

Will Rogers Learning Community

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

Ryan Bourke, Principal

RBourke@smmusd.org



2017-18 School Accountability Report Card Published During the 2018-19 School Year

Santa Monica-Malibu Unified School District

1651 16th St.
Santa Monica, CA 90404-3891
(310) 450-8338
www.smmusd.org

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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, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

Will Rogers Learning Community Mission Statement

The WRLC vision is to inspire, educate, and value all learners. As a STEM 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. We engage in inquiry-based learning that spans disciplines and is culturally responsive. As a community, we:

- know that all children can learn;
- believe that social development is as important as academic development;
- create a nurturing environment, in which students, parents, and staff members feel valued;
- integrate technology to enhance learning;
- design rigorous, standards-based learning experiences that meet students' diverse needs;
- provide learning opportunities for students, parents, and teachers that encourage lifelong learning; and
- collaborate with parents and the greater community to support student success.

Principal's Message

As a STEM 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 use 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 learn about the design cycle of define; develop; 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 teach 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 our TK/K-5 students’ learning, well-being, social development, and safety. We have 21 general education teachers, three special-education teachers, a literacy coach, a language and literacy intervention specialist, a school psychologist, a speech pathologist, and an occupational therapist. These educators collaborate to provide a rich, quality education to children and within a warm, supportive environment. Our talented classified staff supports students and parents in a number of settings and through systems that help them navigate the school environment. School visitors witness students who are actively engaged in their learning and are accountable for their work. We have high expectations for every child at WRLC, 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 <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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	108
Grade 1	71
Grade 2	89
Grade 3	75
Grade 4	95
Grade 5	87
Total Enrollment	525

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.1
American Indian or Alaska Native	0.2
Asian	3.8
Filipino	1.3
Hispanic or Latino	45.5
Native Hawaiian or Pacific Islander	0.6
White	32.4
Socioeconomically Disadvantaged	42.3
English Learners	11.2
Students with Disabilities	12.6
Foster Youth	0.6

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			
Will Rogers Learning Community	16-17	17-18	18-19
With Full Credential	29		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Santa Monica-Malibu Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Will Rogers Learning Community	16-17	17-18	18-19
Teachers of English Learners	1		
Total Teacher Misassignments	1		
Vacant Teacher Positions	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 2018-19)

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017 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

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

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 an 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.

2018 saw the completion of the new window paint and floor projects at Rogers. We also installed new black top throughout the playground area that was much needed. The crumbling parking lot was resurfaced and parts of the roof that were leaking was repaired. With the infusion of operational dollars we will continue to address deferred maintenance issues.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	BOYS: 2. AIR INTAKE IS DIRTY 9. FAUCET IS NOT WORKING
Interior: Interior Surfaces	Poor	106: 4. CEILING TILE HAS HOLE 7. LIGHTS ARE OUT 2: 4. CEILING TILE MISSING LOOSE 201: 4. CEILING TILE IS LOOSE 12. BUILDING FLASHING IS LOOSE 11. PAINT IS PEELING 202: 4. CEILING TILE IS DAMAGED

