



BLANCHE REYNOLDS ELEMENTARY SCHOOL

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VENTURA, CA 93003
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DR. ANNE ROUNDY-HARTER, PRINCIPAL

K-5 GENERAL EDUCATION
K-8 HOMESTEAD PROGRAM
K-8 OPEN CLASSROOM PROGRAM

VENTURA UNIFIED SCHOOL DISTRICT

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2012-13 School Accountability Report Card

Published January 2014

BLANCHE REYNOLDS ELEMENTARY SCHOOL

PRINCIPAL'S MESSAGE

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

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

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

School Mission

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

District Vision Statement

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

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy and high performing schools.

We will:

- Inspire** all students to excel academically,
- Honor** the unique qualities and diverse backgrounds of all students,
- Build** supportive relationships,
- Guide** all students to reach their full potential,
- Motivate** all students to successfully pursue their chosen life paths, and
- Engage** all students to become responsible and contributing members of society.

DISTRICT & SCHOOL PROFILE

Ventura Unified School District

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

Blanche Reynolds Elementary School

Blanche Reynolds Elementary School serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2012-13 school year, 417 students were enrolled, including 14.6% in special education, 10.1% qualifying for English Language Learner support, and 53.7% qualifying for free or reduced price lunch. Blanche Reynolds Elementary School achieved a 2013 Academic Performance Index (API) score of 743.

Percentage of Students by Ethnicity/Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African American	1.7%	Kindergarten	52
American Indian or Alaskan Native	0.2%	Grade 1	54
Asian	1.4%	Grade 2	66
Filipino	0.7%	Grade 3	55
Hawaiian or Pacific Islander	0.2%	Grade 4	72
Hispanic or Latino	37.4%	Grade 5	66
White (not Hispanic)	52.8%	Grade 6	19
Two or More Races	5.5%	Grade 7	21
		Grade 8	12
		Total Enrollment	417

The staff at Blanche Reynolds Elementary maintain high academic standards, providing an educational program designed to meet the needs of each student in a warm and nurturing environment. Instructional programs include the Open Classroom Program (5 classrooms, K-8), Special Day Classes (3 classrooms, grades 2-5), and traditional classes (10, K-5).

Blanche Reynolds Elementary shares its campus with the Homestead Program; an alternative education program for K-8 students who excel in a self-paced, individualized instructional setting. Students meet with their assigned certificated teacher once a week to review completed assignments, take end-of-unit exams, and receive the next week's lessons. All coursework is aligned to state content standards and frameworks. Students are required to complete assignments correctly and on time to earn course credits.

Blanche Reynolds Elementary's Open Classroom program is a parent cooperative that delivers a standards-based instructional program using a variety of non-traditional strategies, resources, and tools. The Open Classroom program is available to students in grades K-8. Instruction is provided by a team of experienced and enthusiastic teachers, dedicated to delivering an effective instructional program, along with parents as partners in the teaching process. Parents in the Open Classroom program are required to donate hours each week to the classroom and/or program.

(NOTE: unless otherwise indicated, the traditional classrooms and open classrooms are provided in a collaborative model; staff work together where applicable to provide a comprehensive, standards-based curriculum addressing the individual needs of the students. Disaggregated statistical data in this report is provided where applicable.)

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ConnectEd, parent meetings, school web site, monthly newsletters, and marquee. Contact the school office or the school office manager, Cheri Carney, at (805) 289-1817 ext. 1010 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Library Helper
- Fundraisers
- Chaperone Field Trips

Committees

- School Site Council
- English Learner Advisory Council
- Fifth Grade Fundraiser
- Parent Teacher Association
- Open Classroom PTO
- Superintendent's Parent Advisory Council
- Grade Level Promotions

School Activities

- Open House
- Assemblies
- Parenting Classes
- Jog-A-Thon
- Talent Show
- Harvest Moon Festival
- Art Fair
- Field Trips
- Grade Level Promotions
- Science Fair

STUDENT ACHIEVEMENT

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	18.6%	18.6%	30.5%
Seventh	23.8%	19.0%	42.9%

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results web site at <http://star.cde.ca.gov>.

