

Will Rogers Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Will Rogers Middle School
Street	4924 Dewey Drive
City, State, Zip	Fair Oaks CA, 95628
Phone Number	(916) 971-7889
Principal	Aaron Wurtzer
Email Address	Awurtzer@sanjuan.edu
Website	http://www.sanjuan.edu/rogers
County-District-School (CDS) Code	34-67447-6034870

Entity	Contact Information
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
Email Address	info@sanjuan.edu
Website	www.sanjuan.edu

School Description and Mission Statement (School Year 2019-20)

SCHOOL PROFILE

Will Rogers Middle School prides itself on being a diverse learning community. The ethnic breakdown of Will Rogers Middle School is as follows: 14% of the students are African American, 4.72% Asian, 32% Hispanic or Latino, 45% White, 2% Filipino, 1% Pacific Islander, and 1% American Indian. Additionally, Will Rogers Middle School is home to an Independent Living Skills (ILS) Program.

Will Rogers Middle School governance is an inclusive decision-making process created to maintain formal and effective decision making procedures for creating and implementing policies which support the school's mission and core values. The foundation of the school's governance is founded on the following conditions:

- Committee decisions are made by committees and not by individuals.
- Members represent the entire school community.
- Procedures reflect the democratic process.
- Each committee represents a forum created specifically for dealing with issues of concern.
- All decisions are scrutinized to insure they support of the vision, mission, and core values.
- All committee members share responsibility for decision outcomes.
- Committee business is clearly communicated to the entire school community.
- The committee process insures an equal opportunity of expression by members of the school community.
- Decisions promote continuous school-wide instructional, curricular, and process choices that will have positive effects on student academic achievement and behavior.

MISSION STATEMENT

The mission of Will Rogers, a student-centered middle school that values diversity, is to inspire every student to achieve their highest potential, grow in self confidence, and be college and career ready through meaningful learning experiences, challenging innovative instruction, and strong partnerships with students, staff, parents, and the community.

SCHOOL STRATEGIC PLANNING COMMITTEE

The Will Rogers Middle School Strategic Planning Committee is identified under the governance structure of the school, as the Strategic Planning Team. This committee meets as needed and is comprised but not limited to the members of our administrative team, teaching staff, classified staff members, students, and community members. The Strategic Planning Team was established as part of the school's overall governance structure in 2014. The Strategic Planning Team makes recommendations on policy and procedures as it relates to school climate and safety of students, staff and the community as a whole. The Strategic Planning Team takes recommendations forward to both the school's Leadership Committee and School Site Council for final approval on any new policies or procedures.

Representatives:

- Parents
- Students
- Representative from each Department
- Administrator
- Custodial Staff
- Counselor
- Classified Representative
- Security Representative
- Leadership Team Members

Selection Process:

Department leaders and Principal recruit committee members to serve on the committee. The vice principal will recruit representatives from the classified staff.

Term of Service:

The maximum consecutive years a member may be on the committee is five years.

Responsibilities

- We will always operate schools which are physically and emotionally safe with environments conducive to learning.
- School and program plans will always be aligned with the Strategic Plan of the district.
- We will not tolerate behavior or language which demeans the dignity or worth of any individual or group.
- No program or service will be retained unless it makes an optimal contribution to the mission and benefits continue to justify the costs.
- We will not tolerate ineffective performance by any staff member.

No new program or service will be accepted unless:

- It is consistent with the strategic plan,
- Its benefits clearly justify the costs
- Provisions are made for professional development, program evaluation, and communication with constituents.

Scope of Authority:

1. Only designated representatives may vote.
2. Final recommendations require 100% approval from voting members in attendance.
3. The committee will make recommendations to the Leadership Team and School Site Council for approval before implementation of any school wide program(s).

Leader:

Principal and Internal Coordinator

Control of Agenda:

A trained district facilitator will help guide the committee through this process.

Tactics: The committee will support the school's vision, mission, core values, and academic improvement plan by:

1. We will enrich each curricular area by effectively integrating technology into teaching and learning in every classroom.
2. We will ensure staff employs effective instructional practices to maximize student achievement.
3. We will create and implement a system for monitoring and evaluating student's academic and behavioral performance.
4. We will build trusting relationships with students, families, and the community to create a unified collaborative and safe environment.

Collection of Data Relevant to Scope of Authority:

- On Site suspension/Home suspension referrals
- Success and participation in academics
- Custodial inspection
- ADA
- Surveys
- Process Data

Attendance: Regular attendance is expected at all scheduled meetings. Members will be responsible for sending an alternate in case of absence. Attendance will be noted in meeting minutes.

Frequency of Meeting: Once per month or as needed.

