

# Will Rogers Middle School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

#### 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> .

## 2025-26 School Contact Information

<b>School Name</b>	Will Rogers Middle School
<b>Street</b>	4110 West 154th Street
<b>City, State, Zip</b>	Lawndale, CA 90260
<b>Phone Number</b>	(310) 676-1197
<b>Principal</b>	Drew Stewart
<b>Email Address</b>	drew_stewart@lawndalesd.net
<b>School Website</b>	<a href="https://wrmd-lesd-ca.schoolloop.com/">https://wrmd-lesd-ca.schoolloop.com/</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	19-64691-6014922

## 2025-26 District Contact Information

<b>District Name</b>	Lawndale Elementary School District
<b>Phone Number</b>	(310) 973-1300
<b>Superintendent</b>	Ms. Virginia Castro
<b>Email Address</b>	virginia_castro@lawndalesd.net
<b>District Website</b>	www.lawndale.k12.ca.us

## 2025-26 School Description and Mission Statement

Will Rogers Middle School is one of eight schools in the Lawndale Elementary School District. Rogers became a 6th, 7th and 8th grade middle school in 2006-2007. It currently serves an ethnically diverse school of 778 students, many of whom are second language learners. Will Rogers Mission is to prepare students to become citizen leaders of the 21st century. Rogers expects academic excellence from every student. We enable each student to maximize their potential through an outstanding educational program. Students are engaged in critical thinking, problem solving, collaboration and communication in a standards based curriculum. Will Rogers Middle School is organized into small learning communities where every student is known, valued for their contributions, and nurtured. Rogers Panthers demonstrate their Panther PAW - Practice Safety, Act Respectfully, Work toward success. Will Rogers Middle School continues to strive to improve continuously in the areas of

## 2025-26 School Description and Mission Statement

teacher training, parent involvement, instruction, safety, attendance, discipline, and positive culture.

Rogers has one full-time Language Arts Specialist (LAS) for intervention, providing small-group support in the area of English-Language Arts with the support of Instructional Assistants. Rogers also has one full time English Learner Instructional Resource Teacher (ELIRT) and a math TOSA that provide teachers the resources to deliver best first instruction to students on a daily basis, as well as engaging with the math department in partner teaching starting in the 25-26 school year. In addition, Rogers has s a 21st century instructional technology resource teacher, two social workers, two counselors, computer technician and a library media specialist split between all school sites. Title I funds are allocated toward interventions for students requiring additional support to meet grade level expectations. In addition to having a Language Arts Specialist, there are two 5 hour and two 3 hour instructional assistants. Most of the instructional assistants are bilingual. Additionally, The instructional assistants support the ELIRT and LAS directly by servicing struggling students.

Will Rogers Middle School is dedicated to ensuring that all students succeed. We maintain a school culture that ensures safety, builds respect and teaches personal responsibility for learning. We are a community committed to excellence and academic achievement. We serve a richly diverse student population through a focus on learning. The staff at Rogers provides rigorous instruction, develops social leadership skills, and supports student's individual needs to ensure success. In support of our goals, Rogers Middle School provides ongoing professional development for all our staff. Parents are partners in our commitment to student achievement. Rogers invests in the future by creating a supportive learning environment with high expectations for all our students.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	249
Grade 7	297
Grade 8	253
<b>Total Enrollment</b>	<b>799</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
Asian	6.6
Black or African American	12.6
Filipino	0.6
Hispanic or Latino	72.3
Native Hawaiian or Pacific Islander	0.9
Two or More Races	2.6
White	2.8
English Learners	13.5
Foster Youth	0.3
Homeless	2.4
Socioeconomically Disadvantaged	83
Students with Disabilities	15.5

### 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.

## 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>	35	94.76	234.7	94.27	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	2.7	3	1.2	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	4.1	1.67	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1	0.4	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.9	2.51	6	2.45	15831.9	5.67
<b>Total Teaching Positions</b>	37	100	249	100	279044.8	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.

