

Will Rogers Learning Community

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



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

Internet 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.

2021-22 School Contact Information

School Name	Will Rogers Learning Community
Street	2401 14th St.
City, State, Zip	Santa Monica, CA 90405-2615
Phone Number	(310) 452-2364
Principal	Ryan Bourke
Email Address	RBourke@smmusd.org
School Website	
County-District-School (CDS) Code	19-64980-6022644

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2021-22 School Overview

District Mission

Extraordinary achievement for all students while simultaneously closing the achievement gap.

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.

Vision: To inspire, educate, and value all learners.

Mission Statement: We engage in inquiry-based learning that is trans-disciplinary, concept-driven and culturally responsive.

Guiding Beliefs & Principles:

As a community, we:

- know that all children can think, inquire and gain knowledge;
- believe that the balance between social development and academic development is essential;
- create a caring, open-minded environment in which students, parents, and staff members feel valued;
- design rigorous learning experiences that meet students' diverse needs and help them reflect and grow;
- provide learning opportunities for students, parents, and teachers that encourage them to be risk-takers, lifelong learners and principled agents of change;
- collaborate and communicate with the community to support student success.

Principal's Message

As an International Baccalaureate Candidate school, we execute our mission through an interdisciplinary approach to teaching/learning that engages students by integrating science, technology, engineering, and mathematics across all content areas. The overarching purpose of all of our work is to provide students 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 (STEM), 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. In partnership with Teachers College, Columbia University (Teachers College Reading and Writing Project) 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 content knowledge, thinking skills, and 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 22 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	65
Grade 2	64
Grade 3	79
Grade 4	73
Grade 5	104
Total Enrollment	476

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.4
Asian	6.5
Black or African American	7.4
Filipino	1.5
Hispanic or Latino	43.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4
White	35.9
English Learners	9.2
Foster Youth	1.3
Homeless	0.2
Socioeconomically Disadvantaged	30.5
Students with Disabilities	11.8

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.8	87.9	435.1	86.5	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.6	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	4.0	33.6	6.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	8.8	1.8	12115.8	4.4
Unknown	2.0	8.1	23.7	4.7	18854.3	6.9
Total Teaching Positions	24.8	100.0	503.1	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017	Yes	0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0
Science	Science, Harcourt 2007, adopted 4/19/2007	Yes	0
History-Social Science	Reflections, California Series; Harcourt 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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.

In 2020, all classrooms were fully equipped with brand new, 21st Century furniture, including a Reggio-Inspired TK Classroom. Additionally, in 2021, a complete HVAC upgrade occurred.

Year and month of the most recent FIT report

11/8/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			KITCHEN: 7. LIGHT DIFFUSER IS BROKEN 7. ELECT BOX IS OPEN. 4. PAINT IS PEELING 7. MOTION SENSOR IS BROKEN 2.FAN IS DIRTY
Interior: Interior Surfaces			X	: 101: 4. LOOSE CEILING TILES 9. MISSING SINK 105: 4. SHADE TORN 106: 4. CEILING TILE HAS HOLE 7. LIGHTS ARE OUT 13. ROOF LEAK 2: 4. CEILING TILE MISSING LOOSE 201: 4. CEILING TILE IS LOOSE 202: 4. CEILING TILE IS DAMAGED 203: 4. CEILING TILE IS MISSING 204: 4. CABINET IS DAMAGED & CEILING TILES ARE LOOSE 9. FOUNTAIN IS LEAKING & LOOSE BATTLE FILLER 205: 4.CEILING TILE IS DAMAGED 304A: 4.CEILING TILE HAS STAIN - REPLACE 401: 4.CEILING TILES MISSING 5. UNSECURE ITEMS ARE STORED TOO HIGH 404: 4. CEILING TILES ARE DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH

School Facility Conditions and Planned Improvements

			<p>407 BUNGALOW: 5. UNSECURE ITEMS OVERHEAD ARE STORED TOO HIGH 6. ANTS 4. BLDG. PAINT IS PEELING</p> <p>408 VACANT BUNGALOW: 4. FLOOR IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHT IS OUT 15. DOOR CLOSER WAS LEAKING-REPLACE</p> <p>5: 7. WALL PLATE @ JUNCTION BOX NEEDED 4. REPLACE CEILING TILE</p> <p>501C: 4. CEILING ACCESS OPEN</p> <p>503: 4. CEILING TILES LOOSE</p> <p>505: 4. CEILING TILE LOOSE/CRACKED WINDOW</p> <p>508: 4. CABINETS ARE DAMAGED</p> <p>510: 4. CABINETS ARE DAMAGED, CEILING TILE IS STAINED</p> <p>511: 4. CEILING TILE IS STAINED & CEILING TILE IS BROKEN 7. *CHECK ROOF FOR LEAKS</p> <p>AUDITORIUM MPR: 4. PAINT IS PEELING</p> <p>BATHROOM: 4. CEILING TILE HAS HOLE AND IS DAMAGED</p> <p>BATHROOM: 4. CEILING TILE IS LOOSE AND HAS HOLE</p> <p>BOYS RESTROOM: 4. CEILING TILE IS BROKEN 4. WALL HAS HOLE 7. LIGHT IS OUT</p> <p>CLOSET/RESTROOM: 4. CEILING TILE HAS HOLES 15. DOOR HANDLE DAMAGED</p> <p>GIRL RESTROOM: 4. CEILING TILE IS DAMAGED 7. LIGHT BULB IS OUT</p> <p>KITCHEN: 7. LIGHT DIFFUSER IS BROKEN 7. ELECT BOX IS OPEN. 4. PAINT IS PEELING 7. MOTION SENSOR IS BROKEN 2.FAN IS DIRTY</p> <p>RESTROOM: 4. ACCESS PANEL OPEN</p> <p>RESTROOM: 4. CEILING TILE AND WALL HAS HOLE</p> <p>RESTROOM: 4. CEILING TILE AND WALL HAVE HOLE</p> <p>RESTROOM: 4. CEILING TILE HAS HOLES</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>100 STORAGE: 5. ORGANIZE ITEMS TOO HIGH</p> <p>206: 5. CLEANING/ORGANIZE</p> <p>309 STORAGE: 5. UNSECURE ITEMS OVERHEAD ARE STORED TOO HIGH 7. EXPOSED WIRES @ CEILING</p> <p>401: 4.CEILING TILES MISSING 5. UNSECURE ITEMS ARE STORED TOO HIGH</p> <p>404: 4. CEILING TILES ARE DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH</p>

School Facility Conditions and Planned Improvements

			<p>407 BUNGALOW: 5. UNSECURE ITEMS OVERHEAD ARE STORED TOO HIGH 6. ANTS 4. BLDG. PAINT IS PEELING</p> <p>408 VACANT BUNGALOW: 4. FLOOR IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHT IS OUT 15. DOOR CLOSER WAS LEAKING-REPLACE</p> <p>BOYS RESTROOM: 5. FLOORING AT COVE BASE IS DIRTY (SANGLAZE?)</p> <p>BUILDING EXTERIOR- BACK GATE: 12. BUILDING HAS STRUCTURAL DAMAGE 6. ANT INFESTATION</p>
Electrical		X	<p>106: 4. CEILING TILE HAS HOLE 7. LIGHTS ARE OUT 13. ROOF LEAK</p> <p>301: 7. TWO LIGHTS OUT</p> <p>309 STORAGE: 5. UNSECURE ITEMS OVERHEAD ARE STORED TOO HIGH 7. EXPOSED WIRES @ CEILING</p> <p>4: 7. COVER @ OUTLET</p> <p>408 VACANT BUNGALOW: 4. FLOOR IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHT IS OUT 15. DOOR CLOSER WAS LEAKING-REPLACE</p> <p>5: 7. WALL PLATE @ JUNCTION BOX NEEDED 4. REPLACE CEILING TILE</p> <p>604: 7. LIGHT BULB IS MISSING</p> <p>ADMINISTRATION 700: 7. ELECTRICAL CONDUIT IS LOOSE</p> <p>ASST PRINCIPAL 702: 7. LIGHT IS OUT</p> <p>BOYS RESTROOM: 4. CEILING TILE IS BROKEN 4. WALL HAS HOLE 7. LIGHT IS OUT</p> <p>GIRL RESTROOM: 4. CEILING TILE IS DAMAGED 7. LIGHT BULB IS OUT</p> <p>KITCHEN: 7. LIGHT DIFFUSER IS BROKEN 7. ELECT BOX IS OPEN. 4. PAINT IS PEELING 7. MOTION SENSOR IS BROKEN 2.FAN IS DIRTY</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>101: 4. LOOSE CEILING TILES 9. MISSING SINK</p> <p>204: 4. CABINET IS DAMAGED & CEILING TILES ARE LOOSE 9. FOUNTAIN IS LEAKING & LOOSE BATTLE FILLER</p> <p>3 FOUNTAIN: 9. WATER FOUNTAIN HAS TOO MUCH WATER PRESSURE</p> <p>405: 9. BOTTLE FILLER LOOSE</p> <p>509: 9. SINK LEAKING AT BASE</p> <p>6: 9. FAUCET IS LEAKING</p>