Core Outcomes for Students

As a natural result of successful completion of his or her course of study:

- Students will develop the values and skills to participate as responsible citizens in a democratic society.
- Students will develop the necessary core content skills and knowledge, including critical thinking, problem solving, and information processing to prepare for life-long learning and achievement.
- Students will develop confidence in their abilities to achieve at high levels both academically and socially.
- Students will develop the ability to contribute to, understand, utilize, and appreciate multicultural expressions of and professional options in the visual, performing, and industrial arts.

Core Beliefs about the Conditions for Learning

As fundamental tenets of the learning process, the school community believes that:

- Every person is unique and has equal worth.
- Everyone can and will learn.
- People learn in different ways and at varied paces.
- Education is the shared responsibility of students, families, teachers, staff, and community.
- Quality education expands opportunities throughout a person's life.
- Challenging people to meet high expectations leads to exceptional learning and remarkable results.
- Nurturing relationships and healthy environments are necessary for individuals to thrive.
- Diversity is a valuable asset that strengthens and enriches our community.
- Personal development and community well-being depend on individual responsibility.
- Everyone benefits when people willingly contribute to the well-being of others.
- Honesty and integrity are essential to build trusting relationships.
- Access to a quality public education is essential to our democracy.

Core Commitments About How We Operate Together

As fundamental tenets about working together, the school community believes that:

- Success, while being encouraged, expected, celebrated, valued, appreciated, and cultivated is the result of hard work and preparation that includes feedback for improved performance; failure is not a statement of capability.
- Through reflection upon the results of multiple assessments, the school community will strive for personal, professional, and academic growth and improvement.
- The entire school community will practice open, honest, and respectful communication that contributes to a safe and inclusive environment.
- The school community shares accountability for student outcomes and improvement options.
- Safety nets are in place to aid each student’s progress toward expected achievement targets.

At Will Rogers Middle School safety is our first priority. All students deserve to learn in an environment that is free from distraction, in which they feel safe and protected. We believe that nothing should get in the way of the academic achievement of students.

Will Rogers Middle School believes that it is the responsibility of students, parents and staff to assist students in becoming lifelong learners who are prepared to be productive citizens at the completion of high school.

Students are expected to follow the Positive Behavioral Invention and Supports (PBIS) on a daily basis:

- I. Be Ready
- II. Be Kind
- III. Be Safe
- IV. Be Responsible

The School Strategic Planning Committee reviewed data from numerous sources to develop appropriate goals and objectives for the Strategic and Safe School Plan.

OBJECTIVES:

- All students will demonstrate continual growth toward Common Core Standards through multiple measures of assessment.
- Upon transition to high school, every student will acquire and apply college and career readiness skills, including critical thinking, problem solving, collaboration, written and oral communication.
- In order to become contributing, responsible and caring members of our diverse community, all students will consistently demonstrate the character traits of the mustang 4, Be Safe, Be Kind, Be Ready, Be respectful
- By 2021, in order to ensure success for all students, achievement gaps between the highest and lowest performing groups will be reduced by 50%.

AREAS OF PRIDE AND STRENGTH

Will Rogers Middle School believes that students are the greatest resource for establishing a positive learning environment that promotes a safe school for students and staff. The school’s Associated Student Body (ASB) organization is a pivotal group of student leaders that organize and promote multiple positive activities on campus that includes but is not limited to, positive youth development assemblies, multi-cultural events, community service projects, and overall leadership development for students.

Many of the Will Rogers Middle School students are actively involved in our student clubs or athletic programs through our partnership with the park and recreation department. These clubs include the following: Wrestling Club, AVID, Student Government Rep Council, and Club LIVE. These clubs give students an opportunity to engage and connect to the school.

We have created an advisory club for all students to connect with Will Rogers and Teachers over shared interest.

Will Rogers Middle School also offers a comprehensive academic and behavioral counseling center. All students have access to a counselor that helps monitor and work with students during their three year enrollment at our school. Our counselor provides direct instruction to classes through their career units. Our counselor also assists students when crisis situations arise.

1. We will foster student-led goal setting and provide opportunities for evaluation of academic and behavioral objectives.
2. We will employ innovative instructional practices to maximize student achievement and engagement
3. We will continue to build trusting relationships with students, families and the community to create a unified collaborative and safe environment.

The Will Rogers Safe School Plan will be shared with the public through various means that include but not limited to the follow:

- The School Strategic Planning Team will be notified of publication, and be given a hard copy of the plan.
- The School Leadership Team and School Site Council will review and approve the plan by the end of February 2014.
- The Safe School Plan will be posted on the Will Rogers Middle School Web page for the community to view.
- The Safe School Plan will be located in the Site Emergency Plan Binder.
- The district will be sent one electronic copy for the Safe Schools office.