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/7/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		203: 4. CEILING TILE IS DAMAGED 204: 4. CABINET IS DAMAGED 4. CEILING TILES ARE LOOSE 9. FOUNTAIN IS LEAKING 205: 4.CEILING TILE IS DAMAGED 3: 4. CEILING HAS HOLE DAM 15 WINDOW SHADE IS DAMAGED 304A: 4.CEILING TILE HAS STAIN 305: 4. CEILING TILE DAMAGED 306: 4. CEILING TILE IS DAMAGED 4: 4. CEILING TILE IS DAMAGED 401: 4.CEILING TILES ARE LOOSE 5. UNSECURE ITEMS ARE STORED TOO HIGH 404: 4. CEILING TILES ARE DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH 405: 4. CEILING TILE IS DAMAGED 5. OVERHEAD ITEMS ARE STORED TOO HIGH 406: 4. CEILING TILE IS DAMAGED 407: 5. UNSECURE ITEMS STORED TOO HIGH 12. BUILDING PAINT IS PEELING 408: 4. CEILING TILE IS LOOSE 4. FLOOR IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHTS ARE OUT 12. DOOR CLOSER WAS LEAKING 501: 4. CEILING TILE IS MISSING 501C: 4. CEILING ACCESS OPEN 11. PAINT IS PEELING 503: 4. CEILING TILES HAVE STAINS 504: 4. CEILING TILES ARE LOOSE AND BROKEN 508: 7. LIGHTS ARE OUT 4. CABINETS ARE DAMAGED 510: 4. CABINETS ARE DAMAGED, CEILING TILE IS BROKEN, CEILING TILE IS STAINED 7. LIGHTS ARE OUT 511: 4. CEILING TILE IS STAINED 4. CEILING TILE IS BROKEN 6: 4. CEILING TILES ARE LOOSE 4. CABINET AT SINK DAMAGED 9. FAUCET IS LEAKING AUDITORIUM: 4. CEILING TILE IS MISSING 7. LIGHT IS OUT 11. PAINT IS PEELING BATHROOM: 4. CEILING TILE HAS HOLE AND IS DAMAGED BATHROOM: 4. CEILING TILE IS LOOSE AND HAS HOLE BOYS: 4. CEILING TILE IS BROKEN 4. WALL HAS HOLE 7. LIGHT IS OUT CLOSET/RESTROOM: 4. CEILING TILE HAS HOLES 15. DOOR HANDLE DAMAGED GIRL: 4. CEILING TILE IS DAMAGED 7. LIGHT BULB IS OUT RESTROOM: 4. ACCESS PANEL OPEN RESTROOM: 4. CEILING TILE AND WALL HAVE HOLE ROOM 1: 4. CEILING TILE IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	309: 5. UNSECURE ITEMS OVERHEAD ARE STORED TOO HIGH 7. LIGHT IS OUT 401: 4.CEILING TILES ARE LOOSE 5. UNSECURE ITEMS ARE STORED TOO HIGH

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/7/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		404: 4. CEILING TILES ARE DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH 405: 4. CEILING TILE IS DAMAGED 5. OVERHEAD ITEMS ARE STORED TOO HIGH 408: 4. CEILING TILE IS LOOSE 4. FLOOR IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHTS ARE OUT 12. DOOR CLOSER WAS LEAKING BOYS: 5. FLOORING AT COVE BASE IS DIRTY BUILDING EXTERIOR- BACK GATE: 12. BUILDING HAS STRUCTURAL DAMAGE 6. ANT INFESTATION GIRLS: 5. DRAIN IS DIRTY KITCHEN: 7. LIGHT DIFFUSER IS BROKEN 7. ELECT BOX IS OPEN. 11. PAINT IS PEELING 7. MOTION SENSOR IS BROKEN 5.FAN IS DIRTY ROOM 1: 4. CEILING TILE IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH
Electrical: Electrical	Fair	106: 4. CEILING TILE HAS HOLE 7. LIGHTS ARE OUT 309: 5. UNSECURE ITEMS OVERHEAD ARE STORED TOO HIGH 7. LIGHT IS OUT 407 CUSTODIAN: 7. LIGHT DIFFUSER IS MISSING 408: 4. CEILING TILE IS LOOSE 4. FLOOR IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHTS ARE OUT 12. DOOR CLOSER WAS LEAKING 508: 7. LIGHTS ARE OUT 4. CABINETS ARE DAMAGED 510: 4. CABINETS ARE DAMAGED, CEILING TILE IS BROKEN, CEILING TILE IS STAINED 7. LIGHTS ARE OUT 604: 7. LIGHT BULB IS MISSING ADMINISTRATION: 7. ELECTRICAL CONDUIT IS LOOSE ASST PRINCIPAL: 7. LIGHT IS OUT AUDITORIUM: 4. CEILING TILE IS MISSING 7. LIGHT IS OUT 11. PAINT IS PEELING BOYS: 4. CEILING TILE IS BROKEN 4. WALL HAS HOLE 7. LIGHT IS OUT BOYS: 7. HAND DRYER IS BROKEN 11. PAINT ON HAND DRYER IS PEELING GIRL: 4. CEILING TILE IS DAMAGED 7. LIGHT BULB IS OUT GIRLS: 7. LIGHT DIFFUSER IS BROKEN KITCHEN: 7. LIGHT DIFFUSER IS BROKEN 7. ELECT BOX IS OPEN. 11. PAINT IS PEELING 7. MOTION SENSOR IS BROKEN 5.FAN IS DIRTY
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	204: 4. CABINET IS DAMAGED 4. CEILING TILES ARE LOOSE 9. FOUNTAIN IS LEAKING 3 FOUNTAIN: 9. WATER FOUNTAIN HAS TOO MUCH WATER PRESSURE 509: 9. SINK LEAKING AT BASE

