



**WILL ROGERS
ELEMENTARY SCHOOL**
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DANIELLE CORTES, PRINCIPAL
GRADES K-5

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2014-15 School Accountability Report Card

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WILL ROGERS ELEMENTARY SCHOOL

PRINCIPAL'S MESSAGE

On behalf of myself and the entire Will Rogers staff, I would like to welcome you and your children to the 2015-2016 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 through achieving academic success through biliteracy, technology, and environmental stewardship. In alignment with this goal, our school-wide Spanish Two-Way Immersion program will expand through fifth grade this year. 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 in 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 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, 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 2014-15 school year, 503 students were enrolled, including 4.8% in special education, 49.3% qualifying for English Language Learner support, and 55.5% 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.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	1.2%	Kindergarten	99
American Indian or Alaskan Native	0.2%	Grade 1	99
Asian	0.8%	Grade 2	82
Filipino	0.0%	Grade 3	88
Hawaiian or Pacific Islander	0.0%	Grade 4	69
Hispanic or Latino	76.1%	Grade 5	66
White (not Hispanic)	18.3%	Grade 6	0
Two or More Races	3.4%	Grade 7	0
Socioeconomically Disadvantaged	55.5%	Grade 8	0
English Learners	49.3%		
Students with Disabilities	4.8%		
Migrant Education	0.0%		
Foster Youth	0.0%		
		Total Enrollment	503

Will Rogers is a fully implemented Two Way Immersion Program. The instructional program for our kindergarten, first, and second grade students follows a 50/50 sequential model. 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 are available in the school office. Orientation for interested families is offered throughout the school year; orientation dates are available on the school website at www.venturausd.org/willrogers/pages/twi_about.html.

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

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-

year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

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

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

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

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

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

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

MAGNET SCHOOL ASSISTANCE PROGRAM

Our Vision: The Will Rogers community will prepare bilingual scholars to meet the global, technological, and environmental challenges of our planet Earth.

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

strategies and extensive support staff to encourage change and implementation fidelity.

PARENT INVOLVEMENT

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

Opportunities to Volunteer

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

Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Association
- Superintendent's Parent Advisory Council

School Activities

- Back to School Night
- December/February/March Musical Performances
- International Day
- Orientations
- Meet & Greet Nights
- Jog-a-Thon
- Science Fair Night
- School Carnival
- Talent Show
- Read-a-Thon
- Spelling Bee
- After School Enrichment Opportunities

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter

Balanced Assessment System. 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 grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	81.8%	71.2%	50.0%

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

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15

	Will Rogers	VUSD	CA
English-Language Arts/Literacy	31	49	44
Mathematics	38	39	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Test (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