On an annual basis, our School Site Council and Strategic Planning Committee will evaluate and review the prior year’s Safe School Plan. This process will involve meeting to determine areas of strength and concern. Our team will recommend refinements based on data and the experiences brought forward to the committee. Steps to modify the plan will take place based on discussion and consensus. The new plan will then be implemented and shared with the community through the process outlined in Section VI. It is the intent of Will Rogers Middle School is to have the Safe School Plan be a document that will be a working and fluid plan that can be adjusted as the needs change on a middle school campus.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	212
Grade 7	258
Grade 8	246
Total Enrollment	716

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	1.4
Asian	3.5
Filipino	0.4
Hispanic or Latino	29.7
Native Hawaiian or Pacific Islander	1
White	47.2
Two or More Races	7.5
Socioeconomically Disadvantaged	69.4
English Learners	13.3
Students with Disabilities	18.7
Foster Youth	0.7
Homeless	7.7

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	31	32	1976
Without Full Credential	1	1	0	56
Teaching Outside Subject Area of Competence (with full credential)	3	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September, 2018

San Juan Unified held a public hearing on September 25, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485> In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan’s textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Amplify digital	Yes	0.0
Mathematics	2015 Houghton Mifflin Mathematics - Go Math	Yes	0.0
Science	2019: Amplify Education-Amplify Science-Grade 6-Earth Science-All Investigation Notebooks 2019: Amplify Education-Amplify Science-Grade 7-Life Science-All Investigation Notebooks 2019: Amplify Education-Amplify Science-Grade 8-Physical Science-All Investigation Notebooks	Yes	0.0
History-Social Science	2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Ancient Civilizations 2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Medieval and Early Modern Times 2019: McGraw-Hill - Impact California Social Studies-United States History and Geography-Growth and Conflict	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	2007 Glencoe McGraw-Hill: Teen Health Course 2		0.0%
Science Laboratory Equipment (grades 9-12)	The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.		0.00%

School Facility Conditions and Planned Improvements (Most Recent Year)

Modernization at Will Rogers Middle School was completed in 2000. The scope of work included: roof repair/replacement, new doors and hardware, new lighting, upgraded electrical service, new heating and air conditioning systems, and interior/exterior paint. There are enough classrooms to house the student population. All restrooms were refurbished during modernization and some were made handicapped accessible. In 2006 under Measure J Bond, the science rooms were upgraded with cabinets, counters, power, gas, flooring and paint. Each classroom has fire and intrusion monitoring and alarm system, telephone, and internet connections. Under Deferred Maintenance in 2006, the hard court was overlaid. There is a site custodial staff who keeps the building clean. The district provides landscape maintenance and support to keep all the school systems functioning. The school is concerned about the condition of the play fields and the hard courts, the lack of sufficient inside space for PE, the lack of conference facilities, and the availability of storage space for equipment and supplies. Roofing was replaced in summer 2007 under Measure J Bond. Summer 2010 brought a new look to the front of Will Rogers. Measure J provided the funding needed to rework the parking lot, lighting, ADA, landscaping and irrigation. The school face-lift provided much needed improvements to the school setting.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in September 2019 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 09/09/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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 alternate 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 education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	40	45	46	50	50
Mathematics (grades 3-8 and 11)	30	31	34	35	38	39

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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	703	682	97.01	2.99	39.50
Male	366	352	96.17	3.83	34.66
Female	337	330	97.92	2.08	44.68
Black or African American	65	62	95.38	4.62	25.81
American Indian or Alaska Native	11	11	100.00	0.00	36.36
Asian	27	25	92.59	7.41	32.00
Filipino	--	--	--	--	--
Hispanic or Latino	217	209	96.31	3.69	33.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	320	313	97.81	2.19	45.83

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	54	53	98.15	1.85	47.17
Socioeconomically Disadvantaged	522	503	96.36	3.64	33.67
English Learners	160	148	92.50	7.50	24.32
Students with Disabilities	123	119	96.75	3.25	8.40
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	64	60	93.75	6.25	27.12

Note: ELA 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 CAAs divided by the total number of students who participated in both assessments.