School Facility Conditions and Planned Improvements

			BOYS RESTROOM: 8. REPLACE FAUCET (1) GIRLS RESTROOM: 8. REPLACE FAUCETS (2)
Safety: Fire Safety, Hazardous Materials	X		408: 11. PAINT IS PEELING KITCHEN: 7. LIGHT DIFFUSER IS BROKEN 7. ELECT BOX IS OPEN. 4. PAINT IS PEELING 7. MOTION SENSOR IS BROKEN 2.FAN IS DIRTY
Structural: Structural Damage, Roofs	X		106: 4. CEILING TILE HAS HOLE 7. LIGHTS ARE OUT 13. ROOF LEAK 511: 4. CEILING TILE IS STAINED & CEILING TILE IS BROKEN 7. *CHECK ROOF FOR LEAKS BUILDING EXTERIOR- BACK GATE: 12. BUILDING HAS STRUCTURAL DAMAGE 6. ANT INFESTATION
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		407 CUSTODIAN: 15. ADJUST DOOR 408 VACANT BUNGALOW: 4. FLOOR IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHT IS OUT 15. DOOR CLOSER WAS LEAKING- REPLACE CLOSET/RESTROOM: 4. CEILING TILE HAS HOLES 15. DOOR HANDLE DAMAGED PLAYGROUND TRANSITION: 14. SURFACE DAMAGE CREATING TRIP AND FALL HAZARD - NEEDS REPLACEMENT PLAYGROUND: 14. NEEDS NEW ASPHALT

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	244	NT	NT	NT	NT
Female	121	NT	NT	NT	NT
Male	123	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	22	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	122	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	74	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	244	NT	NT	NT	NT
Female	121	NT	NT	NT	NT
Male	123	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	22	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	122	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	74	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

FastBridge Student Groups	FastBridge Total Enrollment	FastBridge Number Tested	FastBridge Percent Tested	FastBridge Percent Not Tested	FastBridge Percent At or Above Grade Level
All Students	252	224	89%	11%	60%
Female	123	113	92%	8%	62%
Male	129	111	86%	14%	58%
American Indian or Alaska Native	1	1	100%	0%	0%
Asian	<11	<11	90%	10%	70%

Black or African American	22	19	86%	14%	45%
Filipino	<11	<11	100%	0%	100%
Hispanic or Latino	125	111	89%	11%	50%
Native Hawaiian or Pacific Islander	<11	<11	100%	0%	100%
Two or More Races	<11	<11	80%	20%	70%
White	78	70	90%	10%	74%
English Learners	24	21	88%	13%	13%
Socioeconomically Disadvantaged	127	110	87%	13%	45%
Students with Disabilities	46	38	83%	17%	39%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge Student Groups	FastBridge Total Enrollment	FastBridge Number Tested	FastBridge Percent Tested	FastBridge Percent Not Tested	FastBridge Percent At or Above Grade Level
All Students	252	222	88%	12%	49%
Female	123	111	90%	10%	49%
Male	129	111	14%	50%	64
American Indian or Alaska Native	<11	<11	100%	0%	0%
Asian	<11	<11	90%	10%	60%
Black or African American	22	18	82%	18%	36%
Filipino	<11	<11	100%	0%	100%
Hispanic or Latino	125	110	88%	12%	36%
Native Hawaiian or Pacific Islander			<11	<11	
Two or More Races	37%	17%	<11	<11	83%
White	80%	20%	70	78	80%
English Learners	24	20	83%	17%	13%
Socioeconomically Disadvantaged	0%	0%	125	127	100%
Students Receiving Migrant Education Services	86%				
Students with Disabilities	33%	2%	38	46	98%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	54.70	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	NT	NT	NT	NT
Female	51	NT	NT	NT	NT
Male	48	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	47	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