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Blanche Reynolds			VUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	53	51	43	59	61	59	54	56	55
Math	53	46	43	51	52	50	50	51	50
Science	60	67	54	64	67	65	57	60	59
History	68	69		58	58	58	48	49	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2012-13										
	Blanche Reynolds									
	American American	Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races		
English-Language Arts					28		53	29		
Math					29		53	24		
Science					50		58			
History										

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2012-13							
	Blanche Reynolds						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education	
English-Language Arts	36	50	24	32	24		
Math	41	45	21	29	29		
Science	52	63		48	54		
History							

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

Academic Performance Index Three-Year Performance Comparison									
	Blanche Reynolds Base API Rank:								
	2010			2011			2012		
	3			3			3		
	Blanche Reynolds			Blanche Reynolds		VUSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2010-11	2011-12	2012-13	2012-13		2012-13		2012-13	
All Students	13	-3	-21	286	743	12,892	809	4,655,989	790
Ethnic Subgroups									
African American				3		173	747	296,463	708
American Indian or Alaskan Native				1		79	794	30,394	743
Asian				5		351	918	406,527	906
Filipino				1		79	877	121,054	867
Hispanic or Latino	38	-30	-38	110	668	6,141	746	2,438,951	744
Hawaiian or Pacific Islander				-		33	786	25,351	774
White (not Hispanic)	1	15	-13	150	791	5,605	866	1,200,127	853
Two or More Races				16	704	431	865	-	
Other Subgroups									
Economically Disadvantaged	6	6	-38	147	685	6,543	741	2,774,640	743
English Learners				35	639	2,638	682	1,482,316	721
Students with Disabilities	37	29		57	627	1,251	543	527,476	615

Academic Performance Index

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

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

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

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

Adequate Yearly Progress

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

For the 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in English/Language Arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 740 or increasing the API growth by 1 point. More information on AYP can be found on the California Department of Education's (CDE) web site www.cde.ca.gov/nclb/ and the U.S. Department of Education's web site www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2012-13, Blanche Reynolds Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Blanche Reynolds Elementary School's original facilities were built in 1956; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

2012-13 Campus Improvement Projects:

- Evaluate parking and traffic flow situation
- Maintenance on asphalt

2013-14 Planned Campus Improvement Projects:

- Replace theatre curtains

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2012-13		
Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Blanche Reynolds	VUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	No	Yes
Graduation Rate	N/A	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	11/21	21/38
Number of Criteria Possible		

Title I PI Status 2013-14		
	Blanche Reynolds	VUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2006-07
Year in PI	N/A	Year 3
# Schools Currently In PI		9
% Schools Currently In PI		33.3%

The statistical information in this table reflects the PI status during the 2013-14 school year.

Every morning before school begins, the custodian and principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Blanche Reynolds Elementary School. The day custodian is responsible for cafeteria setup/cleanup, general cleaning and custodial functions, and restrooms.

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

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

Deferred Maintenance

Blanche Reynolds Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2012-13 school year, Blanche Reynolds Elementary School did not receive deferred maintenance funds for campus repairs and improvements.

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 following individuals are strategically assigned to designated entrance areas, the breakfast area, and playground: the principal, teachers, parent supervisors, and support staff. During recess, the principal, teachers, and parent supervisors supervise playground activity. The principal and three noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, one teacher, crossing guard and principal monitor student behavior to ensure a safe and orderly departure. After-school day care and supervision is provided by Las Posas Children's Center.

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

Campus Description	
Year Built	1956
Acreage	6.6
Bldg. Square Footage	37249
	Quantity
# of Permanent Classrooms	21
# of Portable Classrooms	2
# of Restrooms (student use)	4 sets
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Teacher Work Room	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Blanche Reynolds Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated in November 2013, and shared with school staff in January 2014.

