



**WILL ROGERS  
ELEMENTARY SCHOOL**  
316 HOWARD STREET  
VENTURA, CA 93003  
(805) 641-5496

STEVEN PERFECT, PRINCIPAL  
GRADES K-5

**VENTURA UNIFIED  
SCHOOL DISTRICT**  
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[www.venturausd.org](http://www.venturausd.org)

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# 2016-17 School Accountability Report Card

Published January 2018

## 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 2017-2018 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 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 16,900 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 2016-17 school year, 538 students were enrolled, including 7.4% in special education, 45.5% qualifying for English Language Learner support, and 69.3% qualifying for free or reduced price lunch. Strong ties between school staff, the community, and students strengthen Will Rogers' efforts to offer a standards-based curriculum fostering academic success.

**Student Enrollment by  
Subgroup/Grade Level  
2016-17**

Ethnic Group	%	Grade Level	#
African American	1.3%	Kindergarten	84
American Indian or Alaskan Native	0.4%	Grade 1	96
Asian	0.2%	Grade 2	101
Filipino	0.0%	Grade 3	95
Hawaiian or Pacific Islander	0.0%	Grade 4	77
Hispanic or Latino	76.4%	Grade 5	85
White (not Hispanic)	17.7%	Grade 6	0
Two or More Races	4.1%	Grade 7	0
Socioeconomically Disadvantaged	69.3%	Grade 8	0
English Learners	45.5%		
Students with Disabilities	7.4%		
Migrant Education	0.0%	Total	
Foster Youth	0.4%	Enrollment	538

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 tours are available in the school office. Orientation for interested families is offered throughout the school year; orientation dates are available on the school website at ([www.venturausd.org/willrogers/pages/twi\\_about.html](http://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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

## PARENT INVOLVEMENT

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

### Opportunities to Volunteer

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

### Committees

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

### School Activities

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

## STUDENT ACHIEVEMENT

### 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/](http://www.cde.ca.gov/ta/tg/pf/).

**Physical Fitness Test  
Percentage of Students Meeting  
California Fitness Standards  
2016-17**

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	20.2%	35.7%	29.8%

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 (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/](http://www.cde.ca.gov/ta/tg/ca/).

**Federal Intervention Program**

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2016-17, Will Rogers Elementary School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

**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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (Grades 5, 8, & 10)	55	44	66	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) 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 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**California Assessment of Student Performance and Progress Test Results in  
English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight**

**Percentage of Students Meeting or Exceeding the State Standards**

	Will Rogers		VUSD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	41	38	53	55	49	48
Mathematics	36	35	43	44	37	37

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. An asterisk (\*) appears in the table when the number of students tested is ten or less.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)  
2016-17**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	253	248	98.0%	38.3%	253	251	99.2%	35.1%
Male	128	126	98.4%	38.9%	128	127	99.2%	37.8%
Female	125	122	97.6%	37.7%	125	124	99.2%	32.4%
African American	*	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*	*
Hispanic or Latino	202	197	97.5%	28.9%	202	200	99.0%	26.0%
White (not Hispanic)	35	35	100.0%	85.7%	35	35	100.0%	77.1%
Socioeconomically Disadvantaged	181	176	97.2%	27.3%	181	179	98.9%	25.7%
English Learners	136	132	97.1%	20.5%	136	135	99.3%	20.0%
Students with Disabilities	26	24	92.3%	8.3%	26	24	92.3%	12.5%

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. An asterisk (\*) appears 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. The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

## Federal Intervention Program

2017-18

	Will Rogers		VUSD
	In PI	In PI	In PI
PI Status			
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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://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.

### 2016-17 Campus Improvement Projects (Completed Summer 2016):

- Addition of one new classroom
- Addition of a shade structure
- Upgrades to kitchen appliances
- Installation of a kindergarten parent notification box
- Addition of one portable to create a library

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

	Quantity
Year Built	1938
Acreage	7.9
Bldg. Square Footage	37546
# 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
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 2016-17 school year, Will Rogers allocated \$86,255 in deferred maintenance funds for the following projects:

- Relocation projects

### 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 2017. 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 2017 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 playground supervisors are strategically assigned to designated areas to supervise students. During recess, the principal and playground supervisors monitor playground activity. The principal, recess teachers, and playground supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, and noon duty aides are in designated areas to ensure a safe and orderly departure.

