

Will Rogers Learning Community

2401 14th St. • Santa Monica, CA 90405-2615 • (310) 452-2364 • Grades P-5

Elizabeth Cochran, Principal

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Santa Monica-Malibu Unified School District

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Santa Monica, CA 90404-3891

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District Governing Board

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School Description

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, lifelong learners; effective, multilingual communicators; and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

Will Rogers Learning Community Mission Statement

As a STEM-focused school, we provide an interdisciplinary approach to learning that fully engages students and develops literacy by integrating the arts, the sciences, technology, engineering and mathematics across the curriculum.

Principal's Message

As a STEM-focused school, we execute our mission through an interdisciplinary approach that engages students with learning by integrating science, technology, engineering, and mathematics across the curriculum. The overarching purpose of all of our work is to provide student opportunities to develop as thinkers, communicators, and problem solvers. To support our mission, teachers differentiate instruction and employ research-based strategies that enable all students to access rigorous curriculum. As a learning organization, we regularly engage in research-based professional development that bolsters our efforts to facilitate students' enduring learning. STEM promotes continuous improvement while providing rich opportunities for applied learning; developing the social and emotional skills of all students; and partnering with parents and guardians and community members toward improved student learning outcomes.

To support our efforts in Science, Technology, Engineering and Mathematics, we have a dedicated STEM coordinator who supports teachers in designing and delivering active, hands-on experiences across these four content areas. Teachers integrate technology into curriculum, instruction, and assessment using tools, such as whiteboards, digital document cameras, desktop and laptop computers, and iPads. We partnered with UCLA engage teachers in job-embedded professional development in Cognitively Guided Instruction (CGI) in mathematics. CGI is built on the belief children's mathematical understanding that best occurs when they participate in activities that link new knowledge to existing knowledge. The greatest value in our STEM work comes through the exposure to real-world applications in STEM. More specifically, our engineering projects bridge content across the disciplines extending to writing and art as well. As students work as engineers, they learned about the cycle of define, design, and optimize, a process to make something functional. The engineering cycle is based on the belief that we learn through failures and partial successes. These learning opportunities are designed to help students develop the problem-solving skills, perseverance, and resilience that will prepare them for successful lives the future.

In addition to our STEM focus, we incorporate literacy across the curriculum. Teachers use research based strategies to reading, writing, and vocabulary. Students read a variety of genres and express themselves in writing in every subject area. Teachers regularly examine student work to analyze and support learning. Our literacy coach meets with the staff to provide high-level professional development, model lessons in classrooms, and work directly with students. As students read and write across disciplines, they develop their content knowledge, their thinking skills, and their written and verbal expression. Teachers assess students' progress in reading regularly and adjust instruction to meet student needs.

Our staff members focus their work on out TK/K-5 students' learning, well-being, social development, and safety. We have 27 classroom teachers, four special-education teachers, a school psychologist, a speech pathologist, and an occupational therapist. These educators collaborate to provide a rich, quality education to children and within warm, supportive environment. Our talented classified staff supports students and parents in in a number of settings and through systems that help them navigate the school environment. School visitors witness students who actively engaged in their learning and accountable for their work. We have high expectations for every child at Rogers, and children work hard here, but they also have fun.

We are a Title I school and receive additional funding that enables us to provide additional support services for children who need assistance in reaching grade-level standards. We have instructional assistants who support all grade levels in providing individualized and small group instruction in reading. Our teachers are highly qualified and committed to the collaboration they do with their colleagues at grade level and other schoolwide meetings. They participate in ongoing professional development tied to research-based instructional practices. During our professional-development meetings, teachers have a unique opportunity to collaborate and engage in learning activities that increase their understanding and ability to teach at the highest levels.

Will Rogers is highly committed to a balanced visual and performing arts program for all students. All TK/ K-5 students participate in both music and visual arts programs throughout the year. Our third- through fifth-grade students also participate in poetry, drama, and dance. Come partner with our school, see our children in action, and watch children learn and grow. This is a caring and special school. Will Rogers is a learning community proud of its children, its diversity, and its hopes for the future.