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

Facilities Inspections

The district's maintenance department inspects Blanche Reynolds Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Blanche Reynolds Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 2, 2013. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: August 2, 2013	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			Wing 11-15 Boys' Restroom - Peeling paint; Wing 11-15 Girls' Restroom - Peeling paint on the ceiling and walls
Cleanliness	✓			Room 8 & 17 - Door frame needs painting
Electrical	✓			
Restrooms/Fountains	✓			Room 15 & 20 - Faucet has low water pressure
Safety	✓			
Structural	✓			
External		✓		Wing 1-5 Girls' Restroom - Screen damaged; Room 7 & 22 - Grounds needs maintenance; Rainbow Bridge Playground - Trash on the ground and grass growth intrusion into wood chips
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.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Blanche Reynolds Elementary School's discipline policies are based upon Dr. Randy Sprick's Safe and Civil Schools positive behavior management program, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions.

Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. The principal leads a school rules assembly at the beginning or each school year and halfway through the school year; behavior expectations are reinforced with students. Blanche Reynolds Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions and Expulsions

	Blanche Reynolds		
	10-11	11-12	12-13
Suspensions (#)	6	6	18
Suspensions (%)	1.37%	1.33%	4.32%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	VUSD All Elementary Schools		
	10-11	11-12	12-13
Suspensions (#)	224	209	177
Suspensions (%)	2.87%	2.67%	2.26%
Expulsions (#)	3	2	3
Expulsions (%)	0.04%	0.03%	0.04%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

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.

Class Size Distribution Self-Contained Classrooms				
2010-11				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	21.7	2	1	
1	21.0	3		
2	21.0	2		
3	18.0	4		
4	21.8	2	2	
5	20.5	1	1	
2011-12				
K	22.5	1	1	
1	24.5		2	
2	21.5	2		
3	18.7	2	1	
4	30.0		2	
5	20.5	2	2	
2012-13				
K	17.0	2	1	
1	14.0	3	1	
2	13.0	4	1	
3	14.0	3	1	
4	14.0	4	1	
5	13.0	4	1	

CURRICULUM & INSTRUCTION

Instructional Materials

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

On September 24, 2013, 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 #13-25 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 2013-14 school year, Ventura Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Staff Development

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

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
2	2	0

During the 2012-13 school year, Blanche Reynolds Elementary participated in staff development training focused on Common Core State Standards.

Supplemental site-based training for Blanche Reynolds Elementary School takes place after school at faculty meetings. In alignment with district guidelines, teachers identify staff training needs based upon feedback obtained at staff meetings, from staff surveys, and input from the PTA. 2012-13 staff development activities focused on:

- Playground issues
- Safety Concerns in the Neighborhood
- Online Report Card System
- Technology

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Houghton Mifflin: <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0%	K-5
2003	Yes	Holt, Rinehart and Winston: <i>Holt Literature and Language Arts - Introductory Course</i>	0%	6
2003	Yes	Holt, Rinehart and Winston: <i>Holt Literature and Language Arts - First Course</i>	0%	7
2003	Yes	Holt, Rinehart and Winston: <i>Holt Literature and Language Arts - Second Course</i>	0%	8
2006	Yes	Houghton-Mifflin: <i>Lectura-Triunfos</i>	0%	6
Math				
2009	Yes	The Write Group/McGraw-Hill: <i>Everyday Mathematics</i>	0%	K-5
2009	Yes	Holt, Rinehart and Winston: <i>Course 1: Numbers to Algebra</i>	0%	6
2009	Yes	Holt, Rinehart and Winston: <i>Course 2: Pre-Algebra</i>	0%	7
2009	Yes	Holt, Rinehart and Winston: <i>Algebra I</i>	0%	8
Science				
2008	Yes	Pearson-Scott Foresman: <i>Scott Foresman California Science</i>	0%	K-5
2008	Yes	Holt, Rinehart and Winston: <i>Holt Earth Science</i>	0%	6
2008	Yes	Holt, Rinehart and Winston: <i>Holt Life Science</i>	0%	7
2008	Yes	Holt, Rinehart and Winston: <i>Holt Physical Science</i>	0%	8
Social Science				
2007	Yes	Pearson-Scott Foresman: <i>Scott Foresman History-Social Science for California</i>	0%	K-5
2007	Yes	Glencoe-McGraw Hill: <i>Discovering Our Past Ancient Civilization</i>	0%	6
2007	Yes	Glencoe-McGraw Hill: <i>Discovering Our Past Medieval & Early Modern Times</i>	0%	7
2007	Yes	Glencoe-McGraw Hill: <i>Discovering Our Past The American Journey to World War I</i>	0%	8
Foreign Language				
2006	Yes	McDougal Littell: <i>En Espanol 1, 2, 3</i>	0%	6-8
Health				
2007	Yes	San Diego State University: <i>SPARK</i>	0%	K-8
2005	Yes	Children's Health Market, Inc.: <i>The Great Body Shop</i>	0%	K-5