We welcome and encourage parent involvement in many different ways. In the previous year, WRLC parents logged 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 various trainings and workshops on a regular basis. Parents are well informed as to 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 school-wide 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	473	466	37	7.9
Female	239	236	19	8.1
Male	234	230	18	7.8
American Indian or Alaska Native	2	2	0	0.0
Asian	31	30	0	0.0
Black or African American	36	36	8	22.2
Filipino	8	8	1	12.5
Hispanic or Latino	208	207	21	10.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	22	21	3	14.3
White	164	160	4	2.5
English Learners	45	44	5	11.4
Foster Youth	6	6	0	0.0
Homeless	10	10	5	50.0
Socioeconomically Disadvantaged	163	161	25	15.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	65	6	9.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.95	0.00	1.98	0.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.20	1.55	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 disaster preparedness 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 September 2021. 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 November 2021.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	3	
1	20	2	2	
2	23		3	
3	23		4	
4	25		3	
5	25		4	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	2	
1	23		3	
2	20	3	1	
3	24		3	
4	26		4	
5	26		3	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	1	2	1
1	20	2	1	
2	21	1	2	
3	24		3	
4	23		3	
5	25		4	
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7141	378	6763	81280
District	N/A	N/A	\$8,432	\$86,443
Percent Difference - School Site and District	N/A	N/A	-22.0	-6.2
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-22.1	0.3

2020-21 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
- Professional development
- 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,980	\$51,029
Mid-Range Teacher Salary	\$76,119	\$78,583
Highest Teacher Salary	\$102,483	\$99,506
Average Principal Salary (Elementary)	\$124,753	\$124,576
Average Principal Salary (Middle)	\$130,846	\$131,395
Average Principal Salary (High)	\$153,122	\$144,697
Superintendent Salary	\$240,000	\$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Professional Development is the centerpiece for our ongoing, continual growth as a teaching staff. 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 examined multiple forms of data to choose topics for PD. When we looked closely at our SBAC data from previous years, 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 the 17-18 & 18-19 school years was 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. A significant part of our professional development is our work with the Teachers College Reading and Writing Project from Columbia University, New York City. In addition, we have achieved the status of International Baccalaureate Candidacy; this has resulted in significant professional development and collaboration.

Our Instructional 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

Santa Monica-Malibu Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	139	2.66	97.34	65.22
Female	2569	62	2.41	97.59	77.42
Male	2660	77	2.89	97.11	55.26
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	25	1.58	98.42	52.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	45.45
White	2515	92	3.66	96.34	74.73
English Learners	403	13	3.23	96.77	23.08
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	29	2.20	97.80	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	22.86

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	134	2.56	97.44	44.03
Female	2569	61	2.37	97.63	49.18
Male	2660	73	2.74	97.26	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	26	1.64	98.36	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	27.27
White	2515	86	3.42		55.81
English Learners	403	13	3.23	96.77	15.38
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	27	2.05	97.95	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	8.57

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4812	87%	13%	65%
Female	2685	2384	89%	11%	68%
Male	2810	2421	86%	14%	63%

American Indian or Alaska Native	9	5	56%	44%	44%
Asian	313	281	90%	10%	75%
Black or African American	350	283	81%	19%	43%
Filipino	29	26	90%	10%	72%
Hispanic or Latino	1672	1482	89%	11%	51%
Native Hawaiian or Pacific Islander	<11	<11	86%	14%	43%
Two or More Races	438	390	89%	11%	78%
White	2664	2318	87%	13%	74%
English Learners	364	311	85%	15%	26%
Foster Youth	<11	<11	83%	17%	83%
Homeless	<11		0%	100%	0%
Socioeconomically Disadvantaged	2001	1711	86%	14%	48%
Students with Disabilities	793	618	78%	22%	32%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4529	82%	18%	51%
Female	2685	2232	83%	17%	51%
Male	2810	2289	19%	52%	1449
American Indian or Alaska Native	<11	<11	67%	33%	33%
Asian	313	259	83%	17%	69%
Black or African American	350	278	79%	21%	36%
Filipino	29	29	100%	0%	59%
Hispanic or Latino	1672	1409	84%	16%	39%
Native Hawaiian or Pacific Islander			<11	<11	
Two or More Races	25%	31%	364	438	69%
White	61%	17%	2160	2664	83%
English Learners	364	295	81%	19%	26%
Foster Youth	<11	<11	83%	17%	33%
Homeless	<11	<11	60%	40%	0%
Socioeconomically Disadvantaged	0%	29%	1718	2001	71%

Students Receiving Migrant Education Services	81%				
Students with Disabilities	36%	14%	548	793	86%

*At or above the grade-level standard in the context of the local assessment administered.