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/7/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		6: 4. CEILING TILES ARE LOOSE 4. CABINET AT SINK DAMAGED 9. FAUCET IS LEAKING BOYS: 2. AIR INTAKE IS DIRTY 9. FAUCET IS NOT WORKING MENS: 8. TOILET SEAT IS LOOSE 11. HAND DRYER PAINT IS PEELING MENS: 9. SINK IS LOOSE WOMENS: 9. TOILET SEATS ARE LOOSE
Safety: Fire Safety, Hazardous Materials	Good	201: 4. CEILING TILE IS LOOSE 12. BUILDING FLASHING IS LOOSE 11. PAINT IS PEELING 408: 11. PAINT IS PEELING 501C: 4. CEILING ACCESS OPEN 11. PAINT IS PEELING AUDITORIUM: 4. CEILING TILE IS MISSING 7. LIGHT IS OUT 11. PAINT IS PEELING BOYS: 7. HAND DRYER IS BROKEN 11. PAINT ON HAND DRYER IS PEELING KITCHEN: 7. LIGHT DIFFUSER IS BROKEN 7. ELECT BOX IS OPEN. 11. PAINT IS PEELING 7. MOTION SENSOR IS BROKEN 5.FAN IS DIRTY MENS: 8. TOILET SEAT IS LOOSE 11. HAND DRYER PAINT IS PEELING
Structural: Structural Damage, Roofs	Good	201: 4. CEILING TILE IS LOOSE 12. BUILDING FLASHING IS LOOSE 11. PAINT IS PEELING 407: 5. UNSECURE ITEMS STORED TOO HIGH 12. BUILDING PAINT IS PEELING 408: 4. CEILING TILE IS LOOSE 4. FLOOR IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHTS ARE OUT 12. DOOR CLOSER WAS LEAKING BUILDING EXTERIOR- BACK GATE: 12. BUILDING HAS STRUCTURAL DAMAGE 6. ANT INFESTATION
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	3: 4. CEILING HAS HOLE DAM 15 WINDOW SHADE IS DAMAGED CLOSET/RESTROOM: 4. CEILING TILE HAS HOLES 15. DOOR HANDLE DAMAGED WALKWAY: 14. HOLE IS CREATING TRIP AND FALL HAZARD
Overall Rating	Fair	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	65.0	73.0	74.0	75.0	48.0	50.0
Math	58.0	61.0	61.0	61.0	37.0	38.0

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

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.0	43.4	32.5

* 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 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	255	250	98.04	73.20
Male	142	139	97.89	69.06
Female	113	111	98.23	78.38
Black or African American	29	29	100.00	68.97
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	113	112	99.12	59.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	77	97.47	87.01
Two or More Races	20	19	95.00	94.74
Socioeconomically Disadvantaged	114	113	99.12	55.75
English Learners	40	40	100.00	65.00
Students with Disabilities	37	36	97.30	41.67
Foster Youth	--	--	--	--

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	255	249	97.65	61.04
Male	142	139	97.89	60.43
Female	113	110	97.35	61.82
Black or African American	29	29	100	44.83
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	113	111	98.23	46.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	77	97.47	79.22
Two or More Races	20	19	95	89.47
Socioeconomically Disadvantaged	114	112	98.25	39.29
English Learners	40	40	100	50
Students with Disabilities	37	36	97.3	16.67
Foster Youth	--	--	--	--

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.