About the SARC

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 135 |
| Grade 1 | 73 |
| Grade 2 | 92 |
| Grade 3 | 86 |
| Grade 4 | 94 |
| Grade 5 | 83 |
| Total Enrollment | 563 |

| 2015-16 Student Enrollment by Group | |
|--|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 11.2 |
| American Indian or Alaska Native | 0.7 |
| Asian | 2.7 |
| Filipino | 0.7 |
| Hispanic or Latino | 46.7 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 30.7 |
| Two or More Races | 6.6 |
| Socioeconomically Disadvantaged | 48.5 |
| English Learners | 15.8 |
| Students with Disabilities | 11.4 |
| Foster Youth | 0.2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | | | |
|---|-------|-------|-------|
| Will Rogers Learning Community | 14-15 | 15-16 | 16-17 |
| With Full Credential | 30 | 31 | 29 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 1 | 0 | 0 |
| Santa Monica-Malibu Unified School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | 565 |
| Without Full Credential | ♦ | ♦ | 9 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Will Rogers Learning Community | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | 1 |
| Total Teacher Misassignments | 0 | 0 | 1 |
| Vacant Teacher Positions | 0 | 2 | 0 |

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 96.2 | 3.8 |
| High-Poverty Schools | 87.7 | 12.4 |
| Low-Poverty Schools | 98.9 | 1.1 |

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All students at Rogers have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and new math texts in 2008-09. With the textbook-adoption process frozen due to budget constraints at the state level, the district has refreshed the English language arts curriculum, using the existing Houghton Mifflin text integrated with a workshop approach. All students, including English learners, have their own copy of textbooks, except in the case where “Big Books” are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval.

| Textbooks and Instructional Materials Year and month in which data were collected: March 2015 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Houghton Mifflin Reading 2003, adopted 6/27/2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | My Math, McGraw Hill, 2013, adopted 3/5/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Science, Harcourt 2007, adopted 4/19/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Reflections, California Series; Harcourt 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Will Rogers provides a safe, clean environment for its students and staff. Students have adequate space to learn and play throughout their school day. Restrooms, floors, walls, roofs, and plumbing and electrical, lighting, heating, and alarm systems are monitored and maintained regularly. The district added and additional hand-wash station in October 2014 to accommodate hand-washing before meals. All classrooms and workspaces are equipped with telephones and wireless access. Each room has a SMART Board, document camera, and a minimum of four Apple desktop computers. The school also has a computer lab with workstations available for all students.

Our custodial team works from 6:30 a.m. until 10 p.m. to ensure that the school facilities are clean and well maintained. The principal, assistant principal, and other staff members routinely inspect school grounds. Potential problems or hazards are reported to the district’s Maintenance and Operations Department for repair. Classrooms are well lit, carpeted and stocked with an assortment of learning resources, including classroom computers and other technological teaching aids. The school library collection includes a variety of fiction, nonfiction, and reference materials.

Outdoors, our students have age-appropriate play equipment, including handball, basketball, four-square courts, swings, slides, climbing apparatus, and a large, grassy playfield, and track as part of our playground area.

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/13/2016 | | | | |
|---|---------------|------|------|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | 1: carpet old, windows old 100: Paint peeling, storage in front of electrical panels 103: windows old, paint peeling on windows termites carpets old 104: windows old, carpet old, ceiling tile loose 105: windows old, carpet old and stained, excessive a |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/13/2016

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
| | Good | Fair | Poor | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | 1 workroom: clutter 100: Paint peeling, storage in front of electrical panels 101: windows old carpet old 102: windows old carpet old, excessive wall coverings, carpet old 103: windows old, paint peeling on windows termites carpets old 2: termites, p |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | 503: hand pull needs safety cover 507: excessive art work 509: excessive art work |
| Structural: Structural Damage, Roofs | X | | | |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/13/2016

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|--|
| | Good | Fair | Poor | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | | 1: windows old 101: windows old 102: windows old excessive wall coverings, 103: windows old, 104: windows old, ceiling tile loose 105: windows old, excessive art 201: Paint peeling at windows, windows old, loose ceiling tiles, loose data cable 202: cracked glass, old windows 203: windows old, paint peeling at windows, Ants 204: termites, windows old, ceiling tiles loose 205: glass cracked above door, windows old, 206: windows old, unsecure storage 306: windows old, leaks from windows 307 Parents: windows old 401: damaged counter top 402: windows old 403: windows old, glass cracked 404: windows old 405 Art: windows old 406: windows old 407 custodian: old windows 501: windows old 501c: overhead storage , cracked window 502: windows old 503: sink counter chipped 504: windows old, termites 505: Unsecured Shelves 505: windows old frames overhead storage 506: windows old Girls restroom: mirrors old Girls restroom: rusty vents windows old Girls restroom: windows old |
| Overall Rating | Exemplary | Good | Fair | Poor | |
| | | X | | | |

