

2024-25 School Accountability Report Card

Published January 2026



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

JUAN ELIAS, PRINCIPAL
GRADES TK-5

PRINCIPAL'S MESSAGE

On behalf of the entire Will Rogers staff, I am pleased to welcome you and your children to the 2025–2026 school year. Our teachers, support staff, and administration are committed to helping every child reach their highest potential.

At Will Rogers, we strive to develop high-achieving, curious, and respectful young scholars. With a strong focus on biliteracy, we prepare students for success in an increasingly global world and are united in our mission to develop bilingual scholars who can communicate and collaborate across cultures and communities with confidence.

Our Dual Language program values multilingualism as an asset and is grounded in proven, research-based practices aligned with the Center for Applied Linguistics. Students work toward high levels of bilingualism and biliteracy, strong academic achievement in both Spanish and English, and the development of sociocultural competence.

A strong partnership between home and school is essential to student success. By working together, families and educators create a positive and supportive learning environment where all children can thrive. We welcome your input and encourage open communication.

Please feel free to contact your child's teacher, myself, or any staff member with any questions or concerns. We look forward to a year of collaboration, community building, inclusion, and a shared commitment to our amazing Will Rogers students.

DISTRICT & SCHOOL DESCRIPTION

District Vision Statement

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

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

Board of Education

JAMES FORSYTHE
SHANNON TRANI FREDERICKS
SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. AHSAN MIRZA
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VENTURA UNIFIED SCHOOL DISTRICT

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Ventura Unified School District

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Over 14,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Will Rogers Elementary School

Will Rogers serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2024-25 school year, 426 students were enrolled, including 8.5% in special education, 30.8% qualifying for English Language Learner support, 4.7% homeless, 0.2% migrant, and 62.7% 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.

Will Rogers is an 80/20 model Two Way Immersion Program. English-speaking and Spanish-speaking students are combined in each classroom to receive daily instruction in both English and Spanish. The over-arching goals of the program are to promote bilingual and bi-literate competence for students. Details about the Two Way Immersion Program and dates for new parent information tours are on the third Thursday of each month. 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).

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	49.1%
Male	50.9%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	0.2%
Black or African-American	0.2%
Filipino	0.2%
Hispanic or Latino	72.5%
Native Hawaiian or Pacific Islander	0%
Two or More Races	2.6%
White	24.2%
English Learners	30.8%
Foster Youth	0%
Homeless	4.7^
Migrant Services	0.2%
Socioeconomically Disadvantaged	62.7%
Students with Disabilities	8.5%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Transitional Kindergarten	22
Kindergarten	53
Grade 1	74
Grade 2	60
Grade 3	74
Grade 4	76
Grade 5	67
Total Enrollment	426

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

After-school day care is available on campus through the After School Education and Safety (ASES) program through the district office.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

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

Opportunities to Volunteer

- Room Parent
- Garden/Habitat Volunteer
- Chaperone Field Trips
- Office Helper - Copy Clerk
- Library Helper
- Playground Supervision
- School Events
- PTA - Fundraising Committees
- Cross Country Team Support
- School Site Council
- English Learner Advisory Council
- Parent Teacher Association
- Two Way Immersion PAC
- Superintendent's Parent Advisory Council

School Activities

- Back to School Night
- Battle of the Books
- Dia de los Muertos Fiesta
- Orientations/Tours
- Meet & Greet Nights
- Fit-a-Thon
- Science Fair Night
- School Carnival
- Talent Show
- Read-a-Thon
- Spelling Bees (English & Spanish)
- After School Enrichment Opportunities
- Monthly Book Exchange (1st Friday)
- Victory Assemblies (1st Wednesday)

STUDENT ACHIEVEMENT

Physical Fitness

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

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

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	98%	98%	100%	98%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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/.

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	38.0	36.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	40.0	34.0	37.0	37.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	215	210	97.67	23.3	36.19
Female	109	106	97.25	2.75	35.85
Male	106	104	98.11	1.89	36.54
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	158	153	96.84	3.16	24.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	49	100	0	65.31
English Learners	71	69	97.18	2.82	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	131	130	99.24	0.76	16.92
Students with Disabilities	14	13	92.86	7.14	7.69

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	215	210	97.67	2.33	33.81
Female	109	106	97.25	2.75	30.19
Male	106	104	98.11	1.89	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	158	153	96.84	2.16	22.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	49	100	0	63.27
English Learners	71	69	97.18	2.82	4.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	131	130	99.24	0.76	16.92
Students with Disabilities	14	13	92.86	7.14	7.69

Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	29.03	24.24	33.34	31.52	30.73	32.33