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 2018-19)

We welcome and encourage parent involvement in many different ways. Last year, our parents regularly log more than 10,000 volunteer hours. Parents are active members of our PTA, English Learner Advisory Committee (ELAC), and School Site Governance Council (SSGC). We offer School Smarts Training each year to help parents learn how they can be involved in our school at a variety of levels, especially working in SSGC and PTA to participate in decision making. 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, STEM Expo, Family Movie Night, music concerts, annual talent show, book fair, Cinco de Mayo celebration, parent-education opportunities, gardening, and numerous other schoolwide events.

We collaborate with the PTA conduct monthly parent education seminars on topics of interest to our community. At these events, we provide child-care services, food, and 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 Flory Villa at (310) 452-2364, and she can help you find the best way for you to volunteer.

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.

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	2015-16	2016-17	2017-18
Suspensions Rate	0.7	0.9	1.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	2.1	2.4
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	24	22		1	1	6	3	4			
1	24	23	24				3	4	3			
2	23	24	23				4	3	4			
3	22	24	25	1			3	4	3			
4	24	24	24				4	3	4			
5	21	28	29	1			3	4	3			

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

Professional Development provided for Teachers

Professional Development at WRLC is a crucial component over our overall school plan. Each Friday morning, students start school at 9:45, rather than 8:25. This provides us with three 90-minute bank time sessions per month that are devoted to professional development. The fourth bank time is reserved for teacher preparation and planning. At one of these meetings each month, we met as a whole staff. We refer to this meeting as School-as-a Whole (SAW). During SAW meetings, we participate in professional development on topics related to our school plan. Twice a month we participate in professional learning communities (PLCs) in which teachers regularly analyze student work and assessment data and design and adjust instruction, to address that data.

PLC work is one of the most powerful and effective forms of professional development.

We examine multiple forms of data to choose topics for PD. When we looked closely at our SBAC data from 16-17, we noticed that students struggled on the writing claim in ELA and the communicating reasoning claim in math. To address this, our main focus for 17-18 is writing, specifically narrative, informative, and argumentative/opinion writing. In addition, we examine student data and our needs as educators regularly and address topics including, but not limited to: standards-based instruction; balanced literacy; mathematics; assessments; Response to Intervention (RTI); meeting needs of diverse learners; social curriculum; and STEM.

In addition to our Friday bank time professional development, we set aside funds for teachers to attend trainings in the summer and during the school year. We have worked to provide training in Readers/Writers Workshop, Responsive Classroom,

Additionally, we provide teachers with ongoing coaching. Our Literacy Coach meets with grade-level teams, models lessons in classrooms, and collaborates with teachers to design and deliver instruction.

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$49,512
Mid-Range Teacher Salary	\$74,444	\$77,880
Highest Teacher Salary	\$100,278	\$96,387
Average Principal Salary (ES)	\$124,840	\$123,139
Average Principal Salary (MS)	\$138,074	\$129,919
Average Principal Salary (HS)	\$150,077	\$140,111
Superintendent Salary	\$200,000	\$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,144	\$489	\$6,655	\$79,108
District	◆	◆	\$7,252	\$82,581
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-8.6	-4.3
Percent Difference: School Site/ State			-6.8	-0.7

* Cells with ◆ 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

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):

- after school math intervention and materials
- TCI subscriptions and STEM notebooks
- provide instructional assistants and after-school intervention in reading
- using Lexia as a Tier II reading intervention for students in K-2
- developing a responsive classroom to provide a full social curriculum that can promote a safe and healthy learning environment for students

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

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.