

Will Rogers Learning Community

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.

Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

2025-26 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	Lila Daruty
Email Address	ldaruty@smmusd.org
School Website	https://www.smmusd.org/rogers
Grade Span	P-5
County-District-School (CDS) Code	19-64980-6022644

2025-26 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Antonio Shelton, Superintendent
Email Address	aograde@smmusd.org
District Website	www.smmusd.org

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

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 (IB) school, we fulfill our mission through an interdisciplinary, inquiry-based approach that engages students by integrating science, technology, engineering, the arts, mathematics, and literacy across all content areas. Our goal is to develop thinkers, communicators, and problem solvers who understand their role in the world. Teachers differentiate instruction and use research-based strategies so that all students can access rigorous curriculum, and our staff participates in ongoing professional learning to strengthen instruction and improve student outcomes. IB principles guide our continuous growth, support social-emotional development, and promote meaningful partnerships among students, staff, families, and the community.

As a PYP school, a dedicated IB coordinator collaborates with teachers to design and implement instruction grounded in the six transdisciplinary units of inquiry:

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet

These units anchor learning across all subjects and help students make authentic, real-world connections.

Our classrooms provide active, hands-on, inquiry-based learning across STEM, Spanish language instruction (2nd–5th grade), visual arts, and music (TK–5th). Specialists work closely with classroom teachers so that Spanish, art, and music meaningfully enhance each unit of study. Technology—including interactive whiteboards, document cameras, laptops, and iPads—supports students as researchers, collaborators, and creators.

In mathematics, we use Cognitively Guided Instruction (CGI), which aligns with PYP principles by building on students' thinking and strengthening conceptual understanding through dialogue and reasoning. Our STEM program deepens inquiry through engineering challenges tied to the units of inquiry, connecting learning across subjects such as writing and art. Students engage in the design cycle—define, develop, optimize—and learn through iteration, productive struggle, and reflection.

Our literacy approach integrates reading, writing, speaking, and listening across all content areas. Using the Writing Workshop philosophy, we “teach the writer, not the writing,” focusing on genre craft and giving students choice, voice, and autonomy as they grow into confident, authentic writers. Students read widely, explore multiple perspectives, and write for real purposes embedded in each unit.

We monitor student learning through district assessments (IAB and STAR) and ongoing formative assessments, using this information to tailor instruction. Our leadership team supports teachers through professional development, model lessons, and collaborative planning aligned with PYP expectations.

Our staff is deeply committed to student learning, well-being, and safety. We have 25 general education teachers; three special education teachers; a language and literacy intervention specialist; a K–2 reading interventionist; a school psychologist, counselor, speech pathologist, and occupational therapist; as well as talented classified staff who help families navigate the

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school day. Together, they create a warm, supportive environment where students are engaged, held to high expectations, and experience both challenge and joy.

As a Title I school, we use additional funding to provide targeted supports, including instructional assistants who work with students in small groups to strengthen reading and foundational skills. Teachers collaborate regularly and participate in high-quality professional development grounded in research-based practices.

We invite you to partner with our learning community—visit our campus, observe our students in action, and experience the curiosity, diversity, and joy that make Will Rogers such a special place for children to learn and grow.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	65
Grade 2	93
Grade 3	71
Grade 4	98
Grade 5	78
Total Enrollment	522

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.4
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	4.2
Black or African American	11.7
Filipino	0.6
Hispanic or Latino	41.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	7.7
White	33.5
English Learners	7.3
Homeless	3.4
Socioeconomically Disadvantaged	44.4
Students with Disabilities	15.3

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	91.3	413.9	85.71	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	16.1	3.35	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	13.9	2.89	11953.1	4.28
Unknown/Incomplete/NA	2	8.7	37.1	7.7	15831.9	5.67
Total Teaching Positions	23	100	482.9	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.8	98.23	408.2	85.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	20.5	4.3	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	9.1	1.9	11746.9	4.23
Unknown/Incomplete/NA	0.5	1.77	38.6	8.08	14303.8	5.15
Total Teaching Positions	28.3	100	478.1	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23	92	380.8	84.12	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.9	0.43	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	23.8	5.26	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4	10.7	2.38	12112.8	4.34
Unknown/Incomplete/NA	1	4	35.3	7.8	13705.8	4.91
Total Teaching Positions	25	100	452.7	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

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

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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017 UFLI and Handwriting without Tears	0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015	0
Science	Amplify Science, adopted 2022	0
History-Social Science	Realize Digital Courseware 2022	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.