## 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>	34.1	95.79	228	93.35	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.5	1.43	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.6	3.14	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1.5	4.21	5	2.08	14303.8	5.15
<b>Total Teaching Positions</b>	35.6	100	244.2	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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>	34.6	94.98	228.5	92.27	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	4	1.61	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.7	3.12	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1.8	5.02	7.4	2.99	13705.8	4.91
<b>Total Teaching Positions</b>	36.4	100	247.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lawndale Elementary School District reviews and updates its textbooks and instructional materials according to California Department of Education Regulations. All Williams Legislation reports have found student access to textbooks to meet all requirements. The most recent adoptions were Science textbooks and materials (2022) and math (2024).

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Study Sync-McGraw Hill/2017	0
<b>Mathematics</b>	EnVision Math 2024 - Savvas - 2024	0
<b>Science</b>	Amplify/2022	0
<b>History-Social Science</b>	National Geographic and Teachers Curriculum Institute Adopted 2020	0
<b>Foreign Language</b>	N/A	NA
<b>Health</b>	N/A	NA
<b>Visual and Performing Arts</b>	N/A	NA
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

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

## School Facility Conditions and Planned Improvements

Will Rogers Middle School is well-maintained and provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Four full time custodians perform basic cleaning operations at our school site, and the Lawndale School District Maintenance and Grounds Department provides additional services as needed. Detailed cleaning is done during vacation periods. The district provides maintenance services on a regular schedule and the district maintenance staff ensures that the repairs necessary to keep the school in good condition and working order are completed in a timely manner. Daily reports of incidents that require repair at the school sites are processed through work orders. A work order process or request for repairs is used to track work orders prioritize emergency repairs and ensure efficient service.

## School Facility Conditions and Planned Improvements

The buildings are well maintained and surrounded by a grassy quad area and a large park. The campus has been renovated and the technology has been up graded. All classrooms are equipped with internet connectivity.

A thorough renovation was completed at Rogers Middle School between 2001 and 2004, as part of the District's modernization program. Throughout the entire modernization process, the students' safety was at the forefront of everyone's mind. To address some of these safety concerns, more classrooms and restrooms were added and new routes for student ingress and egress were created.

Improvements made after modernization

- Library multimedia learning center updated
- Installation of filtered drinking fountain and bottle refilling station
- Gym lobby and classroom floors replaced

Measure L funded facility Improvements 2017-2019

- Painted exterior of all buildings, fences, and external metal surfaces
- 2019 new slurry coat on asphalt surfaces within campus
- 2019 New roofing installed on permanent buildings
- New flooring in Lobby, Hallway and 3 Classrooms in Bollinger gymnasium

Measure CL funded facility Improvements 2013-2018

- Interactive Projectors in all classrooms
- Wireless Access throughout entire campus
- High speed fiber backbone and new switch gear provide fast reliable internet access

Prop 39 HVAC 2019

- Replaced all heat pumps with new units in permanent buildings
- Replaced lights in the gym parking lot. Dec. 2024
- Replaced defective hand dryers. Sept. 2024
- Replaced faulty fire alarm panels. Dec. 2024
- Ongoing construction/renovation of the administration offices.
- Completed renovation of administration offices.
- Ongoing construction of 2 story classroom building.

Year and month of the most recent FIT report

December 2025

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			Replaced broken or stained ceiling tiles as needed.
<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			Testing of fire alarms completed December 2025
<b>Structural:</b> Structural Damage, Roofs	X			

## School Facility Conditions and Planned Improvements

<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

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).

#### College and Career Ready

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.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	46	49	49	51	47	48
<b>Mathematics</b> (grades 3-8 and 11)	24	31	35	37	35	37

## 2024-25 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>	815	805	98.77	1.23	48.82
<b>Female</b>	424	418	98.58	1.42	53.83
<b>Male</b>	391	387	98.98	1.02	43.41
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	55	54	98.18	1.82	75.93
<b>Black or African American</b>	100	99	99.00	1.00	41.41
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	592	586	98.99	1.01	46.93
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	35	100.00	0.00	51.43

<b>White</b>	23	21	91.30	8.70	71.43
<b>English Learners</b>	100	91	91.00	9.00	5.49
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	17	100.00	0.00	23.53
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	680	674	99.12	0.88	47.03
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	121	120	99.17	0.83	14.17