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

Note: 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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	703	691	98.29	1.71	30.67
Male	366	356	97.27	2.73	30.31
Female	337	335	99.41	0.59	31.04
Black or African American	65	61	93.85	6.15	14.75
American Indian or Alaska Native	11	11	100.00	0.00	9.09
Asian	27	27	100.00	0.00	37.04
Filipino	--	--	--	--	--
Hispanic or Latino	217	213	98.16	1.84	22.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	320	317	99.06	0.94	38.73
Two or More Races	54	53	98.15	1.85	35.85
Socioeconomically Disadvantaged	522	512	98.08	1.92	26.33
English Learners	160	158	98.75	1.25	25.16
Students with Disabilities	123	118	95.93	4.07	5.93
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	64	63	98.44	1.56	17.74

Note: 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 CAAs divided by the total number of students who participated in both assessments.

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

Note: 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	18.7	15.1	25.5

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

C. Engagement

State Priority: Parental Involvement

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.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are an integral part of the learning environment and school community at Will Rogers. They assist in complete functionality and operation of the school.

- Parents provide daily and special event supervision during non-instructional time
- Parent Teacher Club (PTC) - assists with the school and community connection, provides positive incentives for school-wide Positive Behavior System; provides materials and supplies for school and classroom functions, and donations for programs and organizations.
- English Language Advisory Committee (ELAC)- assists school in developing, maintaining, analyzing, creating and deciding appropriate learning environment for English language learners.
- Home/School Communication – The Will Rogers website, Facebook, and individual teacher websites and the use of school planner.
- School Site Council - aids in creating, maintaining, developing and enriching the school learning environment and community.
- Volunteers – Volunteers have also helped by assisting in the library and with computers, chaperoning field trips and dances, participating in the Parent Teacher Club, working in classrooms, and helping with fundraisers.
- Watch D.O.G.S program-Parent volunteer group that help with supervision of campus.

For more information on parent involvement please contact Aaron Wurtzer at Awurtzer@sanjuan.edu or by calling the office 916-971-7889.

State Priority: School Climate

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	9.2	12.2	10.3	5.8	5.8	4.9	3.6	3.5	3.5
Expulsions	0.1	0.4	0.1	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

This school is linked directly to the San Juan Unified School District's Safe Schools Program. The Safe Schools Program has a Community Safety Specialist assigned to this school within a geographic zone that includes nearby schools. In addition, via a partnership with the Sacramento Sheriff's Department (SSD) and the Citrus Heights Police Department (CHPD), there are two uniformed deputy sheriff's and two uniformed CHPD officers assigned to patrol the school district including this school. The Deputy Sheriffs are assigned to patrol a geographic zone either on the east side of the district or the west side of the district. They are assigned specific schools within their assigned zone and respond to this school, or others, as safety needs dictate. The two CHPD Police Officers are School Resource Officers (SRO) who work identified schools within the City of Citrus Heights and respond as safety needs dictate. The two law enforcement agencies will overlap response when necessary. The Deputy Sheriff's and/or CHPD Officers are dispatched to critical incidents via the Safe Schools Dispatcher, a law enforcement dispatcher or via a direct report from a school staff member, school visitor or other person. This school has a school safety team which reviews safety matters that may affect the campus. Our school safety team meets regularly to discuss safety issues, update our site emergency plan, and to take steps to be proactive in preventing various types of school-related safety issues. Community Safety Specialists and law enforcement provides speakers to address students, staff and community groups on matters of school safety. Our safety team receives training, when requested, from Safe Schools or law enforcement. This school is responsible for updating our Comprehensive School Safety Plan (CSSP) by March 1st of every year per the Education Code. As part of the update, this school meets at least once per year with a law enforcement officer to review the CSSP, has the local fire department review the CSSP and we hold a community meeting to review the CSSP. The CSSP must be approved by the School Site Council before being submitted to the district safe schools manager. Every classroom has a standardized "Safety Folder" which serves as a guide for teachers, includes the site specific crisis response procedures and a district standardized emergency flip chart. This school conducts and keeps a record of all fire drills, lockdown drills, shelter in place drills and/or earthquake drills up to or in excess of what is required by the Education Code.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	21	13	10	4	22	10	12	3	19	17	11	4
Mathematics	19	5		2	26	7	9	5	25	7	10	5
Science	30	2	5	10	30	3	3	11	30	3	6	8
Social Science	28	3	10	4	23	9	10	2	23	8	10	2

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	596.7

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7752	1532	6220	\$56,056
District	N/A	N/A	7762	\$76,673.00
Percent Difference - School Site and District	N/A	N/A	-22.1	-31.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-18.7	-38.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,738	\$48,612
Mid-Range Teacher Salary	\$78,229	\$74,676
Highest Teacher Salary	\$92,352	\$99,791
Average Principal Salary (Elementary)	\$112,403	\$125,830

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$102,014	\$131,167
Average Principal Salary (High)	\$140,548	\$144,822
Superintendent Salary	\$279,178	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			9

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher’s Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.