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

### 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 28, 2017. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: July 28, 2017	Good	Fair	Poor	Repair Needed and Action Taken or Planned
	Systems	✓		
Interior Surfaces		✓		Room 8 - Missing ceiling tiles; Room 13 - Peeling paint on south wall and bench; Room 19 - Paint chips near door; Room 20 - Paint chips above door; Room 18 & 2 - Loose ceiling tile; Room 17 - Ceiling tile has fallen out of the ceiling; Garden Room - Cracks in the walls, missing ceiling tile; Room 1 - Possible loose ceiling tiles, stained ceiling tiles; Room 3 - Possible loose ceiling tiles, exterior wood divider needs painting
Cleanliness	✓			Room 3 - Deficiency noted
Electrical	✓			
Restrooms/Fountains	✓			Wing E Boys RR - Need to remove sink brace or reinstall sink
Safety	✓			
Structural	✓			Wing M Boys & Girls RR - At least two exterior support posts are deteriorated at the base and need replacing
External		✓		Wing E Boys RR - Cracked window; Kindergarten Playground - Grass intrusion in play surfacing, need to trim neighbor's bouganvia which is extending through the fence, garden needs weeding; Room 14 - Small crack in window, peeling pain on south wall, bench and metal poles; Wing M Boys & Girls RR - Garden planters need weeding; Pre K Playground - Weeds in playground surfacing, all garden plants outside of fencing need trimming; Room 6 - Rot in wood garden dividing wall; Upper Playground - Rubber surfacing tiles need to be secured back in place
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

**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.

## 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				
2014-15				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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
2015-16				
K	23.0	1	3	
1	25.0		4	
2	25.0		4	
3	20.0	3	1	
4	29.0		3	
5	32.0		2	
2016-17				
K	17.0	3	2	
1	24.0		4	
2	25.0		4	
3	24.0		4	
4	26.0		3	
5	28.0		3	

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

## CLASSROOM ENVIRONMENT

### Discipline & Climate for Learning

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

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

	Suspensions and Expulsions								
	Will Rogers			VUSD			CA		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions (%)	1.00%	2.00%	1.00%	4.00%	5.00%	5.00%	3.80%	3.70%	3.60%
Expulsions (%)	0.00%	0.00%	0.00%	0.60%	0.09%	0.02%	0.09%	0.09%	0.09%

## CURRICULUM & INSTRUCTION

### Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education. The district follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On October 10, 2017, 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 #17-21 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 2017-18 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 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, DIBELS, SRT, and IDEL indicate that reading, writing, and mathematics are the primary focus areas.

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
2	2	2

During the 2016-17 school year, Will Rogers participated in districtwide staff development training focused on:

- Benchmark Advance Language Arts

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				
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%	K-5
2012	Yes	Handwriting without Tears: <i>Letters and Numbers for Me</i>	0%	TK
2012	Yes	Zoo Phonics: <i>The Kindergarten Zoo</i>	0%	TK
Math				
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%	K-5
2012	Yes	Pearson Education: <i>Math Their Way</i>	0%	TK
Science				
2008	Yes	Pearson-Scott Foresman: <i>California Science</i>	0%	K-5
		Foster Science	0%	K-5
Social Science				
2007	Yes	Pearson-Scott Foresman: <i>Our Communities</i>	0%	K-5

- English Language Development Support
- Focus on Formative Assessments
- Google Classroom
- Math Expressions
- Next Generation Science Standards (NGSS)
- Transitional Kindergarten Framework and Curriculum Pilot
- Two-Way Immersion Support
- Zones of Regulation

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 2016-17 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. 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.

## 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 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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### Public Internet Access Location

Parents may access Will Rogers Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Will Rogers Elementary School 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](http://www.vencolibrary.org)  
 Number of Computers Available: 34

## PROFESSIONAL STAFF

### Teacher Assignment

During the 2016-17 school year, Will Rogers Elementary School had 27 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	Will Rogers			VUSD		
	15-16	16-17	17-18	15-16	16-17	17-18
Total Teachers	28	27	25	803	763	756
Teachers with Full Credential	28	27	25	803	763	756
Teachers without Full Credential	0	0	0	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	111	115	111
Teacher Misassignments for English Learners	0	0	0	3	0	1
Total Teacher Misassignments*	0	0	0	3	0	1
Teacher Vacancies	0	0	0	3	2	4

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

### Counseling & Support Staff

Will Rogers provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Will Rogers' students.

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2016-17		
	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
Bilingual Paraeducators	2	0.8
Intervention Teachers	2	1.5
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.*

# 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: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

## Expenditures Per Student

For the 2015-16 school year, Ventura Unified School District spent an average of \$10,005 of total general funds to educate each student (based on 2015-16 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2015-16		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,923	48,522
Mid-Range Teacher Salary	68,757	75,065
Highest Teacher Salary	91,595	94,688
Average Principal Salaries:		
Elementary School	107,238	119,876
Middle School	114,545	126,749
High School	117,235	135,830
Superintendent Salary	215,605	232,390
Percentage of Budget For:		
Teacher Salaries	34	37
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/>.*

## Expenditures Per Pupil and School Site Teachers Salaries 2015-16

Expenditures Per Pupil	Dollars Spent Per Student				
	Will Rogers	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,310	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,079	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,230	5,378	97.2%	6,574	79.6%
Average Teacher Salary	69,775	73,902	94.4%	77,824	89.7%

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 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- 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
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I, II, III, IV
- Tobacco-Use Prevention 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 sections was acquired in October 2017 and the school facilities section was acquired in December 2017.