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 52 | 66 | 68 | 71 | 44 | 48 |
| Math | 37 | 57 | 57 | 60 | 34 | 36 |

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|--|--------------------|-------------------|---------------------|------------------------|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 83 | 82 | 98.8 | 67.1 |
| Male | 30 | 30 | 100.0 | 66.7 |
| Female | 53 | 52 | 98.1 | 67.3 |
| Hispanic or Latino | 47 | 47 | 100.0 | 63.8 |
| White | 17 | 17 | 100.0 | 88.2 |
| Socioeconomically Disadvantaged | 52 | 51 | 98.1 | 51.0 |
| English Learners | 12 | 12 | 100.0 | 58.3 |
| Students with Disabilities | 15 | 15 | 100.0 | 53.3 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

* 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.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 71 | 65 | 67 | 77 | 78 | 77 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 17.1 | 29.3 | 32.9 |

* 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|----------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 90 | 86 | 95.6 | 82.6 |
| | 4 | 93 | 91 | 97.8 | 55.0 |
| | 5 | 83 | 82 | 98.8 | 61.0 |
| Male | 3 | 48 | 46 | 95.8 | 87.0 |
| | 4 | 42 | 42 | 100.0 | 50.0 |
| | 5 | 30 | 30 | 100.0 | 53.3 |
| Female | 3 | 42 | 40 | 95.2 | 77.5 |
| | 4 | 51 | 49 | 96.1 | 59.2 |
| | 5 | 53 | 52 | 98.1 | 65.4 |
| Black or African American | 3 | 11 | 10 | 90.9 | 90.0 |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Asian | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Filipino | 3 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 41 | 40 | 97.6 | 70.0 |
| | 4 | 52 | 50 | 96.2 | 36.0 |
| | 5 | 47 | 47 | 100.0 | 55.3 |
| White | 3 | 30 | 29 | 96.7 | 96.5 |
| | 4 | 29 | 29 | 100.0 | 89.7 |
| | 5 | 17 | 17 | 100.0 | 82.3 |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 48 | 46 | 95.8 | 67.4 |
| | 4 | 46 | 45 | 97.8 | 35.6 |
| | 5 | 52 | 51 | 98.1 | 47.1 |
| English Learners | 3 | 12 | 10 | 83.3 | 70.0 |
| | 4 | 21 | 20 | 95.2 | 15.0 |
| | 5 | 12 | 12 | 100.0 | 41.7 |
| Students with Disabilities | 3 | 13 | 12 | 92.3 | 50.0 |
| | 4 | 11 | 11 | 100.0 | 18.2 |
| | 5 | 15 | 15 | 100.0 | 46.7 |

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

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

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 90 | 87 | 96.7 | 79.3 |
| | 4 | 93 | 92 | 98.9 | 46.7 |
| | 5 | 83 | 82 | 98.8 | 46.3 |
| Male | 3 | 48 | 46 | 95.8 | 78.3 |
| | 4 | 42 | 42 | 100.0 | 50.0 |
| | 5 | 30 | 30 | 100.0 | 53.3 |
| Female | 3 | 42 | 41 | 97.6 | 80.5 |
| | 4 | 51 | 50 | 98.0 | 44.0 |
| | 5 | 53 | 52 | 98.1 | 42.3 |
| Black or African American | 3 | 11 | 10 | 90.9 | 80.0 |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Asian | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Filipino | 3 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 41 | 40 | 97.6 | 67.5 |
| | 4 | 52 | 51 | 98.1 | 29.4 |
| | 5 | 47 | 47 | 100.0 | 36.2 |
| White | 3 | 30 | 30 | 100.0 | 93.3 |
| | 4 | 29 | 29 | 100.0 | 79.3 |
| | 5 | 17 | 17 | 100.0 | 82.3 |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Socioeconomically Disadvantaged | 3 | 48 | 46 | 95.8 | 63.0 |
| | 4 | 46 | 46 | 100.0 | 26.1 |
| | 5 | 52 | 51 | 98.1 | 31.4 |
| English Learners | 3 | 12 | 11 | 91.7 | 81.8 |
| | 4 | 21 | 21 | 100.0 | 4.8 |
| | 5 | 12 | 12 | 100.0 | 25.0 |
| Students with Disabilities | 3 | 13 | 12 | 92.3 | 41.7 |
| | 4 | 11 | 11 | 100.0 | 9.1 |
| | 5 | 15 | 15 | 100.0 | 33.3 |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