CAASPP Assessment Results Disaggregated by Student Groups 2014-15

		English Language Arts/Literacy						Mathematics						
			Achievement Level							Achievement Level				
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
Grade 3								Grade 3						
All Students Tested	88	86	97.7%	58.0%	23.0%	8.0%	10.0%	88	87	98.9%	37.0%	24.0%	26.0%	13.0%
Male	88	49	55.7%	61.0%	31.0%	4.0%	4.0%	88	50	56.8%	34.0%	26.0%	28.0%	12.0%
Female	88	37	42.0%	54.0%	14.0%	14.0%	19.0%	88	37	42.0%	41.0%	22.0%	24.0%	14.0%
African American	88	1	1.1%	*	*	*	*	88	1	1.1%	*	*	*	*
American Indian or Alaskan Native	88	1	1.1%	*	*	*	*	88	1	1.1%	*	*	*	*
Hispanic or Latino	88	64	72.7%	64.0%	23.0%	8.0%	5.0%	88	65	73.9%	42.0%	32.0%	17.0%	9.0%
White (not Hispanic)	88	17	19.3%	35.0%	24.0%	12.0%	29.0%	88	17	19.3%	18.0%	24.0%	59.0%	24.0%
Two or More Races	88	3	3.4%	*	*	*	*	88	3	3.4%	*	*	*	*
Socioeconomically Disadvantaged	88	49	55.7%	67.0%	20.0%	8.0%	4.0%	88	50	56.8%	46.0%	30.0%	14.0%	10.0%
English Learners	88	41	46.6%	73.0%	22.0%	5.0%	0.0%	88	42	47.7%	55.0%	33.0%	10.0%	2.0%
Students with Disabilities	88	6	6.8%	*	*	*	*	88	6	6.8%	*	*	*	*
Migrant Education	88	3	3.4%	*	*	*	*	88	3	3.4%	*	*	*	*
Grade 4								Grade 4						
All Students Tested	70	68	97.1%	46.0%	21.0%	22.0%	12.0%	70	69	98.6%	28.0%	33.0%	26.0%	13.0%
Male	70	38	54.3%	50.0%	18.0%	18.0%	13.0%	70	38	54.3%	29.0%	29.0%	26.0%	16.0%
Female	70	30	42.9%	40.0%	23.0%	27.0%	10.0%	70	31	44.3%	26.0%	39.0%	26.0%	10.0%
Asian	70	1	1.4%	*	*	*	*	70	1	1.4%	*	*	*	*
Hispanic or Latino	70	55	78.6%	56.0%	18.0%	16.0%	9.0%	70	56	80.0%	34.0%	34.0%	21.0%	11.0%
White (not Hispanic)	70	9	12.9%	*	*	*	*	70	9	12.9%	*	*	*	*
Two or More Races	70	3	4.3%	*	*	*	*	70	3	4.3%	*	*	*	*
Socioeconomically Disadvantaged	70	36	51.4%	56.0%	22.0%	17.0%	6.0%	70	37	52.9%	32.0%	41.0%	22.0%	5.0%
English Learners	70	37	52.9%	78.0%	19.0%	3.0%	0.0%	70	38	54.3%	47.0%	39.0%	13.0%	0.0%
Students with Disabilities	70	6	8.6%	*	*	*	*	70	6	8.6%	*	*	*	*
Migrant Education	70	2	2.9%	*	*	*	*	70	2	2.9%	*	*	*	*
Grade 5								Grade 5						
All Students Tested	66	66	100.0%	42.0%	12.0%	26.0%	20.0%	66	66	100.0%	36.0%	27.0%	18.0%	18.0%
Male	66	31	47.0%	48.0%	13.0%	26.0%	13.0%	66	31	47.0%	39.0%	19.0%	19.0%	23.0%
Female	66	35	53.0%	37.0%	11.0%	26.0%	26.0%	66	35	53.0%	34.0%	34.0%	17.0%	14.0%
Asian	66	2	3.0%	*	*	*	*	66	2	3.0%	*	*	*	*
Hispanic or Latino	66	53	80.3%	51.0%	13.0%	25.0%	11.0%	66	53	80.3%	43.0%	30.0%	13.0%	13.0%
White (not Hispanic)	66	10	15.2%	*	*	*	*	66	10	15.2%	*	*	*	*
Two or More Races	66	1	1.5%	*	*	*	*	66	1	1.5%	*	*	*	*
Socioeconomically Disadvantaged	66	37	56.1%	70.0%	14.0%	11.0%	5.0%	66	37	56.1%	59.0%	27.0%	5.0%	8.0%
English Learners	66	30	45.5%	73.0%	17.0%	10.0%	0.0%	66	30	45.5%	67.0%	27.0%	7.0%	0.0%
Students with Disabilities	66	4	6.1%	*	*	*	*	66	4	6.1%	*	*	*	*
Migrant Education	66	2	3.0%	*	*	*	*	66	2	3.0%	*	*	*	*

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

California Standards Test (CST) All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Will Rogers			VUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	45	59	55	64	66	66	59	60	56

California Standards Test (CST) Results by Student Subgroup 2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
VUSD	66
Will Rogers	55
Male	54
Female	55
Hispanic or Latino	48
English Learners	20
Students with Disabilities	33

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

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Will Rogers	VUSD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	No
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria		
Met Out of the Total	9/9	19/20
Number of Criteria Possible		

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 2014-15, Will Rogers qualified for Schoolwide Title I funding and is subject to comply with Title I program mandates.

Title I PI Status 2015-16		
	Will Rogers	VUSD
PI Status	In PI	In PI
First Year of PI Implementation	2003-04	2006-07
Year in PI	Year 5	Year 3
# Schools Currently In PI		9
% Schools Currently In PI		33.3%

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

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

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. 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.

2014-15 Campus Improvement Projects

- Resurface playground asphalt
- Installation of new plumbing throughout campus
- Installation of new drinking fountains where needed

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 and 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	4
# 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
VNFL (Portable)	1
Science Lab	1

Deferred Maintenance

Ventura Unified School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Will Rogers did not have any funds allocated to the site for repairs or replacement projects.

Facilities Inspections

The district's maintenance department inspects Will Rogers on an annual basis in accordance with Education Code §17592.72(c) (1). Will Rogers uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 27, 2015. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: July 27, 2015	Good	Fair	Poor
Systems	✓		
Interior Surfaces		✓	Room 18 - Loose ceiling tile; Room 1 & 3 - Possible loose ceiling tiles; Room 2 - Loose ceiling tiles
Cleanliness	✓		Room 3 - Exterior wood divider needs painting
Electrical	✓		Room 19 - Broken electrical cover plate in the office
Restrooms/Fountains	✓		Room 20 - Drinking fountain needs adjusting; Room 17 - Faucet needs adjusting
Safety	✓		
Structural	✓		
External		✓	Kindergarten Playground - Deficiency noted; Room 16 - Stepping stones outside of classroom should be removed, they are not ADA compliant; Pre K Playground - Weeds in playground surfacing, all garden plants outside of fencing need trimming; Wing J Girls Restroom - Cracked window; Upper Playground - Small amount of grass/weed intrusion in sand, ball wall needs painting
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
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.

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 and updated in November 2015. School staff are engaged in discussions and reviews of school safety practices and procedures throughout the year. A more comprehensive review took place in December 2015 as part of staff activities.

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

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

CLASSROOM ENVIRONMENT

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.