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	67	66	98.51	1.49	24.24
Female	35	34	97.14	2.86	23.53
Male	32	32	100	0	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	55	54	98.18	1.82	18.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100	0	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	44	43	97.73	2.27	9.30
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Every morning before school begins, the day custodian and the principal inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Will Rogers. The day custodian is responsible for:

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

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

- Classrooms
- Restrooms

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

Campus Description

Year Built	1938
Acreage	7.9
Square Footage	37,546
	Quantity
Permanent Classrooms	18
Portable Classrooms	7
Restrooms (Sets)	2
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Computer Lab	1
Teacher Workroom	1
Jumpstart Program (Portable)	1
NFL (Portable)	1
Science Lab	1

Facilities Inspections

The district's maintenance department inspects Will Rogers on an annual basis in accordance with Education Code §17592.72(c)(1). Will Rogers uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on December 16, 2025. During fiscal year 2025-26, 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: December 16, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			Classroom 2 - HVAC return register is damaged
Interior Surfaces			X	Admin - Ceiling tiles falling in the teacher book room; Classroom 7 - Carpet buckling in multiple locations, excessive peeling paint at the southeast corner; Classroom 8 - Sink cabinet laminate is peeling from the doors; Classroom 9 - Sink cabinet base is deteriorated and laminate is peeling; Classroom 12 - Cabinet door laminate is peeling; Auditorium Boys' RR - Excessive peeling paint above the urinals; Kindergarten 13 - Excessive peeling paint on the north cabinet doors; Classroom 15 - Excessive paint peeling at the east wall by the ceiling; Classroom 16 - Countertop laminate is peeling at the sink and cabinet doors; Classroom 19 - Carpet is buckling at the VCT carpet transition, sink cabinet laminate is peeling, ceiling tiles missing and falling in multiple locations; Classroom 20, Classroom 1, Classroom 2 - Sink cabinet laminate is peeling from the doors; Classroom 18 - Carpet is buckling at the VCT carpet transition on both sides of the room, sink cabinet laminate is peeling; Classroom 17 - Excessive peeling paint on the north wall and north low cabinets, sink cabinet laminate peeling on the doors; Classroom 22 - The sink cabinet is water damaged and deteriorated; Classroom 23 - Countertop at sink is water damaged at the edge, peeling and deteriorated; Classroom 26 - sink is clogged and does not drain; Classroom 3 - Excessive peeling paint at the west wall, ceiling tiles falling in multiple locations; Classroom 5 - Ceiling tile is falling at the center of the room; Classroom 6 - Excessive peeling paint at the south side of the HVAC closet; Resource Room - Excessive peeling paint under the north windows
Cleanliness	X			Kindergarten 13 - Signs of termites at the south windows
Electrical	X			Classroom 11 - Holes in the wall under the white board at east wall, light lens missing; Classroom 12 - Lights are separating from each other falling; Classroom 1 - Wire mold endcap missing on the north wall
Restrooms/Fountains	X			Wing M Boys' RR - Left sink does not function; Classroom 4 - Drinking fountain knob is loose and needs a set screw, sink faucet leaks
Safety	X			Building D Exterior - Excessive peeling paint on the south shutters; Building J Exterior - Excessive peeling paint on the east eaves; Resource Room - Fire extinguisher is out of service date (6/17/24)
Structural	X			Auditorium - Cracked concrete wall above the middle north doors between door corners and windows; Classroom 14 - The concrete wall at the north door is showing an abnormal crack; Classroom 24 - Excessive rust at the north eaves; Building J Exterior - Support posts in south walkway have dry rot; Classroom 22 Exterior - Excessive rust at the north and south roof beam at the modular joint line; Classroom 23 Exterior - Excessive rust at the modular line both north and south sides of building; Classrooms 25/26/27 Exterior - Roof gutters are rusted out and growing weeds on room 26 and 27
External			X	Classroom 7 - Broken window, shards off glass falling from window; Classroom 12 - South door handle is loose; Auditorium Corridor - Sixteen cracked or broken windows, window film installed; Kindergarten 13 - North windows above the door do not shut properly, cracked window with film installed south elevation; Wing J Girls' RR - The metal trim on the bottom of the toilet partition is falling off; Classroom 2, Classroom 3 - North door pull is missing a screw; Building A Exterior - Contrasting stripe missing from the south stairs, excessive peeling paint on the south trellis and exterior wall at room 2, roof drain downspouts are damaged at room 2 and 3; Classroom 4 - Exterior door sign is missing room number and braille; Classroom 5 - Three cracked windows on the south side windows
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			X	
<i>Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Will Rogers in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in January 2026.