## 2024-25 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	815	814	99.88	0.12	31.16
<b>Female</b>	424	424	100.00	0.00	28.84
<b>Male</b>	391	390	99.74	0.26	33.68
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	55	55	100.00	0.00	70.91
<b>Black or African American</b>	100	99	99.00	1.00	23.47
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	592	592	100.00	0.00	27.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	35	100.00	0.00	34.29
<b>White</b>	23	23	100.00	0.00	59.09
<b>English Learners</b>	100	100	100.00	0.00	5.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	17	100.00	0.00	5.88
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	680	679	99.85	0.15	28.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	121	120	99.17	0.83	5.83

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	22.61	32.44	30.17	32.46	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	262	262	100.00	0.00	32.44
Female	128	128	100.00	0.00	31.25
Male	134	134	100.00	0.00	33.58
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	63.64
Black or African American	33	33	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	181	181	100.00	0.00	30.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	7.14
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	8.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	203	203	100.00	0.00	29.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	3.45

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 7	99.3%	98.9%	99.7%	99.5%	99.5%

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.

### 2025-26 Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at our school and play an important role in the success of Rogers. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs. Parents are encouraged to participate on one or more of the following committees or organizations:

- English-Language Advisory Committee (ELAC)
- School Site Council (SSC)

The SSC, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of programs relative to the goals of the school, and to act as a communication liaison between the community and school.

Will Rogers offers access to medical and health information and screening. Along with the committees and organizations mentioned above, parents have opportunities to participate in parent education workshops and classes, conferences, school events, field trips, student activities, family nights, career days and academic competitions. Our parents are an important part of our school community and are always welcome to visit classrooms and participate in school activities. The 25-26 school year is the first that WRMS has operated with additional grant-funding as a Community School, and this has allowed us to create even more opportunities for parent engagement and support for families through events like the Million Male Figures event and the LESD Grateful Gathering.

We communicate in a variety of ways with parents. We communicate through the use of Parent Square, telephone, text message, email, website, Parent Newsletter, and Instagram. Parents can also communicate via telephone, email, ParentSquare and can visit counselors and conference with all of their students' teachers.

We also have two on-site social workers and a team of interns to support the social and emotional needs of our students. Our school social worker works with the school and provides a series of parent workshops on topics pre-selected by parents. Additionally, the Los Angeles County Sheriff's Department provides a SRO (School Resource Officer). This officer helps with our safe school programs and supports our conflict resolution/peer mediation program.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	843	831	155	18.7
Female	434	428	84	19.6
Male	409	403	71	17.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	56	2	3.6
Black or African American	107	106	24	22.6
Filipino	--	--	--	--
Hispanic or Latino	606	597	105	17.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	25	14	56.0
White	23	23	3	13.0
English Learners	130	125	24	19.2
Foster Youth	--	--	--	--
Homeless	24	22	6	27.3
Socioeconomically Disadvantaged	712	702	141	20.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	133	130	25	19.2

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.55	3.4	1.78	1.99	1.22	0.88	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.12	0	0	0.06	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.78	0.00
Female	2.07	0.00
Male	1.47	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.48	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.85	0.00
White	0.00	0.00
English Learners	0.77	0.00
Foster Youth	0.00	0.00
Homeless	16.67	0.00
Socioeconomically Disadvantaged	2.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.51	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.

## 2025-26 School Safety Plan

A Comprehensive Safety Plan is in place for every school in the District. Rogers School's plan was reviewed by School Site Council. There are also disaster/safety plans that each teacher maintains in their emergency disaster preparedness backpack. The Safety Plan addresses ongoing safety concerns as well as what to do in the event of an emergency. More specifically it covers Disaster procedures, Discipline Guidelines, reporting child abuse guidelines, anti-bullying, safety routes to and from school, and other safety concerns for the school. Emergency drills are routinely held for earthquake, fire preparedness, and lock-downs/lockouts. The newest plan was reviewed and updated in August 2025, and is officially board approved in February of 2026.

