

# Will Rogers Learning Community

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Will Rogers Learning Community
<b>Street</b>	2401 14th St.
<b>City, State, Zip</b>	Santa Monica, CA 90405-2615
<b>Phone Number</b>	(310) 452-2364
<b>Principal</b>	Lila Daruty
<b>Email Address</b>	ldaruty@smmusd.org
<b>School Website</b>	<a href="https://www.smmusd.org/rogers">https://www.smmusd.org/rogers</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	19-64980-6022644

2024-25 District Contact Information	
<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Dr. Antonio Shelton, Superintendent
<b>Email Address</b>	p.miller@smmusd.org
<b>District Website</b>	<a href="http://www.smmusd.org">www.smmusd.org</a>

2024-25 School Description and Mission Statement
<p><b>District Mission</b> Extraordinary achievement for all students while simultaneously closing the achievement gap.</p> <p><b>District Vision</b> 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</p>

## 2024-25 School Description and Mission Statement

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.

As an International Baccalaureate 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. 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. We participate in District Assessments ( IAB and Star) twice yearly, to monitor and analyze students' ELA progress to support differentiated instruction and learning. Our site leadership team meets with the staff to provide high-level professional development, model lessons in classrooms, and design school-wide/grade level planning. 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 25 general education teachers, three special-education teachers, one language and literacy intervention specialist, one reading interventionist for grades k-2nd and, a school psychologist, a school counselor, 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

2024-25 School Description and Mission Statement

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 school-wide 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 30 weeks of visual arts and music programs throughout the year. 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	93
Grade 2	75
Grade 3	92
Grade 4	84
Grade 5	89
Total Enrollment	523

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.2
Asian	5.2
Black or African American	12
Filipino	0.6
Hispanic or Latino	41.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.2
White	35.4
English Learners	7.3
Foster Youth	0.6
Homeless	1.9
Socioeconomically Disadvantaged	40.7
Students with Disabilities	14.5

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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.80	87.91	435.10	86.49	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.33	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.03	33.60	6.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.80	1.76	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.00	8.06	23.70	4.72	18854.30	6.86
<b>Total Teaching Positions</b>	24.80	100.00	503.10	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.00	91.30	413.90	85.71	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.34	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	16.10	3.35	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	13.90	2.89	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.00	8.70	37.10	7.70	15831.90	5.67
<b>Total Teaching Positions</b>	23.00	100.00	482.90	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.80	98.23	408.20	85.38	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.34	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	20.50	4.30	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.10	1.90	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.50	1.77	38.60	8.08	14303.80	5.15
<b>Total Teaching Positions</b>	28.30	100.00	478.10	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0



## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.20	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 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 (Amplify) and social studies (Realize Digital) purchased and implemented. The district has adopted the English language arts curriculum Benchmark Advance. All students, including English learners, have their own copy of textbooks, and skills workbooks 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance Reading, adopted 6/2017	Yes	0
<b>Mathematics</b>	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0
<b>Science</b>	Amplify Science, adopted 2022	Yes	0
<b>History-Social Science</b>	Realize Digital Courseware 2022	Yes	0

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



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. We have mobile hand-washing stations in our Regenerative Farm and on the play yard 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 in grades 2nd-5th one-to-one laptop computers for each student. TK/K and 1st have 10 ipads for small group use.

Our custodial team works from 6:30 a.m. until 9 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 track and field, handball, basketball, four-square courts, swings, slides, climbing apparatus, and a large, grassy playfield, and track as part of our playground area. In 2024 we received an additional track and field. This expansive turf field allows for students to play soccer and football. We also installed new black matting under the existing play structures and added three handball walls, a basketball and tetherball court.

In 2024, the exterior fencing on 16th street and the parking lot were upgraded. We added 10 vanpool and ADA access parking spots and the asphalt was resurfaced. A video camera and Salto lock gates were installed for added security.

2023 saw the completion of the outdoor awning for lunchtime eating. Window paint and floor projects at Rogers were completed in 2018. 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	September, 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p><b>Statewide Assessments</b>            (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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> <li><b>Smarter Balanced Summative Assessments and CAAs for ELA</b> in grades three through eight and grade eleven.</li> <li><b>Smarter Balanced Summative Assessments and CAAs for mathematics</b> in grades three through eight and grade eleven.</li> <li><b>California Science Test (CAST) and CAAs for Science</b> in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).</li> </ol> <p><b>College and Career Ready</b>            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.</p>

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
<p>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.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>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.</p>						
Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	56	55	72	72	46	47
Mathematics (grades 3-8 and 11)	48	47	57	59	34	35

## 2023-24 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.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	266	257	96.62	3.38	55.25
<b>Female</b>	129	126	97.67	2.33	56.35
<b>Male</b>	137	131	95.62	4.38	54.20
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	21	100.00	0.00	85.71
<b>Black or African American</b>	31	31	100.00	0.00	25.81
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	107	106	99.07	0.93	35.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	95	91	95.79	4.21	81.32
<b>English Learners</b>	18	17	94.44	5.56	11.76
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	12	11	91.67	8.33	9.09
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	121	117	96.69	3.31	25.64
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	43	41	95.35	4.65	21.95