School Facility Conditions and Planned Improvements

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	8/1/2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	55	54	72	72	47	48
Mathematics (grades 3-8 and 11)	47	42	59	59	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
All Students	248	244	98.39	1.61	53.69
Female	117	114	97.44	2.56	48.25
Male	130	129	99.23	0.77	58.14
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	84.62
Black or African American	28	28	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	107	104	97.20	2.80	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	66.67
White	84	83	98.81	1.19	77.11
English Learners	19	19	100.00	0.00	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	84	97.67	2.33	30.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	19.51

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	244	98.39	1.61	42.21
Female	117	114	97.44	2.56	35.96
Male	130	129	99.23	0.77	48.06
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	92.31
Black or African American	28	28	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	107	104	97.20	2.80	21.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	50.00
White	84	83	98.81	1.19	68.67
English Learners	19	19	100.00	0.00	10.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	84	97.67	2.33	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	12.20

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	42.86	42.11	57.44	54.74	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	77	76	98.70	1.30	42.11
Female	31	30	96.77	3.23	40.00
Male	45	45	100.00	0.00	42.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	38	97.44	2.56	26.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	25	100.00	0.00	68.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	29	96.67	3.33	13.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

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 5	97	90	97	94	99

C. Engagement	<p>State Priority: Parental Involvement</p> <p>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.</p>
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2025-26 Opportunities for Parental Involvement
<p>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 Monday Meet-Up 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.</p> <p>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.</p> <p>For more information on how to become involved, contact Community Liaison at (310) 452-2364, who can help you find the best way for you to volunteer.</p>

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	556	549	118	21.5
Female	268	267	59	22.1
Male	287	281	59	21.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	2	9.1
Black or African American	66	62	21	33.9
Filipino	--	--	--	--
Hispanic or Latino	237	236	75	31.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	46	45	9	20.0
White	178	177	11	6.2
English Learners	42	42	7	16.7
Foster Youth	--	--	--	--
Homeless	24	22	9	40.9
Socioeconomically Disadvantaged	266	263	86	32.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	101	101	26	25.7

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
0.18	0.92	3.06	2.12	1.85	1.47	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	0	0	0	0.01	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	3.06	0.00
Female	1.49	0.00
Male	4.53	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.55	0.00
Black or African American	12.12	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.56	0.00
English Learners	4.76	0.00
Foster Youth	0.00	0.00
Homeless	4.17	0.00
Socioeconomically Disadvantaged	5.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.94	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

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 2025. We engage in monthly drill practice alternating between fire, earthquake and active shooter drills. Our focus is on listening to the adults in charge and following Our evacuation plans as trained.

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 Verkada 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 January 2026.

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.

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	0	6	0
1	18	4	0	0
2	23	0	4	0
3	22	0	4	0
4	15	8	4	0
5	15	11	6	0
6	0	0	0	0
Other	12	2	0	0

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	0
1	23	0	4	0
2	25	0	3	0
3	23	0	4	0
4	21	1	3	0
5	22	0	4	0
6	0	0	0	0
Other	20	1	0	0

2024-25 Elementary 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 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	4		
1	16	1	3	
2	23		4	
3	23		3	
4	15	8	5	
5	14	7	4	
Other	16	2	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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	8.4

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
School Site	\$10,122	\$663	\$9,459	\$90,111
District	N/A	N/A	\$7,242	\$100,861
Percent Difference - School Site and District	N/A	N/A	26.5	-5.7
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-13.0	-5.0

Fiscal Year 2024-25 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 hours
- 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

Fiscal Year 2024-25 Types of Services Funded

- 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 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
Beginning Teacher Salary	\$58,883	\$62,145
Mid-Range Teacher Salary	\$87,918	\$97,088
Highest Teacher Salary	\$118,368	\$120,436
Average Principal Salary (Elementary)	\$151,771	\$151,343
Average Principal Salary (Middle)	\$155,740	\$159,514
Average Principal Salary (High)	\$181,381	\$177,261
Superintendent Salary	\$275,000	\$294,805
Percent of Budget for Teacher Salaries	28.47%	29.95%
Percent of Budget for Administrative Salaries	5.18%	5.4%

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 by the end of the academic year, all students will develop robust, transferable understandings of key interdisciplinary concepts through a concept-driven, coherent written curriculum aligned with trans-disciplinary themes and a clearly articulated scope and sequence. Instruction will incorporate varied Depth of Knowledge (DOK) levels to ensure students engage in progressively complex cognitive tasks—from recall to creation. As measured by formative and summative assessments, at least 90% of students will demonstrate the ability to independently question, reason, synthesize information, and solve problems. The curriculum will emphasize concept-driven inquiry, enabling all students—including those from diverse and underserved backgrounds—to formulate, refine, and pursue rich, complex questions that promote deeper exploration and meaningful understanding.

Professional Development

In addition to our Friday bank time professional development, we set aside funds for teachers to attend trainings during the school year. This year teachers are training with Berkeley Everett, a coach and mentor from the UCLA Math project to build number sense routines in mathematics. We have also had several professional development opportunities to build our instructional practices for developing inquiry related provocations and high leverage thinking routines for IB. In addition, we are 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 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10