Rogers Middle School is a closed campus. All visitors are required to sign-in through the Raptor at the school's office. Before school, after school, and during lunch administrators and other campus supervisors monitor activity and ensure student safety. Rogers Middle School has two full-time campus supervisors and six part-time campus assistants during school hours. The school property is fenced and gates remain locked during school hours. Rogers also has two counselors and two social workers for student support. Students are also trained in conflict resolution and function as peer mediators. A Los Angeles County Deputy Sheriff, School Resource Officer, works with our students in a proactive manner to encourage good citizenship and support the rules of the school and community. Our safety plan is reviewed annually. It specifically addresses disaster/emergency procedures, discipline guidelines, reporting child abuse, and evacuation procedures. A copy of the school safety plan is in the office.

Rogers Middle School is proactive in providing internet safety. Students and parents sign an Acceptable Use Policy to help ensure best practices of all technological devices.

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	11	15	1
Mathematics	24	6	14	2
Science	29	1	13	4
Social Science	28	2	15	2

## 2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	9	16	
Mathematics	22	10	13	
Science	29	1	14	2
Social Science	25	3	17	

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	8	17	1
Mathematics	23	5	19	
Science	30	2	10	6
Social Science	28		18	1

## 2024-25 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	399.5

## 2024-25 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)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	16418.17	6773.45	9644.72	117411.24
<b>District</b>	N/A	N/A	9644.72	\$113,157
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	3.7
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	-14.4	15.9

## Fiscal Year 2024-25 Types of Services Funded

Rogers has a variety of programs and supplemental services designed to help our students succeed. Before, during, and after school instructional support is provided for students with academic needs. Classroom and/or intervention teachers work with identified students in core subjects (English/Language Arts, math, social studies, science, iReady-Reading/Math) to assist them in reaching State standards. Funding is provided through the Local Control Accountability Plan (LCAP) and other site funds.

Rogers has a Dual Immersion Program. Rogers provides ELD instruction for English Learner students. Rogers has a College Preparatory Academy program that serves approximately 50 6th grade students. We have also started the AVID program in the 25-26 school year, which serves approximately 60 7th and 8th students. The school provides supplemental books, and technology (including 1-1 take-home devices) for student use.

The school provides two counselors and two social workers to provide academic and social emotional counseling and support. The social workers also provides individual and group counseling and helps find family services outside of the school as needed. Rogers also has a partnership with Little Company of Mary Medical Center to provide health care and screening services for our students weekly. We have a health van on campus once a week that provides health services to all of our families.

In addition to intervention, Rogers offers before and after-school enrichment programs through RAP that includes homework help, music, clubs, math and science activities, sports program. Rogers also has sports and music programs after school for students. Rogers also offers after school tutoring and intervention along with academic teams such as Lego Robotics, Science Olympiad and a partnership with Northrop Grumman's Hack-a-thon program.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>	\$69,865	\$61,516
<b>Mid-Range Teacher Salary</b>	\$104,746	\$95,479
<b>Highest Teacher Salary</b>	\$129,280	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$179,042	\$152,668
<b>Average Principal Salary (Middle)</b>	\$185,073	\$156,487
<b>Average Principal Salary (High)</b>		\$165,427
<b>Superintendent Salary</b>	\$265,740	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	26.58%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	5%	5.74%

## Professional Development

The LESD Education Services team in collaboration with the Language Arts Specialists, English Language Instructional Resource Teachers, and Principals have designed a comprehensive system for monthly professional development. All district professional development occurs on Thursdays after school following an early release day. Topics are selected based on expressed teacher need and identified student deficiencies. All professional development in the LESD focuses on meaningful collaboration, developing teacher capacity and the implementation of research based practices to support student achievement. The most prominent initiative we are focused on for professional development is deepening student learning and critical thinking with purposeful questioning and academic discourse. This school year we have added Social Emotional Learning as our Professional Development focus to improve outcomes for students that have experienced trauma and how the staff can create, facilitate, cultivate, and maintain positive relationships with students.

Teachers receive professional development in structured cycles that afford them the opportunity to learn about a new concept, plan for implementation with their colleagues, practice their learning with students, and then come back with their colleagues to discuss the strengths and weaknesses of their instructional implementation of the new skill.

Feedback about the effectiveness of the professional development is regularly collected to assess the effectiveness of the program and make changes as needed. Additionally, site staff members and Educational Services team members regularly visit classrooms to determine the level of implementation of the professional development focus.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	13	13	13