,370
Mid-Range Teacher Salary	69,145	82,680
Highest Teacher Salary	95,772	106,610
Average Principal Salaries:		
Elementary School	117,729	135,282
Middle School	123,578	141,243
High School	132,064	152,955
Superintendent Salary	228,637	264,366
Percentage of Budget For:		
Teacher Salaries	30.35	33.09
Administrative Salaries	4.93	5.03

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

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
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	443	N/A	N/A	N/A	N/A
Restricted (Supplemental)	207	N/A	N/A	N/A	N/A
Unrestricted (Basic)	236	157	150.8%	6,593	2.4%
Average Teacher Salary	71,741	77,987	N/A	88,358	N/A

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 2020-21 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

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.

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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.

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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.

E. Should a terming out member wish to continue for an additional year, this can be voted on and passed by a majority vote.

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.

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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

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each school year for the purpose of conducting the business of the SSC.

Section 2: A Parliamentarian shall be elected and serve to facilitate Robert's Rules of Order and manage the flow of the meeting in regards to time.

Section 3: 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.

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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.

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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.

Approved by School Site Council on October 5, 2022

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.

Approved by School Site Council on October 5, 2022