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

Campus Supervision

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

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

Suspensions & Expulsions

	22-23	23-24	24-25
	School		
% Students Suspended	2.58	2.82	0.46
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group

2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	0.46	0.00
Female	0.00	0.00
Male	0.90	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.49	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	0.73	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

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

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

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
Grade Level	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24		2	
1	26		2	
2	22		4	
3	24		3	
4	32		1	
5	63			2
	2023-24			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	23		3	
1	19	2	1	
2	22		3	
3	27		3	
4	34			1
5	32		2	
	2024-25			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	23		2	
1	25		2	
2	24		2	
3	28		2	
4	33			
5	34			1
Other	24	1	2	
*Number of classes indicates how many classes fall into each size category (a range of total students per class).				
***"Other" category, if applicable, is for multi-grade level classes.				

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Will Rogers Elementary School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism by Student Group				
2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	435	430	48	11.2
Female	212	212	29	13.7
Male	223	218	19	8.7
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	314	312	39	12.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	1	7.7
White	105	102	8	7.8
English Learners	134	132	14	10.6
Foster Youth	--	--	--	--
Homeless	21	21	6	28.6
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	275	272	44	16.2
Students with Disabilities	47	45	4	8.9
<i>Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>				

CURRICULUM & INSTRUCTION

Staff Development

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

During the 2023-24, 2024-25, and 2025-26 school years, the teachers at Will Rogers Elementary School had the opportunity to participate in districtwide staff development training focused on:

2023-24 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- California Reading & Literature Project: RESULTS Training (K-3)
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual learner Liaisons Collaboration
- English Language Development (K-5)

2024-25 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- District Assessments
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Family Engagement
- Multilingual Learner Liaisons Collaboration
- Strategies and Techniques to Support All Students in Reading
- K-5 English Language Development

2025-26 Trainings:

- Step Up to Writing / Handwriting Without Tears (New Curriculum)
- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- RAZ Kids (Online Materials for Upper Elementary Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Elementary Collaborations (Structured Literacy, Math Framework, ML Progress Monitoring and Strategies)
- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/Progress Monitoring English Learners with Disabilities
- Structured Literacy
- Ed Tech Trainings (Canvas, etc.)
- Designed ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation
- SPARKS
- COGAT Identification Protocols for GATE Identification

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2024-25 school year, Will Rogers Elementary School's staff development activities concentrated on:

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

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

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

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 both TK and 9-12 are aligned to state standards and approved by the district's board of education.

On September 23, 2025, 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 #25-22 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 2025-26 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

Teacher Preparation and Credentials

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

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

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2016	Benchmark Education Company: <i>Benchmark Advanced</i>	Yes	0%
History-Social Science			
2022	Savvas: <i>myWorld Interactive</i>	Yes	0%
Mathematics			
2017	Houghton Mifflin: <i>Math Expressions</i>	Yes	0%
Science			
2021	McGraw Hill: <i>California Inspire Science</i>	Yes	0%

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	14	0.0	2	0.0	0.0	16
School %	87.5	0.0	12.5	0.0	0.0	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	13.5	0.0	2.5	0.0	0.0	16.0
School %	84.38	0.0	15.63	0.0	0.0	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	15.5	0.0	3.0	0.0	0.1	18.6
School %	83.33	0.0	16.13	0.0	0.54	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	2.0	2.0	2.0
Misassignments	0.0	0.5	0.0
Vacant Positions	1.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	3.0	2.5	2.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	5.5	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

Counseling & Support Staff

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

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff)		
2024-25		
	No. of Staff	FTE
Academic Counselor	1	0.5
Psychologists	2	0.4
School Nurse	1	0.2
Health Technician	1	0.5
Library Clerk	1	0.4
Computer Lab Technician	1	0.5
Bilingual Paraeducators	3	1.3
Intervention Teachers	2	1.0
<i>Note: 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.</i>		

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries		
2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$57,712	\$62,783
Mid-Range Teacher Salary	\$83,105	\$97,783
Highest Teacher Salary	\$115,107	\$128,020
Superintendent Salary	\$283,083	\$313,465
Average Principal Salaries:		
Elementary School	\$144,454	\$160,224
Middle School	\$158,093	\$166,992
High School	\$164,183	\$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%
<i>For detailed information on salaries, see the CDE Certified Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Pupil and School Site Teacher Salaries

2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,513	N/A	N/A	N/A	N/A
Restricted	\$2,122	N/A	N/A	N/A	N/A
Unrestricted	\$4,391	\$6,125	71.7%	\$11,146	33.4%
Avg Teacher Salary	\$88,654	\$92,704	95.6%	\$103,743	85.5%

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

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of \$19,098 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Antibias Education Grant
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- LCFF Equity Multiplier
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco-Use Prevention Education

SARC DATA

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Will Rogers Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in November 2025.