2023-24 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.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	266	255	95.86	4.14	47.06
Female	129	124	96.12	3.88	43.55
Male	137	131	95.62	4.38	50.38
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	76.19
Black or African American	31	30	96.77	3.23	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	107	105	98.13	1.87	24.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	95	91	95.79	4.21	72.53
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	12	11	91.67	8.33	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	115	95.04	4.96	22.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	40	93.02	6.98	25.00

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.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	50.00	42.86	57.29	57.44	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	84	92.31	7.69	42.86
Female	47	44	93.62	6.38	47.73
Male	44	40	90.91	9.09	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	43	41	95.35	4.65	24.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	26	89.66	10.34	65.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	41	91.11	8.89	19.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	14.29

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement	<div>State Priority: Parental Involvement</div> <div>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.</div>
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2024-25 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). Monthly Coffee with the Principal is hosted for parents to have an informal, audience with the principal to ask questions or raise concerns. We offer various trainings and workshops, including a monthly Parent Support Group. 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 classroom and teacher supplies, technology, and field trips. Parents are also encouraged to volunteer in the classroom or for our Jog-a-thon, Back-to-School Night, Family Movie Nights, Family Dances, music concerts, annual talent show, book fair, Cinco de Mayo celebration, and parent-education opportunities, Regenerative Family Farming volunteer days, 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.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	544	539	104	19.3
Female	265	264	45	17.0
Male	279	275	59	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	2	7.4
Black or African American	66	66	22	33.3
Filipino	--	--	--	--
Hispanic or Latino	226	225	54	24.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	27	6	22.2
White	191	188	18	9.6
English Learners	43	43	11	25.6
Foster Youth	--	--	--	--
Homeless	19	18	9	50.0
Socioeconomically Disadvantaged	245	243	74	30.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	98	94	16	17.0

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

## 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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.24	0.18	0.92	2.34	2.12	1.85	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.92	0.00
Female	0.75	0.00
Male	1.08	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.55	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.44	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.52	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	5.26	0.00
Socioeconomically Disadvantaged	2.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.04	0.00

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

2024-25 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 October 2024. 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 using the Raptor system. 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 SAP, Boys and Girls Club and CREST programs. Families may enroll students in before and after care programs on a sliding fee scale. In addition, for students in grades 1-5, we offer our after-school Playground Club program through the Boys and Girls Club of Santa Monica.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2024.

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.

2021-22 Elementary Average Class Size and Class Size Distribution				
This table displays the 2021-22 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	16	3	2	
1	16	4		
2	20	3		
3	19	3		
4	22		3	
5	25		3	

2022-23 Elementary Average Class Size and Class Size Distribution				
This table displays the 2022-23 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	24		6	
1	18	4		
2	23		4	
3	22		4	
4	15	8	4	
5	15	11	6	
Other	12	2		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	1	3	
1	23		4	
2	25		3	
3	23		4	
4	21	1	3	
5	22		4	
Other	20	1		

## 2023-24 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	0

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	6.6

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$10,122	\$663	\$9,459	\$90,111
District	N/A	N/A	\$7,242	\$95,359
Percent Difference - School Site and District	N/A	N/A	26.5	-5.7
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-13.0	-5.0

## Fiscal Year 2023-24 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):

- Part-time counselor
- IB training for new teachers and planning days for grade level units of inquiry
- Professional Development for IB Unit of Study
- Additional Instructional assistants and campus monitor support
- Subscription to Literably and Lexia to support with Tier II reading intervention for students
- developing a responsive classroom to provide a full social curriculum that can promote a safe and healthy learning environment for students
- K-2nd grade Tier 3 reading interventionist

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.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$56,079	\$58,855
<b>Mid-Range Teacher Salary</b>	\$83,731	\$92,519
<b>Highest Teacher Salary</b>	\$112,731	\$114,665
<b>Average Principal Salary (Elementary)</b>	\$145,586	\$142,791
<b>Average Principal Salary (Middle)</b>	\$151,118	\$151,078
<b>Average Principal Salary (High)</b>	\$159,108	\$167,094
<b>Superintendent Salary</b>	\$246,996	\$281,086
<b>Percent of Budget for Teacher Salaries</b>	29%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 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 in comprehension and collaboration across all curricular areas. Building off our emphasis to develop a community culture on campus, our main focus for the 2024-2024 school year will in building teacher capacity and fidelity in teaching the speaking and listening standard 1.0 standard. Using an inquiry-based workshop approach in grades TK-5 and through the support and guidance of our Site Leadership Team (PLCs) will engage in four cycles of inquiry (design, implement, refine). Our intended outcome is that students will regularly engage in structured collaborative discussions (SL1.0) for a variety of purposes by demonstrating an ability to follow agreed upon discussion rules, build on others' talk, ask questions for clarification, and respond to others' comments through multiple exchanges, as measured by grade specific surveys and rubrics.

In addition to our Friday bank time professional development, we set aside funds for teachers to attend trainings during the school year. This year we held several professional development opportunities to build our instructional practices for developing inquiry related projects for IB and social-emotional learning. Our partnership with the Cotsen Foundation centered on culturally-responsive pedagogy. We receive training through our collaboration with the National Center for Safe Supportive Schools. In addition, we have achieved the status of International Baccalaureate Authorization; this has resulted in significant professional development and collaboration. All of these learning opportunities, have led us to develop a comprehensive Multi-Tiered System of Support (MTSS).

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 Induction. Teachers interested in applying for National Board Certification may participate in the process and can

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	10	10