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

Textbook information was obtained from district office personnel in October 2013.

Supplemental site-based training in 2012-13 took place on monthly early release days for Open Classroom staff. Training topics focused on benchmark assessments, grades, group activities, motivational strategies, and promotion of intrinsic rewards.

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. During the 2012-13 school year, professional development was offered related to Common Core State Standards, Grading Policies, Bullying Prevention Policy, and Cultural Proficiencies. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

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

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

PROFESSIONAL STAFF

Counseling & Support Staff

Blanche Reynolds Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Blanche Reynolds Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff) 2012-13		
	No. of Staff	FTE
Academic Counselor	0	0.0
Psychologist	1	0.8
School Nurse	As needed	
Speech Therapist	1	1.0
Health Technician	1	0.5

FTE = Full-Time Equivalent

Teacher Assignment

During the 2012-13 school year, Blanche Reynolds Elementary School had 18 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Teacher Credentials and Assignments							
	Blanche Reynolds				VUSD			
	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
Total Teachers	21	22	18		748	832	706	
Teachers with Full Credential	21	22	18		748	831	706	
Teachers without Full Credential	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	1	0		148	119	111	
Teacher Misassignments for English Learners	0	0	0	0	4	4	2	1
Total Teacher Misassignments	0	0	0	0	5	4	2	1
Teacher Vacancies	0	0	0	0	0	0	0	2

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

	NCLB Compliance Percentage of Classes in Core Academic Subjects:	
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
	2012-13	
Blanche Reynolds	100.0%	0.0%
District Totals		
All Schools	96.0%	4.0%
High-Poverty Schools	95.0%	5.0%
Low-Poverty Schools	97.0%	3.0%

*Most recent data available.

SARC DATA & INTERNET ACCESS

DataQuest

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

Public Internet Access Location

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

Address: 651 East Main Street, Ventura
 Phone Number: (805) 648-2715
 Web Site: www.vencolib.org
 Number of Computers Available: 26

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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,182	40,933
Mid-Range Teacher Salary	57,861	65,087
Highest Teacher Salary	80,143	84,436
Average Principal Salaries:		
Elementary School	95,954	106,715
Middle School	105,579	111,205
High School	111,265	120,506
Superintendent Salary	192,501	207,812
Percentage of Budget For:		
Teacher Salaries	38	40
Administrative Salaries	6	5

Expenditures Per Student

For the 2011-12 school year, Ventura Unified School District spent an average of \$7,782 of total general funds to educate each student (based on 2011-12 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.)

Current Expense of Education Per Pupil 2011-12					
Dollars Spent Per Student					
Expenditures Per Pupil	Blanche Reynolds	VUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,181	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,616	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,565	4,182	109.2%	5,537	82.4%
Average Teacher Salary	63,662	65,405	97.3%	68,841	92.5%

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received categorical, special education, and support programs funds for:

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials were acquired in November 2013 and school facilities sections were acquired in January 2014.