Discipline & Climate for Learning

Will Rogers' discipline policies are based upon a schoolwide positive behavior management plan, which is used as a guide to develop school rules and minimize classroom disruptions. Teachers follow the Lesson One curriculum and, the Assets Development model to define, infuse, and reinforce life skills which promote self-control, responsibility, respect, and good citizenship. At the beginning of the 2012-13 school year, schoolwide implementation of CHAMPS took place; teachers use CHAMPS 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 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 Distribution Self-Contained Classrooms				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	17.0	3	2	
1	24.0		4	
2	24.0		3	
3	24.0		3	
4	26.0	1		1
5	27.0	1		1
2013-14				
K	24.0		4	
1	23.0		4	
2	23.0		4	
3	24.0		3	
4	35.0			2
5	26.0		2	
2014-15				
K	25.0		4	
1	25.0		4	
2	21.0	2	2	
3	22.0	1	3	
4	35.0			2
5	33.0			2

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

Suspensions and Expulsions									
	Will Rogers			VUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	7	10	7	668	561	533	329,370	279,383	243,603
Expulsions (#)	1	0	0	31	18	10	8,266	6,611	5,692

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

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
2012	Yes	Handwriting without Tears: <i>Letters and Numbers for Me</i>	0%	TK
Math				
2009	Yes	The Write Group/McGraw-Hill: <i>Everyday Mathematics</i>	0%	K-5
2012	Yes	Pearson Education: <i>Math Their Way</i>	0%	TK
Science				
2008	Yes	Pearson-Scott Foresman: <i>Scott Foresman California Science</i>	0%	K-5
2012	Yes	Zoo Phonics: <i>The Kindergarten Zoo</i>	0%	TK
Social Science				
2007	Yes	Pearson-Scott Foresman: <i>Our Communities</i>	0%	K-5
2010	Yes	Hampton Brown Publishing: <i>National Geographic Inside Language, Literacy and Content</i>	0%	4-5
Health				
2007	Yes	San Diego State University: <i>SPARK</i>	0%	K-5
2005	Yes	Children's Health Market, Inc.: <i>The Great Body Shop</i>	0%	K-5

Textbook information was obtained from district office personnel in December 2015.

CURRICULUM & INSTRUCTION

Instructional Materials

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

On September 22, 2015, 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 #15-24 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 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 Common Core State 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		
2012-13	2013-14	2014-15
0	0	2

During the 2014-15 school year, Will Rogers participated in districtwide staff development training focused on:

- Grade Level Meetings
- Benchmarks
- Report Cards

Throughout the year, Will Rogers' teachers participate in supplemental site-based professional development held after school on early release days, after school on regular school days, and during substitute release time. School administration and the bilingual director identify teacher training needs based upon analysis of student performance and two way immersion program data. During the 2014-15 school year, staff development included:

- Response to Intervention
- Daily Five
- Guided Language Acquisition Design
- Magnet School Assistance Program
- Performance Based Assessments
- Theme Based Units
- Visible Thinking
- Writing - Lucy Calkins
- Developing Mathematical Ideas
- Lesson One
- Technology Training
- Common Core Standards
- Two-Way Immersion

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 2014-15 school year, professional development was offered related to Project Based Units, Problem Solving, Google Apps for Education, Q Training, CHAMPS, and

English Language Arts/Math Rounds. 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

Teacher Assignment

During the 2014-15 school year, Will Rogers had 26 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						
	Will Rogers			VUSD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	26	26	28	737	781	803
Teachers with Full Credential	26	26	28	737	781	803
Teachers without Full Credential	0	0	0	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	105	106	111
Teacher Misassignments for English Learners	0	0	0	1	1	3
Total Teacher Misassignments*	0	0	0	1	1	3
Teacher Vacancies	0	0	0	2	1	3

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

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
2014-15		
Will Rogers	100.0%	
District Totals		
All Schools	97.0%	3.0%
High-Poverty Schools	96.0%	4.0%
Low-Poverty Schools	97.0%	3.0%

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

Counseling & Support Staff

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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE*
Academic Counselor	1	0.5
Health Technician	1	0.5
Psychologist	1	0.3
School Nurse	1	0.1
Library Clerk	1	0.4
Computer Lab Technician	1	0.5
Average Number of Students per Academic Counselor		
		417

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

Salary Comparison 2013-14		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	41,661	43,062
Mid-Range Teacher Salary	59,991	67,927
Highest Teacher Salary	83,093	87,811
Average Principal Salaries:		
Elementary School	101,354	110,136
Middle School	109,577	115,946
High School	114,738	124,865
Superintendent Salary	198,775	211,869
Percentage of Budget For:		
Teacher Salaries	37	39
Administrative Salaries	6	5

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

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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2013-14 school year, Ventura Unified School District spent an average of \$8,181 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education Per Pupil 2013-14					
Dollars Spent Per Student					
Expenditures Per Pupil	Will Rogers	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,039	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,449	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,590	4,724	97.2%	5,348	85.8%
Average Teacher Salary	61,802	68,107	90.7%	71,529	86.4%

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education
- Vocational Programs

SARC DATA & INTERNET ACCESS

DataQuest

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

Public Internet Access Location

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

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.