We welcome parent involvement in many different ways. Last year, our parents logged more than 10,000 volunteer hours. Parents are active members of our PTA, English Learner Advisory Committee (ELAC), Will Rogers African American Parents (WRAAP), and School Site Governance Council (SSGC). The PTA continuously lends support and financial assistance to a variety of school programs such as music, art, classroom supplies, technology, and field trips. Parents are also encouraged to volunteer in the classroom or for our Jog-a-thon, Back-to-School Night, Science Expo, Family Movie Night, music concerts, annual talent show, schoolwide book fair, Cinco de Mayo celebration, parent-education opportunities, gardening, and numerous other schoolwide events.

We conduct monthly parent engagement seminars on topics of interest to our community. Some of these include: statewide testing, CGI mathematics, Common Core State Standards, and nutrition. At these events, we provide child-care services and food at these events, as well as translation services. Research shows that students with involved parents, no matter what the parents' education or background, are more likely to have better attendance records, earn higher grades and test scores, and have better social skills than those whose parents are not involved. Working together as a learning community, we can reach the high expectations we have set for each and every child.

For more information on how to become involved, contact Community Liaisons Florenica Rams or Donna McCoy at (310) 452-2364.

State Priority: School Climate

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

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

School Safety Plan

Will Rogers is in compliance with standards delineated in Education Code 35294.2. As part of our maintenance plan, each staff member has a copy of our disaster-preparedness plan. In our disasterpreparedness plan, each staff member receives a folder with outlined procedures, defined roles and responsibilities and a map of the school for evacuation locations. We have established a classroom buddy system, crisis and disaster teams, and a plan of action for various situations such as fire, earthquake, and unsafe situations that would warrant a lockdown. Annual staff review of the school's safety plan was conducted in October 2016. During the school day, administrators, certificated staff, and playground supervisors provide supervision during lunch and recess periods. All visitors are required to enter through the front office and sign in to a visitor's log. Visitors must wear district employee badges or receive a visitor's badge from the office staff when visiting the school campus. After school, Will Rogers offers a complete wrap-around day-care service through our CREST program. Families may enroll students in before and after care programs on a sliding fee scale. Our PTA also offers after-school enrichment classes for each grade level. In addition, for students in grades 2-5, we offer our after-school Playground Access program through the City of Santa Monica.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2016.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 0.7 | 0.0 | 0.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 1.4 | 1.8 | 1.9 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| 2016-17 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2011-2012 | 2011-2012 |
| Year in Program Improvement | Year 3 | Year 3 |
| Number of Schools Currently in Program Improvement | 4 | |
| Percent of Schools Currently in Program Improvement | 100.0 | |

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | |
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 1.00 |
| Psychologist | 0.40 |
| Social Worker | |
| Nurse | 0.33 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist | 1.00 |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

* 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.

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| K | 25 | 23 | 22 | | | | 5 | 5 | 4 | | | |
| 1 | 22 | 24 | 24 | | | | 4 | 4 | 3 | | | |
| 2 | 23 | 23 | 23 | | | | 4 | 4 | 4 | | | |
| 3 | 26 | 24 | 21 | | | | 3 | 3 | 4 | | | |
| 4 | 25 | 21 | 24 | | 1 | | 3 | 3 | 4 | | | |
| 5 | 28 | 26 | 27 | | | | 3 | 3 | 3 | | | |
| Other | | 24 | 22 | | | | | 1 | 2 | | | |

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and Math Coaches. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

| FY 2014-15 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$46,115 | \$44,958 |
| Mid-Range Teacher Salary | \$68,853 | \$70,581 |
| Highest Teacher Salary | \$92,701 | \$91,469 |
| Average Principal Salary (ES) | \$116,790 | \$113,994 |
| Average Principal Salary (MS) | \$127,261 | \$120,075 |
| Average Principal Salary (HS) | \$136,956 | \$130,249 |
| Superintendent Salary | \$239,200 | \$218,315 |
| Percent of District Budget | | |
| Teacher Salaries | 36% | 38% |
| Administrative Salaries | 6% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$6,289 | \$596 | \$5,692 | \$74,567 |
| District | ♦ | ♦ | \$7,252 | \$75,968 |
| State | ♦ | ♦ | \$5,677 | \$74,216 |
| Percent Difference: School Site/District | | | | |
| Percent Difference: School Site/ State | | | | |

* Cells with ♦ do not require data.

Types of Services Funded

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 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.